FOOTHILL COLLEGE
Program Planning and Review
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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	English Department Members attending: Rosemary Arca, Lesley Dauer, Jordana Finnegan. Valerie Fong, Nancy Gill, Kurt Gravenhorst, Tess Hansen, Susie Huerta, Norm Landes, Linda Lane, Scott Lankford, Natalia Menendez, Erica Onugha, Anne Paye, Kella Svetich (3 department members on PDL)
2. State the program's mission. If you don't have one, create one.	The Foothill College English Department offers a comprehensive and richly diverse program in College Skills and transfer-level composition/reading, creative writing, and literature. Classroom-based and online instruction develops critical reading and writing skills essential to higher education, career preparation, and effective participation in a democratic society and a global community. English courses teach students to evaluate the logic and techniques in a variety of texts and to respond to them in organized, fluent, and persuasive essays. These skills enable Foothill College students to achieve their goals for academic success, personal growth, and lifelong learning.
3. Explain how the program/department mission is aligned with the college mission?	The department mission reflects the college mission in terms of addressing basic skills, transfer, career preparation, and lifelong learning. It also refers to the overall goal of developing students into global citizens.

II. Department and Program Description & Data

1. What are your hours of operation? M-Th 7:30am-5:00pm; F 7:30am-4:30pm	Our offices open at: Closed for Lunch: No ☒ or Yes ☐ If yes, when: Our offices closed at:

	Times offered:	Locations offered:	Types Offered:	Status Offered:
2. What types of classes do you offer, at what locations, and at what times?	☒Morning (6AM-12PM) ☒Afternoon (12PM-4PM) ☒Evening (4PM-10PM)	☒FH Main Campus ☒Middlefield ☐Off campus	☒In Person ☒Hybrid ☒Distance	☒Credit ☐Non-credit

3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties
English Faculty	16	18-25 (depending on the quarter)	Teach all range of English classes from developmental to advance critical thinking as well as our literature courses.
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	

Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean	1	0	Maintaining the operation of and overseeing the entire division and its budget. Working strategically with faculty to enhance our course offerings. Supervising staff to ensure that the division runs smoothly and is student-centered and responsive to the needs of

			students.
Director of the English Writing Center	1	0	Meets one on one with students to discuss their writing and responses to the assignments instructors in the English department. Provides feedback and guidance for improve student writing.
Instructional Associate; Language Arts Lab	1	0	Assists with the daily operations of the Language Arts lab including the enrollment of students into academic skills courses and accurate record keeping. Assists students with their academic skills work and surprises student workers.
Position Title	0	0	

Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Student Workers	0.00	0	Assists the writing center Director and the IA in the Language Arts lab with the operations of those areas of the lab.
Position Title	0.00	0	
Position Title	0.00	0	

4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	Our enrollment steadily decreased from 2003-07. However, our enrollment stabilized in 2007-08 and increased by 9% in 2008-09. Despite a drop from the peak enrollment in 2004-05, the FTES trends have been relatively stable since 2005-06. The trends indicate that the number of FTES in English will remain stable or modestly increase in 2009-10. Combined, the data suggest that while we are serving more students every year, our student population is increasingly comprised of part-time students.

Implications: The data suggest that our department needs to re-evaluate how we view our student population. In particular, we need to examine how quickly they want to finish their studies at Foothill and their English course goals to ensure that we are adequately serving the needs to a rapidly changing population. We also need to evaluate what the downward trend in WSCH indicates for our department and decide whether it is cause for departmental concern.

5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?

Overall, there has been a slight decrease in the student success rate, but the overall rate seems low. Our retention rate has been quite stable between 84-88% for the past four years.

Implications:
In the absence of additional contextual data, the faculty should discuss the success rate and what it should ideally yet realistically be. An operation goal could be to analyze the sub-populations that are successful and unsuccessful, which would lead to increased faculty collaboration. We also need to evaluate whether the success rate accurately reflects the success of our students. The coding of courses may lead to inflation in our success rates.

Degrees and Certificates:
Excluding a 100% increase in the number of degrees (AAs) awarded in 06-07, our six-year trend suggests that we will continue to award a consistent number of degrees: 3. There is a wildly-fluctuating trend in the number of certificates we award, which varies yearly. However, the overall trend suggests that we are on a downward incline from the high number of awards from 2002-05. While 2006-07 saw a return to 2002-03 levels, the past three years combined suggest that we should expect to award fewer than 15 awards in the coming years.

	Implications: The faculty needs to discuss the low number of graduates and certificates awarded, and decide whether this is a departmental concern. The change in the definition of a certificate may have had an impact on the number of certificates awarded.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	Despite the change in data collection with the addition of a "Multiple Ethnicity" category in 2008-09, which makes a comparison of raw data a bit difficult, our enrollment by ethnicity has mostly stayed consistent from 2006-09. Some exceptions are an increase in the enrollment of Hispanic students by 12.5%, a 9% increase in the enrollment of White students, a 20% increase in the enrollment in Filipino students, and a 15% increase in the enrollment of Pacific Islander students from 2006-07 to 2008-09. We are enrolling significantly more Hispanic, Filipino, Pacific Islander and White students. The retention rates for most ethnic groups hovers around our department average of 86%; however, Black students in 2008-09 had a retention rate of 82% that needs to be addressed. Implications: While we are enrolling more under-represented students, they have success rates lower than our average of 76%. While Asian, White and "Other" students have above average success rates for our department, all under-represented student groups have lower success rates. In 2008-09, the success rates were: 65% for Black students, 60% for Filipino students, 72% for Hispanic students, 65% for Pacific Islander students, and 57% for Multiple Ethnicity students. The data suggest that we need to focus on increasing the success rates of Black, Filipino, Hispanic, Pacific Islander and Multiple Ethnicity students. As a result, a departmental goal should be to research, design, and discuss the most effective practices in retaining students and increasing success rate.

	In addition, a departmental goal should be to examine the infrastructure and systemic support needed for under-represented groups to be successful. Some things to consider include the impacts of learning communities and the specific needs of student-athletes.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	The number of FTEF has decreased from 43% in 2003-04 to 40% in 2007-08. The ratio of faculty to student has increased from 1:68 in 2005-06 to 1:69 in 2007-08. The implications are that if enrollment continues to increase we will need to hire another FTEF in the near future.
8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	2008-09 shows a modest increase in the success and retention rates in distance learning courses. However, the retention rate of 82% is lower than the retention rate for traditional format courses, which was 86% in 2007-08. Similarly, the success rate in distance learning courses was 68% in 2008-09, far lower than the 76% success rate in traditional courses. Some solutions to this discrepancy may be discussing the best and effective practices for student contact in online classes, having departmental workshops, and providing research opportunities to develop practices. In addition, the department needs to decide whether the difference in retention significant or negligible. It seems that the difference in success rate is more worrisome and should take more departmental precedence.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	N/A
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	We need to solicit more data on the ESL/Engl 100 placement issue.

11. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?	
12. Student Achievement: Given the data, describe the trends in	

overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?	
13. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?	
14. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	
15. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	
16. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
17. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	

Summary of Planning Goals & Action Plans				
18. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	**College Strategic Initiatives**			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Student success	☐	☒	☐	☐
Retention in online classes	☒	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

19. What is your plan for accomplishing your goals?

Department Operational Goals	**Activities**	

20. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning.**

21. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.

III. Curriculum

Curriculum Overview

1. How does your curriculum address the needs of diverse learners?	The needs of diverse learners inform expectations about student learning, student performance, and classroom management. Students learn at different rates, perform differently, and behave differently. The department addresses these needs in several ways:

Curriculum
- Content, including multicultural texts across genres, that reflects authors, topics, and perspectives that are representative of diverse experiences with respect to race, ethnicity, class, gender, sexual orientation. Such content draws upon the experiences of diverse students and broadens discussions of style, the relationship between form and content, and cultural, gender, and socioeconomic contexts for writing.
- Content that focuses on current events and socio-political debates that engage students in dialogue that is relevant to their own diverse experiences.
- Intensive grammar review to meet the needs of students at various levels.
- Instruction in critical thinking, reading, and writing as a product of expression and a necessary skill for learners of all types.

Student-centered Pedagogy:
- Highly-scaffolded, «backward-designed» activities, with opportunities for modeling and practice, which provide students with the skills and steps necessary to meet high expectations in the higher-stakes assignments (i.e., formal essay)
- Individualized instruction to meet the needs of a diverse skill levels
- Variance of visual, aural, kinesthetic components
- Multiple points of access to material, including lectures, overhead presentations, printed handouts, board work.
- Multiple ways to engage with material, including group discussions, timed writing, informal free-writing, group presentations, blogs, etc.
- Diagnostic texts/assignments (to provide relevant individual feedback)
- Various technologies and instructional equipment

Assessment
- Classroom Assessment Techniques to assess learning at multiple points during the process of instruction and leading up to a high stakes assignment (i.e., formal essay). Assessment help students identify strengths upon which to build and areas for improvement.
- Metacognitive activities that help students self-assess their understanding of concepts and skills

Classroom Management
- Clear expectations and explicit instruction in effective environments and behaviors for learning.
- High degrees of student accountability with respect to attendance and homework preparation.

2. How does your curriculum respond to changing community, student, and employer needs?	The department is currently discussing the implications of the CSU decision to stop offering the writing class for students who fail the junior writing achievement test. New curriculum is being considered for these students.
3. How does your curriculum support the needs of other certificates or majors?	English courses, from college skills through transfer level 1A, 1B, and 1C, support every student on campus who intendes to transfer or graduate through instruction and practice in reading, writing, and critical thinking – skills that are applicable across disciplines. In addition, our Literature and Humanities offerings play important roles in GE patterns.

4. Do your courses for the major align with transfer institutions?	Many of our English courses are transferable to CSU and UC campuses, including ENG 1A, 1B, 1C, 1AH, 1BH, 1CH, and our literature courses. These courses also fulfill the CSU GE Certification and are listed on the IGETC course list.

Transfer to UC campuses: a student must "complete the following course pattern requirement, earning a grade of C or better in each course": 2 transferable college courses (3 semester or 4-5 quarter units each) in English composition (Area UC-E: English Composition, which includes ENG 1A, 1AH, 1B, 1BH, 1C, 1CH).

Transfer to CSU campuses: students are required to complete two English classes. Nearly all transfer students choose to complete English 1A and either English 1B or 1C. The most common college to which Foothill students transfer is San Jose State University. Following SJSU, the most common transfer schools include: UC Berkeley, UC Davis, UC Santa Cruz, UC Santa Barbara, CSU East Bay, and San Francisco State University.

- *Transfer to San Jose State:* Junior level transfer students must pass any of the following courses with a grade of C or better in order to qualify for the WST: ENGL 1B, 1BH, 1C, 1CH, or PHIL 1. ENGL 1B/1BH is recommended; however, any second term writing course that has been approved for IGETC (e.g., 1B/1BH, 1C/1CH, PHIL1) will be accepted as meeting the prerequisite for taking the WST.
- *Transfer to UC Berkeley*: ENG 1A and 1B must be completed according to the Articulation Agreement.
- *Transfer to San Francisco State:* All students must complete ENG 1A and ENG 1B with a grade of C or higher to fulfill the composition requirement at SFSU.

IGETC includes English 1B and English 1C among the options to satisfy requirements for critical thinking. However, not all majors accept IGETC. Some majors, UC Berkely Business Administration, for example, require a GE pattern that includes a full year of English composition, for example 1A, 1B, and 1C. Our institution typically recommends that students complete all three English courses to ensure that they are covered in the event that they change majors or transfer destination institutions.

It has come to our attention that San Jose State, one of the CSUs in our region and one to which many of our students transfer, is no longer offering the course they previously offered to students who twice do not pass the Writing Skills Test (WST) (approximately 350 students). As a result, many of these students will be seeking equivalent courses at community colleges. This will very likely impact us, as we ourselves offer fewer sections than what our student enrollment demands. Furthermore, it's possible that some of the students who are not passing the WST are those who have transferred from our own insitition. Regardless, we might ask ourselves how can we better prepare them to pass the WST.

There are at least two ideas that we as a department have touched on briefly but which we might explore further.
- A realignment of the curriculum in 1A, 1B, and 1C. If the assumption is that students must take all three of these courses to satisfy the requirements of transfer institutions, and if the assumption is that all three of these courses will better provide students with a more solid foundation in reading, writing, and thinking skills, then we might explore a realignment of curriculum that does one or more of the following**:
  - Sequences 1C directly after 1A and before 1B
  - Moves the critical thinking (logic) outcomes from 1B to 1C
  - Adds critical thinking outcomes to 1A (in addition to 1B), introducing logic earlier in the sequence and thus better preparing students for 1B and the WST.
- A co-requisite course with instruction and practice specifically in timed writing, including understanding of the prompt, strategies for efficient yet accurate reading, and practice in the compression of the writing process.

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**Any option we might explore would include a close look at how any changes would affect the course's articulation to other institutions.

5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	We believe that many students would have increased success if they complete English 1A prior to enrolling in many transfer-level courses across the disciplines. However, we understand that the establishment of prerequisites can have an impact on enrollment and that the decision to establish prerequisites remains one of faculty primacy. Given this, we believe it would be productive to explore programmatic options to link and/or integrate transfer-level content courses across the disciplines, including our own department's literature courses, with English 1A. Such options may mitigate the issue of prerequisites by ensuring that students receive instruction in reading, writing, and critical thinking in parallel with instruction in content that demands skills in these areas.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	The English Department curriculum representative is currently working closely with department faculty to review and revise the Title V noncompliant courses listed on the attached curriculum report. These adjustments may include course deactivation and updated prerequisites in addition to Title V specifics; during this review, curriculum sheets, certificates, and degrees will also be reassessed and any needed changes implemented. To ensure this goal, the Language Arts Division recently convened a special training session in which all Division faculty learned appropriate Title V course outline composition, thus ensuring compliance across the Department as well as the Division. Finally, English faculty are currently composing and assessing student learning outcomes for all department courses.

7. Does your program offer distance education courses?	The following courses are offered in fully online and/or hybrid formats: • English 1A - Composition and Reading • English 1B - Composition, Critical Reading and Thinking • English 1C - Advanced Composition • English 003 - Technical Writing • English 004 - Journalism • English 005 - Gay and Lesbian Literature • English 007 - Native American Literature • English 008 - Children's Literature • English 040 - Asian American Literature • English 054 - Professional Writing Skills
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Effective interaction between students and faculty includes clear communication of expectations (with respect to both students and instructors), timely, specific, and substantive feedback on student work and response to individual student questions within a clearly specified timeframe. Specific examples include: • Required discussion posts and feedbadk on discussion posts. The new grading feature in Etudes greatly improves our ability to provide this type of feedback. • Timely (within 1 week) feedback on formal essay assignments. Feedback includes in-text and global comments, as it would in a face-to-face class. • Timely (within 24-36 hours) response to private messages in Etudes and regular email • Scheduled times during which the instructor is present in the chat room on Etudes. • Office hour appointments by phone or on-campus. • Detailed Announcements sent out by the Instructor twice per week, highlighting the assignments due each week and giving an overview of current themes and issues that the class is exploring. • Weekly «newsletter»

9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Effective interaction among students includes consistent collaboration, engagement, and support during the range of steps in the reading and writing process. A «democratic» and participatory environment encourages students to contribute to discussion and holds students accountable for «attendance.» Examples include: • Required discussion posts: A certain number of discussion posts required per week, with hard due dates to ensure the class progress on the same timeline. Posts are evaluated based on quality (engagement with the texts and with peers) and quantity. A rubric explaining the criteria for quality posts (with models) is provided at the beginning of the term. Students are required to comment on the Discussion posts of one another: students agree, disagree, and deepen the thoughts of other students through this process. Students facilitate discussion forums • Student lounge on Etudes: Students are encouraged to use this feature to ask questions about the course and its content, organize study groups, and otherwise share information to support the learning process. • Chat room: Students are encouraged to organize scheduled times to appear in the chat room for synchronous study sessions. • Required peer response workshops: Students participate in peer response workshops during which they upload drafts and comment on peer drafts. Required Thesis Workshops where students post their Thesis statements for essays and are also required to make specific comments on two other students' Thesis statements. • Comment circles
College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)	

10. What college skills should a student have before entering your program?	Students should be able to read college-level expository texts, identifying elements of text comprehension, including main ideas (at the essay and paragraph levels), supporting details, and major organizational patterns. In addition, students should be able to employ strategies for comprehension, including word part analysis and context for vocabulary, annotation, and pre-reading activities. Students should be able to accurately summarize texts. Students should be able to write text-based academic essays, demonstrating understanding and application of the following elements at a basic level: • Thesis and essay focus • Organization • Paragraph focus • Paragraph development, including text support - accurate and relevant use of quotes • Sentence mechanics, including a minimum of sentence boundary errors (i.e., comma splices and fragments).

11.   Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).

The Foothill placement office uses the Accuplacer test to determine placement in the English course sequence. The test is untimed and students are advised to shcedule a time to take the test when they are not rushed. Students may re-take the test once a year with the dean's approval.

The test begins with background questions on language to identify non-native English speakers. However, the test currently does not prompt students to take the ESL test based on these responses. We cannot require students to take an ESL test, but apparently it is possible for the Accuplacer to seamlessly "lead into" an ESL test if the student scores are low enough and the student has indicated that s/he is a non-native English speaker.

The test is in strict order, with the level of difficulty adjusted based on the accuracy of student responses. The test is separated into a reading section and a writing section, with reading questions presented first. Questions are multiple choice, and although Accuplacer has an option for a «telemetrically» graded essay, there is no written portion of the test currently in use.

There are currently 4 categories of placement

1. Placement into 100 and 110

2. Placement into 110, not 100

3. Placement into 100, not 110

4. Placement below 100 = "see counselor"

The cut scores are:

- 85 of 120 for reading
- 98 of 120 for writing
- 61 and below: see counselor

Counselors work with students receiving a «see counselor» placement by reviewing multiple measures, including high school grades and SAT scores, to determine appropriate placement. Some counselors review other factors, such as the student's physical condition the day they took the exam, possible learning disabilities, medications the students may be taking, and/or attitudes/issues the student may have with reading/writing. Most counselors will advise students to take English 100, as this is the lowest level English course. Some counselors may also recommend a light 12 unit load or less, which would enable the student to focus on the English course, as

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well as options for student support, such as Pass the Torch. In the 08-09 academic year, this placement group was 18% of the total number of students tested.

Course Placement	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Honors English	142	178	198	222	213	297	129
English 1A	202	261	392	345	349	436	195
English 110 only	153	182	203	239	313	361	171
English 100 only	92	95	94	118	85	121	51
English 100 and 110	273	261	350	378	465	503	210
See CNSLR	259	242	349	320	381	397	147
	1121	1219	1586	1622	1806	2115	903
							fall quarter
Score below 85 RC	628	598	804	821	945	1018	417
Score below 98 SS	681	686	929	964	1171	1261	539
Score below 85 RC %	56.0%	49.1%	50.7%	50.6%	52.3%	48.1%	46.2%
Score below 98 SS %	60.7%	56.3%	58.6%	59.4%	64.8%	59.6%	59.7%
Score below 61 RC	204	186	304	273	331	332	126
Score below 61 SS	167	159	209	191	205	214	89
Score below 61 RC %	18.2%	15.3%	19.2%	16.8%	18.3%	15.7%	14.0%
Score below 61 SS %	14.9%	13.0%	13.2%	11.8%	11.4%	10.1%	9.9%

Aspects of the test that may impact performance:

- The test is administered online on a computer, requiring students to have at least some level of comfort reading onscreen although there are ways to adjust the screen view for readability.

- The writing portion questions are presented in a format that may be difficult to understand. For example, one type of question presents a complete compound or complex sentence, then gives an alternate beginning of a revised version of the sentence and asks students to choose from a list of options what «would follow» this revised beginning or what the rest of the sentence «might include.» The multiple choice options are often phrases, disconnected from the context of a whole sentence, which native English speakers, many of whom understand the grammar of their first language intuitively, may find unnecessarily counterintuitive.

Observations

- There seems to be a disconnect between the skills we might expect students to have entering 1A and the skills they are tested on by the Accuplacer test. Specifically, the writing portion of Accuplacer tests students in their explicit knowledge of sentence

mechanics through multiple choice questions. It does not test for understanding and application of thesis, paragraph focus, organization, etc.

- The «see counselor» placement seems to require a follow up from the counseling department to ensure that we do not lose students. Given the cuts in the counseling department, it is likely that even if this occurred in the past, may not occur in the future. Students are free to follow the counselor's advice or not. According to those in the counseling department, students who don't follow the advice often fail the classes and take longer in reaching their educational goals.
- There may be an underserved population. The ESL department defines ESL as 0-6 years of English while the ENG defines native speakers as 12+ years of English. This suggests that those with 6-12 years of English fall between the cracks. We might explore how this impacts generation 1.5 students specifically.

11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	See previous page

12. In what ways are you addressing the needs of the college skills students in your program?

The English department offers two courses that instruct specifically in college skills: English 100 and English 110. In addition, we offer the following learning communities and student support programs.

Learning Communities

Mfumu

Mfumo is a learning community with linked courses (English 100 and CNSL 1; English 110 and CNSL 2; and ENGL 1A and CNSL 85H). The curriculum is based in African American writers and On Course college success strategies.   The program focuses on teaching underrepresented students (and others; it is open to all who wish to take the concurrent courses) how to study and how to master core college level reading and writing skills. Further, the program cultivates the success skill of productive peer groups, problem-solving, and interdependence whereby students help each other surmount the intimidating, often unfamiliar world of academics.

Puente

The Puente Project is a statewide program offered through the University of California Office of the President and the California Community College System. The mission of the program is to increase the number of educationally disadvantaged students who enroll in a four-year college or university, earn a college degree, and return to the community as mentors and leaders to future generations. Puente is open to all Foothill College students though recruitment focuses primarily on first-generation college students. Students in this program take English 104a, 104b and English 1a while co-enrolling in Counseling 1 (Human Development) during the Fall and Counseling 85H (Transfer Readiness) in the Spring. Courses 104a and 104b are both developmental courses that integrate reading and writing instruction in order to prepare students for English 1A.

The curriculum focuses primarily on multicultural and Latino authors and themes. In addition to taking linked courses and meeting regularly with a counselor, students participate in a mentorship component during the winter and spring quarters to encourage community involvement and build relationships with professionals in the community who can offer support and insight about academic success and overcoming obstacles. Students are also required to participate in a mandatory motivational conference during the fall quarter, and in the spring they are required to attend an overnight field trip to visit selected universities outside of their immediate communities. Because this is an interdisciplinary program with faculty participants from both the English Department and the Counseling Department, instructors are required to attend two trainings a year in order plan curriculum integration and coordinate program elements such as the mentor component and family nights.

First Year Experience

Currently on hiatus for program review and redesign, the First Year Experience has previously offered one-quarter linked courses (English 100 and CNSL 1; English 110 and CNSL 2). Though tthe program has, in the past, provided meaningful support and student collaboration from the cohort model, faculty collaboration and curriculum integration was minimal, resulting in student perception that the linked courses constitute «extra» work not required of other students in basic skills courses. Enrollment from quarter to quarter was inconsistent and tenuous. We are currently exploring a redesign that would model more closely the Puente and Mfumo models, with relevant distinctions. Specifically, the redesign would:

- Group a cohort over two quarters, not one
- Link or integrate 100 and 110 in one quarter, with flexible options for team teaching between faculty partners
- Link or integrate 1A and a content discipline course in one quarter, with flexible options for team teaching between faculty partners
- Restructure the counseling curriculum and component as a combination of workshops and required one-on-one student-counselor appointments.
- Add in counseling curriculum in the use of free technologies as tools for student success.
- Integrate library curriculum in research strategies, source evaluation, and information analysis.

Student Support Programs

Pass the Torch

Pass the Torch, originally funded through a FIPSE grant, is a unique tutorial program based in the research of UC Berkeley scholar, Uri Treisman. Pass the Torch was founded on the premise that one of the secrets to successful students is their ability to study together. Thus, Pass the Torch is based in the study team -- a tutor who has passed the course (in English 100, 110, 1A, 1B, and 1C; and ESL 167, 25, and 26) with an A, and a student eager to succeed. Pass the Torch requires tutors (team leaders) to enroll in two quarters of tutor training (LA 111), where students learn essential techniques of reader-based feedback, mirroring, and various teaching strategies to help empower the students to articulate and develop their ideas. Students seeking tutoring also enroll in one quarter of member training, CNSL 51.

12. In what ways are you addressing the needs of the college skills students in your program?	See previous page

13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Faculty are encouraged to make referrals to relevant ESL courses based on writing «diagnostics» provided early in the quarter. The ESL department has conducted outreach efforts to remind English faculty of the courses available. The learning community model provides for collaboration between English faculty, Counseling faculty, and some student support services. There are opportunities to leverage this model for further collaboration between English faculty and «content discipline» faculty, specifically through the redesign of the FYE program. Through the Pass the Torch program, English and ESL composition faculty collaborate with Pass the Torch staff via regular communication regarding their students who are enrolled in the program – these communications include feedback on progress (all Pass the Torch participants sign consent forms) and specific advice on assignments and skills covered in class. Further, faculty refer outstanding students to the program as new tutors. Students are referred to the Language Arts Lab and the Writing Center and faculty provide prompts and rubrics to guide support and clarity expectations.
	Program Mapping

14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	The current sequence of courses is as follows:
	
	• 1A – 1B – 1C
	
	• 100 and 110 are both one level below 1A. However, if a student places into both 100 and 110, 100 becomes the prerequisite for 110, and 110 is the pre-req for 1A.
	
	The current sequence of courses «bridging» ESL to English is:
	
	• ESL 26 – ENGL 1B
	
	Observations
	
	• Adequate preparation for 1B is a theme that has been raised. Faculty comment that students are not prepared to analyze literary texts nor apply literary concepts to complex texts. Additionally, students are unprepared for the critical thinking section of 1B. Some options were raised by faculty:
	    o In-service workshop to align the expected outcomes of 1A with expected incomes of 1B, as well as the expected outcomes of 1B with the expected incomes of 1C
	    o Resequencing the courses as 1A-1C-1B
	• Course outlines demonstrate adequate alignment, but individual instructors' implementation of those outlines may vary (see question 19 below).

15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	The department is currently working on a rubric for SLOs that aligns the expected outcomes by discrete skill to the incoming skills expected in the next course of the sequence. We will continue this work as we continue our work in SLOs.

16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	We currently do not require a capstone course, signature assignment, nor exam in the English department. In the past, a proposal was submitted to explore a co-requisite course and common final, and though this discussion was not pursued beyond the introduction of the proposal itself, given the information presented in question #4 regarding San Jose State and their WST, we believe further discussion is in order. Specifically, according to the original proposal, the common final would be a timed writing exam, with the purposes of testing whether students are demonstrating the skills taught in our program, with the final adminstered at the 1A level (students would take the common final after completing 1A). As part of the common final, faculty would meet to norm the standards and expectations and participate in a holistic grading that would provide opportunities for meaningful discussion regarding standards and pedagogy. Some in the department raise the very valid point that a timed essay exam requires a very specific set of skills beyond those required to write an out-of-class essay, and that the timed format may disadvantage those wo are fine writers but poor test-takers or ESL students, many of whom require time to edit and proofread their work. However, given the information regarding San Jose State and their WST, and understanding that other state universities also require equivalent timed essay exams as a condition of graduation, we might consider the 1-unit co-requisite course that was included in the previously presented proposal. This would provide strategies and practice in the skills of in-class timed writing.
	Course Scheduling & Consistency

17. Given available data, describe the trends in the scheduling of morning, afternoon, and evening classes, as well as Friday, Weekend, and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Due to the budget-driven reduction in FTEF, our course offerings are fewer this year than last, and significantly smaller than those of two years ago. This trend is 100% contingent upon state budgets.

The English department enrollments reveal a healthy evening program, both at the main Foothill campus and at the Middlefield campus. The department has been committed to maintaining its presence at Middlefield, intermittent quarters of marginal enrollments (18 until the first night) notwithstanding. Currently, there are fewer sections of online composition courses and fewer literature courses that we can offer online due to a reduction in FTEF.

The English department has room to expand even further into the afternoon hours. There is currently one obstacle to our afternoon expansion (in addition to aforementioned budget constraints): Foothill's maintenance of college hour Wednesday at 12 noon which currently pits the interests of student government against those of our afternoon program on Mondays and Wednesdays. Currently, we are unable to schedule any afternoon courses Mondays and Wednesdays at 12 noon. We neglect to fill two spots -- MWF 12:00-1:25 and MW 12-2:30. Our department looks forward to the creation of a win-win scenario wherein we could further enhance our scheduling MW afternoon and still support student activities and their rich programming. |
| 18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain. | The courses in our program that are required for transfer - 1A and 1B - are scheduled consistently. We have not historically offered 1C every quarter. We are this year; however, sometimes it is an honors section as it is this spring and sometimes it's a non-honors section. We can arrange to offer the 1A, 1B, 1C sequence every quarter; however, we are currently constrained by budget-driven reduction in FTEF (see above question 17). |

19. How does the department determine that classes are taught consistently with the course outline of record?	Standards maintenance is the larger issue here. The English department uses its grading rubric which is closely based on the course outlines of record for our composition sequence (110-1A-1B). Additionally, the department coordinator works with the Dean in hiring and evaluating adjunct faculty. In the past, the department has briefly discussed a common final aimed at aligning course outlines of record with teaching practices and assignments. We believe, given other information and reflection provided in the section, that this is an idea worth revisiting.
Summary of Planning Goals and Action Plans	

20. What are your goals with respect to curriculum and how will those goals be measured?	One of the most important ways that English faculty accomplish our curriculum goals is to take time for staff development activities wherein we discuss standards, best practices, and trouble-shoot teaching challenges. In addition, given the pedagogical expertise in skills instruction that exists within our department, and given the ways in which our course offerings support student learning across the disciplines, we believe that cross-disciplinary staff development opportunities would be beneficial. Staff development workshops would likely take place as quarterly flex days, and would require funds for an offsite location and meals/refreshments to last the several-hour workshop of our design. In particular: • Workshops on course alignment between 1A-1B-1C • Training in instructional technology and new media to improve retention in online and hybrid courses • Workshops on cross-disciplinary faculty collaboration and curriculum design for 1A and content courses would support the strategic initiative to build a community of scholars through innovative learning community programs that support successful transfer and/or award of degrees/certificates. Furthermore, it would directly promote the collaborative decision-making environment, in particular fostering a coherence of vision, the «blurring» of boundaries, cross-disciplinary collegiality, resulting in a vibrance of student, staff, and faculty life. • A workshop on curriculum and pedagogical collaboration for English 100 and 110 can support the institution's priority to support increased access, through innovative programs, for students with basic skills needs. Understanding that time can be a significant constraint in planning and implementing productive collaborative work, we believe funds are necessary for load reduction enabling faculty to design, synthesize, and disseminate material generated in flex day workshops. In this way, we can support the efforts to share effective practices and promote professional collaboration and growth.
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**	

IV. Student Learning Outcomes

Student Learning Outcome Assessment

1. **Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.**

2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

2. **Program Learning Outcomes** in this section will be updated annually and posted on the Learning Outcomes webpage.

• **Intended Program Outcome 1**: Upon completion of this program, students will be able to compose a thesis-based essay that clearly communicates a logical, evidence-supported argument.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ☒	Transfer ☒	Workforce ☒
Relationship to Institutional Learning Outcomes • *Communication* • *Critical Thinking*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?* Persistence data on students' completion of the program's composition course series will measure Program Learning	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*

	Outcome success.			

• Intended Program Outcome 2: Upon completion of this program, students will demonstrate, in writing, comprehension and critical analysis of college-level texts.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills ⊠	Transfer ⊠	Workforce ⊠	
Relationship to Institutional Learning Outcomes • *Communication* • *Critical Thinking*	Means of Assessment/Criteria for Success *What are the criteria for success? What tools will be used to establish and measure success?* Persistence data on students' completion of the program's composition course series will measure Program Learning Outcome success.	Summary of Data: October 2011 *Summarize the findings. How close were the results to the criteria for success?*	Use of Results: October 2011 *What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?*	

V. Departmental Engagement

1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	The English Department does not currently maintain any standing committees, although The Department regularly convenes as a whole to discuss and vote on all matters pertaining to Curriculum.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	The English Department has been deeply involved in the Basic Skills and in the Lab Research and Site Visits.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Given the largely non-vocational focus of our curriculum, the English Department does not currently maintain direct outreach to businesses and corporations. We have, however, recently experimented with one-unit courses to outreach to those members of the community who are interested in taking literature for life-long learning.
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	The English Department does not currently have any direct liaisons with local area high schools.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?	The English Department is currently working to provide appropriate courses for students directed back to the CC's by the CSU system for additional English writing instruction under the most recent round of statewide funding cuts to higher education.

Summary of Planning Goals and Action Plans

6. What are your goals with respect to departmental engagement and how will those goals be measured?	The English Department needs to strengthen outreach and liaison efforts with the CSU's, local high schools, and the local community.

7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Reassigned Time for Department Coordinator	Provide active, consistent leadership in ongoing planning and outreach efforts	Directly supports transfer and matriculation outreach efforts.

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	On the Foothill campus, English Department faculty have participated in Student Learning Objectives (SLO) convocations, Best Practices in Teaching in-services, all-day faculty retreats, and specialized workshops on various topics, including technology, copyright law, and plagiarism. Outside the Foothill campus, faculty have attended the National College of Teaching English conferences, the Conference on College Composition and Communication, Modern Language and American Literature Association conferences, and regional Basic Skills and leadership workshops.
2. What opportunities does your department take to share professional development experiences with colleagues?	Faculty share information and insight gathered from professional development experiences through departmental or campus meetings, the department blog, or informal discussion. In regard to professional development opportunities, no formal departmental structure currently exists for actively publicizing those events. Faculty and staff receive notice of campus workshops and other sessions via college-wide communications; however, no formal structure exists for disseminating professional development opportunities across the department.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Faculty have used professional development activities to improve program administration and teaching. Student Learning Outcomes convocations have led faculty through processes related to accreditation and have also established a forum for faculty to reassess learning objectives and pedagogy. Program effectiveness has been further enriched by in-services and faculty retreats, which have fostered best practices in teaching, standards clarification, and departmental solidarity. Regional basic skills and leadership workshops have furthered faculty teaching skills and also enriched program and curriculum design.
4. In what ways have staff shared, discussed, and used professional development activities to improve program	Program staff have taken classes in accounting, leadership, business math and writing, all of which have improved program

VI. Professional Development

effectiveness? What professional development needs do you have in the coming years?	administration. Program staff also participated in a significant study of language labs through California, which included site visits, written reportage, and a presentation to the Division in terms of recommendations for the Language Lab. Program staff have identified a need for training in Banner (the new accounting system), as well as extensive training regarding managing changing program structures and the concomitant increased workload.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	The program will benefit largely from continuation of faculty retreats and best practices in-services. Increased emphasis on outreach across the division and the campus will further enhance program effectiveness: needs include "intracampus" field trips, visits to colleagues' classrooms, interdepartmental pedagogy workshops, and workshops in interdisciplinary curriculum design. In addition, the program needs an organized, consistent system for disseminating information regarding professional development opportunities; the program will further benefit from improved communication of these opportunities between full-time and part-time faculty, and between all faculty and staff. Professional development activities directly applicable to program requirements (such as the accreditation process) should be identified as such in order to ensure that all faculty are familiar with any necessary information.
Summary of Planning Goals and Action Plans	
6. What are your goals with respect to professional development and how will those goals be measured?	The program plans to continue faculty retreats and best practices in-services, with the goal of improving pedagogy and ensuring consistency in departmental standards. To extend professional development across campus, program goals will include creation and support of interdisciplinary activities in pedagogy and curriculum design. The program will establish an organized structure for consistently sharing information regarding professional development opportunities to all faculty (full- and part-time) and staff; that structure will also clarify

VI. Professional Development

	which activities include essential information, so that faculty who cannot attend such sessions can easily access that content via archives or other online sources. Program goals will be measured through regular communication with faculty and staff regarding their professional development experiences and opportunities.

7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Travel funds for off-campus conferences and workshops	Program travel funds would supplement college funds to allow faculty and staff to attend off-campus professional development events.	Travel funds would directly improve student learning through faculty's enhanced understanding of pedagogy and curriculum issues; these off-campus activities would also provide a venue for improvement in overall program design.
Off-campus venue rental for faculty retreats	An off-campus retreat would facilitate program solidarity and openness in a setting that engenders focus on issues pertinent to student success.	Off-campus retreats support student learning through enhancing communication among faculty and staff in issues of program pedagogy and administration.

VII. Support Services			
Support Services			
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.	
1. Is there adequate clerical or administrative support for this program?	**No**	The student services available within the LA Division have received adequate day-to-day support from the dean. However, a lack of <u>college</u> support has resulted in inadequate funds for Language Arts Lab (LAL) and Writing Centers (WC) staffing. For the LAL, an instructor is not available during all open lab hours and not enough student workers/tutors are available to meet demands of students. For the WCs, not enough tutors or tutorial hours are available to meet student demand.	
2. Are there sufficient college and departmental computer labs available to support this program?	**Yes	No**	Department survey indicated most faculty think there are enough computer labs- they are able to reserve the existing lab when needed, but a few would like all/more classrooms to be "smart" classrooms (access to wireless).	
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	**Yes**	Integration of media/information analysis strategies could be achieved, for example, by integrating a unit into composition courses or the lab.	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	**Yes**	The LAL and WCs have no special health/safety requirements	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	**Yes**	The LAL and WCs have no special health/safety requirements	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	**Yes	No**	<u>WCs</u>: yes, to some degree for some special needs. Though the WC's have no special programs or equipment, students with physical disabilities are accommodated as much as possible in the limited space provided for tutoring. Most students with cognitive or learning disabilities are referred to STEP tutorials, but helpful strategies for some writing deficiencies are offered when appropriate. <u>LAL</u>: no. The staff does not have training to accommodate such needs nor does the lab have facilities or equipment to meet these needs.	

7. Are general tutorial services adequate?	**No**	LA doesn't have "general tutorial" programs- we have Academic Skills, which are no longer used much by English faculty. The few "tutorials" services we do provide access to (English 110 tutorial website and the English dept's Online Student Resources webpage with over 60 links to tutorials) are not used much by faculty/students. It's not clear what faculty want in this area; some have said they want students to get help with homework but LA has no facilities or staffing to accommodate that function. In past, skill-building courses were seen as the best support services for language acquisition (ESL) and language development (basic skills). As we look ahead to the build-out of centralized tutorial services, we should explore the following areas: * better serving students with basic skills needs * increased faculty involvement, e.g., faculty-led workshops * cross-disciplinary (WAC/WID) approaches. * pass-the-Torch methodologies in training for peer-to-peer tutorial WCs: Tutorial session appointments, booked several days in advance, are inadequate to serve student demand/needs. For example, in the ESL WC, student-to-tutor ratio is 30 to 1. This imbalance severely limits the time a tutor can spend with a student. Present services offer 49 tutorial hours per week, 98 possible tutorial periods, to service approximately 375 ESL composition students (based on average enrollments) along with many ESL grammar students. In both WCs, students are turned away. LAL: Academic skills courses are not tutorial in nature but do require a certain amount of individualized instruction. More open hours and facilities for small group work would enhance the effectiveness of lab services.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	**Yes**	Students are advised to use the services of the LAL by English/ESL instructors and are referred by academic counselors. In past, a counselor was assigned and housed in the LA area; this integration of counseling services was very effective in encouraging students to seek support services (the program ended due to budget cuts); faculty would like to see such integration explored again in this format or in learning communities.

9. Do students have access to and can they effectively use appropriate information resources?	?	Question is unclear
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	**Yes**	Foothill uses one platform, ETUDES, and faculty have both on-going training and support for teaching English courses online.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		These resources have a positive impact on students. The English literature courses are listing in the catalog and schedule with "quarter offered" information, which helps students and counselors plan educational programs. Marketing also promotes special English offerings via newsletters.
12. What impact does the college or departmental website have on marketing your program?		The English department webpages support students by including the following useful items: placement testing information, course sequencing and descriptions, certificate information, career information, more than 60 online learning/student resources, and links to relevant organizations and events. We might create a centralized lab page with all support services listed.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Yes: have a small box with general information on LAL, WCs (hours, services) put in the Heights each quarter.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		* Testimonials from successful students who used the labs services * Pictures of the lab with students studying * Sample materials/activities * connect with local industry to explore vocational reading and writing courses
Programs, clubs, organizations, and special activities for students		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		There are no clubs limited only to students who use the LA support services.
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		The English Department has a yearly student awards ceremony at which instructors/staff, including those in the LAL/WCs, honor 2-3 students who have made significant contributions or improvement. We also offer several student certificates to encourage scholarship.
Summary of Planning Goals and Action Plans		

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<td rowspan="2">17. What are your goals with respect to support services and how will those goals be measured?</td>
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LAL Goals/Measurement

1. To maintain existing funding for the Lab to keep it open permanently and to purchase new computers, software and textbooks.
2. To increase the number of instructor hours to maximize the student–instructor interaction. Measured by increased student success.
3. To increase funding for hiring student workers to free up instructor and classified staff to focus on working with Academic Skills students. Measured by increased student success.
4. Additional classes and resources that will address the needs of students who do not have adequate speaking, reading, and writing skills to success in English courses. Measured in increased student retention and course completion.

ESL WC
• Goal: to increase tutorial services by at least 20%. Tutorial sessions, an important "support service," should be increased to fulfill the needs of our ESL students, many of whom communicate in English only in the classroom. The goal of tutorial services is to supplement the instruction in the classroom by providing students with the opportunity to receive feedback on and guidance in their communicative skills, primarily in the skills of writing and critical thinking.
• Measurement: increased number of available appointments, student demand being met, and faculty support

ENGLISH WC
• Goals: to survive beyond June 2010, to increase funding for student tutors, to better utilize abundant community volunteers, to improve communication with instructors, increase number of basic skills students who use the WC.
• Measurement: feedback from students (via anonymous questionnaires) and instructors; comparisons of quarterly use of the WC.

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18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**
Funding to keep LAL lab open	To offer vital LA support services	Offers students opportunities to develop necessary language skills to support their efforts in a variety of LA courses.

Funding to increase LAL instructor hours	To increase student–teacher contact hours	Offers students more opportunities for face-to-face contact with and meaningful input from LAL instructor.	
Funding to increase student worker hours	To assist students with non-academic issues	Frees Lab instructor and classified staff to assist students with academic issues.	
Funding for new computers, software and textbooks	To upgrade computer efficiency and speed; to upgrade current software titles and purchase new software titles to enhance course offerings; to replace old editions of textbooks with newer editions and purchase new titles	Minimize computer performance problems so that students and staff can concentrate on academic issues rather than technological ones; offer students the latest in LA software instruction; provides students modern textbooks that use up-to-date instructional pedagogy.	
Funding for WC instructional staff	To salvage ESL and English tutorial services, which are scheduled to be terminated June 30, 2010	Student support services in general are a vital component of any division (any college). Writing Centers in particular are essential for a division whose main instructional focus is writing and critical thinking. Students in English and ESL courses who need assistance to persist and complete coursework should have access to tutorial appointments.	

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	
Response to Program Credibility/Viability	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	
11. How does this program prepare students for competitive employment?	
Advisory Board	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	
13. List the dates and number of members attending of your most recent advisory board meetings.	
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	
Program Accreditation	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	

Foothill College Program Planning & Review

19. What indicators does your program use to determine success of our students after completion?	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	
Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

Foothill College Program Planning & Review

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. How does your PT/FT ratio impact the program?	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	The number of FTEF has decreased from 43% in 2003-04 to 40% in 2007-08. The ratio of faculty to student has increased from 1:68 in 2005-06 to 1:69 in 2007-08. The implications are that if enrollment continues to increase we will need to hire another FTEF in the near future. In addition, at least 2 retirements are expected within the next four years.
Classified Staff	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	
Technology and Equipment	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	To upgrade computer efficiency and speed; to upgrade current software titles and purchase new software titles to enhance course offerings; to replace old editions of textbooks with newer editions and purchase new titles
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
7. Are your facilities accessible to students with disabilities?	
8. List needs for upgrades for existing spaces	
9. List any new spaces that are needed	
10. Identify any long-term maintenance needs.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	
Budget	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	

17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning.**

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

English Dept

Re-evaluate the changing our student population and how the English program fits needs of the changing population
- examine how quickly students want to finish their studies at Foothill and their English course goals to ensure that we are adequately serving the needs to a rapidly changing population.

Evaluate what the downward trend in WSCH indicates for our department and decide whether it is cause for departmental concern.

Discuss the success rate and what it should ideally yet realistically be.
- analyze the sub-populations that are successful and unsuccessful, which would lead to increased faculty collaboration.
- evaluate whether the success rate accurately reflects the success of our students. The coding of courses may lead to inflation in our success rates.

Discuss the low number of graduates and certificates awarded, and decide whether this is a departmental concern.

Research, design, and discuss the most effective practices in retaining students and increasing success rate.

- to examine the infrastructure and systemic support needed for under-represented groups to be successful. Some things to consider include the impacts of learning communities and the specific needs of student-athletes.

Solicit more data on the ESL/Engl 100 placement issue.

Ensure alignment between composition courses
- Workshops on course alignment between 1A-1B-1C

Increase retention in online and hybrid courses

- Training in instructional technology and new media

Increase student success and retention in 1A and content courses

- Workshops on cross-disciplinary faculty collaboration and curriculum design for 1A and content courses would support the strategic initiative to build a community of scholars through innovative learning community programs that support successful transfer and/or award of degrees/certificates. Furthermore, it would directly promote the collaborative decision-making environment, in

particular fostering a coherence of vision, the blurring of boundaries, cross-disciplinary collegiality, resulting in a vibrance of student, staff, and faculty life.

Increase student success and retention in basic skills courses

- A workshop on curriculum and pedagogical collaboration for English 100 and 110 can support the institution's priority to support increased access, through innovative programs, for students with basic skills needs.

LAL Goals/Measurement
- To maintain existing funding for the Lab to keep it open permanently and to purchase new computers, software and textbooks.
- To increase the number of instructor hours to maximize the student–instructor interaction. Measured by increased student success.
- To increase funding for hiring student workers to free up instructor and classified staff to focus on working with Academic Skills students. Measured by increased student success.
- Additional classes and resources that will address the needs of students who do not have adequate speaking, reading, and writing skills to success in English courses. Measured in increased student retention and course completion.

ESL WC
• Goal: to increase tutorial services by at least 20%. Tutorial sessions, an important "support service," should be increased to fulfill the needs of our ESL students, many of whom communicate in English only in the classroom. The goal of tutorial services is to supplement the instruction in the classroom by providing students with the opportunity to receive feedback on and guidance in their communicative skills, primarily in the skills of writing and critical thinking.
• Measurement: increased number of available appointments, student demand being met, and faculty support

ENGLISH WC
• Goals: to survive beyond June 2010, to increase funding for student tutors, to better utilize abundant community volunteers, to improve communication with instructors, increase number of basic skills students who use the WC.
• Measurement: feedback from students (via anonymous questionnaires) and instructors; comparisons of quarterly use of the WC.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**	Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full

Resource	Purpose	Rationale	Estimated Cost
		range of need, then list every current and upcoming resource need in each section above.	
FTEF English		**To keep up with enrollment increases, to decrease the FT:PT ratio, to anticipate future retirements**	
Continue funding department coordinator		**Provide reassigned time for a faculty member to coordinate curriculum, help with scheduling, schedule and facilitate department meetings, and coordinate department program review and SLO's.**	**0.250 load**
Funding for quarterly flex days	**Faculty need designated time to discuss curriculum and student success**	**Quarterly flex days will provide faculty the opportunity to collaborate on curriculum decisions and successful classroom practices.**	**$1500**
Reassigned time to develop curriculum for in-class writing course to serve students who haven't passed the WST and similar exams		**A new population of students is anticipated since San Jose State (and likely other local CSU's) is eliminating courses required for students who do not pass the upper division writing test.**	**0.125 load**
Maintain and enhance student support services		**The ESL and English Writing Centers are vital learning resources for students as is the Language Arts Lab. Students who need "beyond the classroom" assistance are dependent upon the lab and writing centers to succeed in their courses.**	
Travel funds for off-campus conferences and workshops	**Program travel funds would supplement college funds to allow**	**Travel funds would directly improve student learning through faculty's enhanced**	

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faculty and staff to attend off-campus professional development events.	understanding of pedagogy and curriculum issues; these off-campus activities would also provide a venue for improvement in overall program design.	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

3. Upon review of this program plan, provide a comprehensive summary of goals <u>met or in progress</u> and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Discuss the low number of graduates and certificates awarded	Continued funding of Department Coordinator (who has organized the degree work group); FTEF English	Communication Critical Thinking	Basic Skills Transfer Workforce
Ensure alignment between composition courses	Continued funding of Department Coordinator (who has organized the course sequencing work group); FTEF English	Communication Critical Thinking	Basic Skills Transfer Workforce

2. Upon review of this program plan, provide a summary of <u>current or continuing</u> goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Maintain and enhance student support services: In the absence of the Writing Center, the department is currently working towards new student support possibilities, which include enhancement of programs such as Pass the Torch,	Stipends for the development and implementation of student support services	Communication Critical Thinking	Basic Skills Transfer Workforce

which provides significant student mentoring and coaching.				
Supervising Administrator Signature		Completion Date		