Program Overview	
PR Area	Academic Affairs
PR Program	English
Review Type	Academic Affairs
Year	2012
Program Overview Narrative	

The English faculty recognizes its vital role in realizing the college's mission of ensuring "the educational success of students from our diverse community." The El Camino College English Department's mission is to provide students a solid foundation of analytical reading, academic and creative writing, critical thinking, and research skills needed for success in college and in the workplace.

Courses in the English Department are integral to most students' matriculation and transfer goals. Reading and writing courses serve as prerequisites or recommended preparations for courses in programs campus wide, ranging from CTE to nursing to philosophy. English courses are also a vital component of campus learning communities, including First Year Experience and Puente, which address Strategic Initiative B to "Strengthen quality educational and support services to promote student success."

The English department is the largest department on the El Camino College campus. English courses serve the majority of ECC's students, regardless of major, with an average annual enrollment of 20,917 students over the past four years. The department has 44 full time faculty and 57 adjunct faculty. It is under the purview of the Dean and Associate Dean of Humanities.

The department has two program levels: non-transfer and transfer. The non-transfer-level courses include basic skills and pre-collegiate courses in reading and writing. The transfer level courses include over 40 courses in composition, literature, grammar study, and creative writing. In the 2011-112 school year, 60% of students enrolled in English classes were enrolled in transfer-level courses, and 40% were enrolled in non-transfer-level courses.

New students take the Accuplacer English Placement Test to determine appropriate placement in English courses based on reading and writing scores. The accuracy of the EPT for placing students appropriately has been validated by the department faculty in the past. A new validation project is currently underway to be completed in December 2012. This project includes feedback from faculty and students as well as institutional data. Students can place directly into the transfer-level course *English 1A: Reading and*

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Composition, or they can place into a non-transfer-level course in either reading or writing or both. Over half of incoming 17 to 18-year-old students place into a non-transfer-level course.

We offer three levels of non-transferable reading courses: English 80, English 82 and English 84/English 7 (an alternative to 84). We offer two non-transfer-level writing courses, English B and English A. A third writing course, English C, approved in 2006 at the request of the Compton Center, is not offered on the Torrance campus. All non-transfer-level courses are offered as pass/no pass courses only; however, only one pre-collegiate course (either English 84/7 or English A) is degree applicable.

Designed to prepare students for success in collegiate-level courses, non-transfer-level English courses are arranged sequentially, with a separate reading sequence and writing sequence. Students progress through each sequence to the target transfer-level course English 1A, which satisfies the English Composition requirement for the AA/AS degree. English A, B, 80, 82 and 84 are a combination of lecture and lab, a design which addresses Strategic Initiative A to "support student learning using a variety of instructional methods and services." The reading labs occur in a computer lab setting to allow for computer-aided instruction. The writing labs, a majority of which are also scheduled in computers labs, feature a tutoring component for one-on-one instruction. We're currently experimenting with accelerated/compressed models of course offerings at the non-transfer level to expedite student movement to the transfer-level courses. The model being currently piloted allows students to get credit for two sequential courses in one 16-week semester by compressing each course into an intensive 8 week schedule. An alternative accelerated model is in the planning stages; this model would accelerate student progress by combining a course from reading and a course from writing into one new course that would satisfy both reading and writing prerequisites for the next level.

The core of our English program is transfer-level composition. Because it satisfies the English Composition requirement for the AA/AS degree, English 1A is an essential component of the ECC Graduation Initiative. Additionally, English 1A is required for transfer by both the CSU and the UC systems. It is also a prerequisite for courses campus-wide as well as for two additional composition courses: English 1C and English 1B. These two courses are both "second semester" composition courses and are not sequential as their names might suggest. *English 1C: Critical Thinking and Composition* fulfills both critical thinking and communication CSU GE transfer requirements, as

well as English communications IGETC transfer requirements. *English 1B: Literature and Composition* fulfills IGETC and CSU GE humanities transfer requirements.

Creative writing courses in poetry writing (English 24A/B), fiction writing (English 25A), and screenwriting (English 38ab) are transferable electives. English 98abcd offers students experience in literary journal publishing.

With class offerings increasingly limited by budget constraints, literature offerings tend to be courses that fulfill major requirements, especially the English major, and/or speak to high student interest. English majors are encouraged to fulfill lower division literature requirements before transferring to a four-year school. All literature courses are transferable as electives and fulfill IGETC and CSU general education humanities transfer requirements.

English 4: Grammar and Structure is degree applicable, and students can opt to take the course for a letter grade or pass/no pass. It typically attracts a mix of ESL students, English and education majors, and basic skills students.

The program offers one degree: the A.A. in English. For several years, the English Department has focused attention on streamlining requirements for the degree and emphasizing its advantages to students. The department has instituted an annual English Majors Workshop to inform students about different types of "English" degrees, transfer requirements for local universities, graduate programs, and possible careers. The department conferred 24 A.A. degrees in 2010-11, the highest number since 2004-05. In Fall 2012, the department approved a Transfer Model Curriculum (TMC)-compliant A.A. degree, the AA-T, for English majors. The AA-T degree simultaneously fulfills transfer requirements for CSU majors in English, English Literature, and Creative Writing and provides CSU admission preference for transferring ECC students. This degree may be offered as early as Fall 2013.

Status of all active Recommendations

Completed:

- Increase the number of composition courses meeting at least one day per week in a computer lab
- Revise Course Outlines for English A, B, 1A
- Purchase one additional photocopier for faculty use.
- Develop a strategy for devising, integrating, and assessing Student Learning Outcomes (SLOs) for the various programs in the department.
- Hire more full-time faculty.

- Review and revise the A.A. Degree in English to be consistent with current practice and transfer requirements.
- Assess the effectiveness of the current placement system and investigate the feasibility of a written component for the English Placement Test.[Assessment results indicated that the current test is fairly accurate in placing students].
- Design and pilot a hybrid course program for transfer-level composition courses in conjunction with Distance Education and I&T. [Piloted courses were not successful].

In progress/ongoing:

- Assess the effects of scheduling, class size and special programs on student retention and success.
- Identify future trends that will affect the English Department, such as increasing numbers of faculty who teach both reading and composition and increasing numbers of special needs students, and formulate actions plans to respond to these trends.
- Establish 50% RT English Department Coordinator Position. (Although the needs that would have been addressed by this position remain, it was removed from priority due to lack of college support. In its stead, we have recommended creation of a new "working committee" structure. Under this structure, committees and taskforces will have designated chairs to schedule meetings, set agendas, and report to English Department meetings.)

No longer a priority

- Develop a Certificate for Creative Writing.
- Increase enrollment and coordinate offerings for Literature and Creative Writing Programs.

Part 1: Review of the past four years

Research Data Analysis
Research Data Analysis Narrative
PLACEMENT According to an ECC study of Assessment Test Results for New Students from High School, Fall 2006 to Fall 2010, placements into basic skills reading and writing courses for first time students decreased from Fall 2008 to Fall 2010. [See Attachment: ECC Assessment Test Results Fall 2006-Fall 2010]

Placements into pre-collegiate reading and writing seem to have stabilized. Transfer-level (English 1A) course placements have increased during the last two years.

These trends may reflect implementation in 2006 of the California High School Exit Examination (CAHSEE), which requires students to satisfy minimum standards in reading, writing and math for a high school diploma, as well as budget-driven enrollment restrictions at CSU and UC campuses, which may be diverting more of the better-prepared students to ECC. Recent ECC cuts in course offerings may also favor the more-prepared college-ready student.

The trend emerging from this study would support cutting back the number of basic skills course sections relative to the number of pre-collegiate and transfer-level course sections. However, this study was limited to students coming directly from high school and did not include older students who tend to score lower on the placement exams, so a wider ranging study might be helpful.

GRADE DISTRIBUTIONS

Non-transfer Level Courses

All courses below the transfer level are graded P/NP. In 2010-11, approximately 60% of the grades were P, with the remainder divided almost equally between NP and Drop/Withdraw. In English 80: Basic Language Skills, the number of No Pass grades was almost double the number of Pass grades, with over 20% of students receiving Drop/Withdraw. These figures indicate that English 80 needs to be reevaluated. One avenue that is currently being pursued following an SLO review cycle of English 80 is a review of the standardized tests used in the course. Another option that is under discussion is the possibility of deactivating the course entirely. This option is complicated by the fact that the course is offered at Compton as well, so no major changes can be effected without consulting the Compton English faculty.

Transfer Level Courses

Grade distributions for transfer-level English courses have remained fairly stable from 2007-08 to 2010-11. Approximately 50% of grades assigned have been A or B, with 17% grade C. These figures are consistent from fall to spring semesters. Grades of D and F have averaged 10%, and grades of DR

and W have averaged about 20% over this period. In a few courses, such as English 4, English 24A, and 25A, students have the option of a letter grade or P/NP, with the majority of students opting for the letter grade. In Fall 2010, for example, no students in 24A or 25A and only one student in English 4 opted for P/NP.

SUCCESS, RETENTION, AND IMPROVEMENT RATES

Non-transfer level courses

- Success rates for all non-transfer-level English courses in Fall 2010 averaged 65.1%.This figure is an increase of 11.7% from 53.4% in Fall 2007. This increase may be attributed to the increase in the numbers of learning communities, the commitment of full-time instructors to teaching these courses, revisions in course outlines, use of computer labs, and implementation of student success strategies.
- When offered as a distance education and as a hybrid course, English 7: Speed and Power Reading had very low success rates, ranging from 13.6 to 44.7%. This finding may be due to a lack of requisite skills for online learning by developmental students self-selecting distance education courses. As a result of the low success rates, the course is no longer offered via this delivery method. In Spring 2011 two sections were offered on campus with a success rate of 52.5%. This figure compares to a success rate of 54.4% for the comparable course English A.
- During several semesters, a 14-week course was opened to accommodate overflow students who were unable to enroll in a 16-week course because of filled classes; however, success rates of 14-week English A courses were much lower than those for 16-week versions. The last time a 14-week course was offered in Fall 2009, it had a success rate of 29.7% as compared to a success rate of 60.6 % in the 16-week course. 14-week courses are not currently being offered.
- Success rates for newly developed 8-week, on-campus, compressed English 82, 84, A and B courses exceeded those of 16-week on-campus versions by a significant amount. The success rates for 8-week courses in Fall 2010 ranged from 79.4%-94.1% as compared to 60%-67.9% for 16-week courses.
- Two sections of English 84 have been offered each semester as a 16-week distance education course since Fall 2008. The success rates for the distance education versions are significantly lower than those for the on-campus versions. In Fall 2010, the online success rate was 58.1%

- as compared with 67.6% for the on-campus 16-week version. In Spring 2011, the online success rate was 37.5% as compared to 57.5% for the on-campus 16-week version.
- Improvement rates for students in the online English 84 sections were also lower than those for students in on-campus versions; 52% of students who completed English 84 online were able to complete English 1A as compared to 64% who completed 84 on campus. While these statistics suggest that the department might want to continue to look closely at the online delivery method for this course, this method does provide access for students who might not be able to attend the traditional on-campus course.
- English 84 courses offered during the spring semester typically have lower success than those in fall semester because of factors like students with low placement test scores entering from English 82 and unsuccessful fall English 84 students retaking the course.
- English 80 appears in program review for the first time. Initiated in Fall 2007, English 80 had a success rate of 36% in 2007, 43.3% in 2008, and 47.8% in 2009. While success rates for this course are improving, they lag behind the success rates of English 82 and 84. This may be because students enrolled in English 80 are those experiencing the greatest need and deficit. The course was intended to provide access at an appropriate educational level for students with the lowest reading skills; however, improvement rate data showing that less than 7% of these students complete English 1A indicates that the course is not enhancing their progress. The low success rate is compounded by the fact that the additional course increases the number of possible exit points for students in the developmental sequence. The department is exploring options to address this issue that range from deactivation of the course to adoption of computer-aided adaptive technology, as well as analyzing additional data from the Chancellor's Office and from Institutional Research on campus. Because this course is offered at Compton, the Compton English faculty will need to be brought into the discussion before a recommendation can be made. [See Attachment: Basic Skills and Developmental Reading Progress]
- Winter session (5-week, M-F) and summer session (6-week) success rates for reading courses tend to exceed those of 16-week offerings. For English 84 winter session success rates range from a "low" of 77.9% in 2008 to a high of 88.4% in 2010. A similar pattern emerges when looking at winter session success rates for English 82 which ranges from a "low" of 63% in 2010 to a high of 81.8% in 2009. Summer session success rates for English 84 show rates superior to fall, with

rates of 71.8% in 2007, 76.8% in 2008, and 70.8% in 2009. English 82 had higher success rates in summer than in fall: 62.1% in 2007, 74.3% in 2008, and 66.4% in 2009. This data suggests that developmental reading students experience greater success in the compressed calendars of winter and summer sessions.

- Winter session (5-week, M-F) and summer session (6-week) success rates for non-transfer level writing courses significantly exceed those of 16-week offerings. English A success rates from 2008-2011 for fall sessions average 60.8% and for spring sessions average 54%. In contrast, English A winter session success rates from 2008-2011 average 77.8%, and summer success rates average 72.6%. English B success rates from 2008-2011 for fall sessions average 60% and for spring sessions average 53.9%. In contrast, English B winter session success rates for 2008-2011 average 82.8%, and English B summer session success rates from 2008-2010 average 72.1% (English B was not offered in Summer 2011). The differences in these success rates may be partly attributed to the fact that students may be repeating a course in winter or summer. Additionally, students who enroll in summer and winter courses may tend to be more motivated students. However, the data also strongly suggests that non-transfer level writing students experience greater success in the compressed calendars than in a 16-week semester.
- The most recent retention rates for all of the non-transfer level English courses are high. In Fall 2010, retention for all non-transfer level English courses combined was 87.6%. This figure may reflect the fact that these are P/NP courses, non-transferable courses, so an NP is not too different from a W; both are essentially "no credit" and there's no advantage to withdrawing in terms of student GPA.
- According to the 2012 ARCC Report, the improvement rate for sequential pre-collegiate English courses from 2008-09 to 2010-11 is 63.2%. This figure is up from 51.1% for 2006-2007 to 2008-2009, possibly due to changes brought about as a result of Title 5 grant funding and Basic Skills Initiative funding for professional development, tutorial support, and other projects.

Transfer-Level Courses

- Fall success rates for all transfer-level English courses from 2008-2011 average 69.3% and spring success rates from 2009-2012 average 68.33%. Fall retention rates for all transfer-level English courses from 2008-2011 average 81.53% and spring retention rates from 2009-2012

average 81.05%. These rates seem to remain fairly consistent over the period.

- Fall success rates for transfer-level composition courses (Eng 1A, 1B, 1C) from 2008-2011 average 65.84% and spring success rates from 2009-12 average 67.55%. Fall retention rates for all transfer-level composition courses from 2008-2011 average 79.35% and spring retention rates from 2009-2012 average 81.18%. These rates seem to remain fairly consistent over the period.

- Distance education English 1A success and retention rates are lower than those for sections of the same course offered on-campus. However, the success rate has improved steadily from 37.8 % in Fall 2007 and 39.8% in Spring 2008 to 56.5% in Fall 2010 and 53.8% in Spring 2011. This trend may reflect the growing familiarity of students with online courses, ongoing faculty development, college-wide adoption of Etudes CMS for online courses, and increased support from the Distance Education Office. The department also recognizes the importance of offering online courses to meet the needs of a certain student population.

- A placement test validation study currently being conducted by IR will provide data on the success of students who place directly into transfer-level composition as compared to the success of those who satisfied the prerequisite by taking courses in the developmental sequence

- The success rate for English 4 is lower than the average for the rest for the transfer-level courses, averaging 45.7% from 2007 to 2010. This data suggests that the course, which is not articulated with CSU or UC or a major requirement, might need to be revised or inactivated.

SCHEDULING

Non-Transfer Level Courses

The majority of Non-Transfer Level Courses, 72%, are scheduled Monday-Thursday in the mornings/early afternoon, times that are most popular with students. A growing number of these courses are linked through learning communities, a factor which further limits scheduling options, especially if courses are taught by full-time instructors who are prohibited from teaching during the college hour 1:00-2:00 Tues/Thurs. Evening sections have been cut back in response to institutional and state emphasis on degree and transfer. Sections Two sections of reading are offered online.

Transfer-Level Composition Courses

Two thirds of the transfer-level composition courses (Eng 1A, 1B, 1C) are offered in the morning/early afternoon, with an increasing number of sections being offered before 8:00 a.m.

In Fall 2011, 2 courses were offered on the weekend and 6 sections were offered online to accommodate student schedules. All transfer-level composition courses are offered online.

Transfer-Level Literature, Creative Writing, Grammar Elective Courses:

In Fall 2011, 50% of the literature and creative writing courses were scheduled in the morning to early afternoon, 50% in the evening. The schedule allows night and day students to get the courses they need for the English major.

Three literature courses, English 27, 28, 47, are offered online, though not every semester.

Enrollment

The annual enrollment for English courses is roughly at the same level today as it was in 2007-08, a little over 20,000, yet the number of sections offered has decreased significantly, from 292 in Fall 2008 to 247 in Fall 2010. Accordingly, the course fill rates have risen steadily during this period, now exceeding 100%. This data reflects the cutting back of course offerings due to budget reductions and has implications for instructor load, especially of composition instructors given the intensive paper load obligation for writing-intensive courses.

Some courses do tend to have lower enrollment than others. Elective literature courses have a higher cap than writing courses, so their enrollment percentage is slightly lower. However, as sections have been cut back due to budget constraints, the enrollment appears to be increasing. English 4, in contrast, consistently has an enrollment of less than 75% of capacity and the success rate is fairly low. This class is an anomaly. Developed as a transfer-level study of English grammar and style, it has increasingly attracted ESL students, basic skills students, and students with special learning needs rather than English majors. Furthermore, the course is not articulated with any 4-year institutions. Consequently, the department might consider deactivating the course and possibly rewriting it as an Academic Strategies course with repeatable units or an A/B sequence with different concepts covered in A and

B.

The number of male students enrolling in English courses has increased slightly since Fall 2007; however female students continue to slightly outnumber male students. The majority of students who self-identify an ethnicity are Latino, reflecting ECC's status as a Latino-serving institution; this group has continuously grown since Fall 2007. Over half of the students continue to be in the 18-20 year-old group. 94% of students are high school graduates, and about half of the students attend full-time. A third of students enrolled in English classes intend to transfer, while 16.3% have undecided educational goals. 86% of students attend in the day, which is consistent with the scheduling of classes to meet their needs.

Curriculum

Curriculum Narrative

All English courses are currently in compliance with Title 5. In conjunction with a departmental revision of the English major degree requirements to comply with AB 1440, as well as in response to SLO assessment requirements, a number of courses have been inactivated and removed from the English major. Many of these courses have not been offered in recent years; others do not align with current student transfer needs. Inactivated courses include such specialized literature courses as English 18: Survey of Women Writers: Middle Ages to the Present and English 22: Suspense Literature. Current offerings are geared toward basic skills acquisition, AA/AS degree attainment, and transfer.

For articulation purposes, the department is in the process of updating recommended preparations for transfer-level courses from eligibility for English A to eligibility for English 1A as course outlines come up for Title 5 review. The issue of adding a computer literacy objective to English 1C has come up in an ongoing articulation discussion with CSULA, and the department might want to address this issue in conjunction with the articulation counselor.

To respond to recent Title 5 changes concerning course repeatability, English 98: College Literary Magazine and English 38: Screenwriting are under revision to eliminate the "abcd" designations. Consistent course numbering is another issue that has arisen in conjunction with Title 5 changes and is one the department is ready to consider.

Two new accelerated English courses are currently being piloted in response to recent college and state-wide data on basic skills. These courses allow

students to obtain two semesters of credit in one semester by following a compression model of two consecutive intensive 8-week courses for a single student cohort. English 50RR combines English 82 and 84, and English 50WW combines English B and English A. Preliminary success and retention data is encouraging, with the success rates for 8-week courses in Fall 2010 ranging from 79.4%-94.1% as compared to 60%-67.9% for 16-week courses. The department is also considering additional accelerated models, including a combined reading and writing course at the pre-collegiate level.

As a result of a previous recommendation, English 80 was added to the reading curriculum in 2007 to serve students with very low reading placement scores. Student success numbers now available for this course are low and suggest a need for change. Similarly, a low success rate for students in English B who have placed into the course with very low writing placement scores suggests that this course is not adequately serving the low-scoring students either. Students placing into English B with placement scores of 46-62 tend to be 62.3% successful on average as opposed to a success rate of 44.1% from students with placement scores below 46 [See Attachment: Cut Score Analysis]. Alternatives, such as a computer-based model of instruction utilizing adaptive skill building technology, are currently being explored to meet both the reading and writing needs of low-scoring students. Because a change in curriculum for these courses would affect Compton, Compton faculty would need to be consulted before making any changes to the course outlines.

Assessments of Student Learning (SLO)

Assessment of Student Learning Narrative

The English Department is currently in SLO compliance. In Spring 2011, the English Department finalized its four-year review cycle. Overall the assessment process seems to be working well in the program:

- The department has broad-based participation from full time faculty, and even some participation from adjunct faculty.
- This participation has yielded useful results, especially in terms of the data from the assessments of transfer-level composition courses.
- Identification of problems in some of the assessment tools and rubrics during SLO assessment has yielded suggestions to improve and create more meaningful assessments during our next assessment cycle. For example, the department is currently working to establish a more effective system of review involving a common assignment for composition courses that have multiple sections.

While there has clearly been good progress in terms of SLO assessments, the biggest area in need of improvement is follow-up, both in communicating information and responding to assessment data:

- As a program, the English Department needs to do a better job of making the findings of assessments known to faculty not directly involved with the assessment, and of responding to the data revealed through assessments by making improvements in our teaching. Entering reports on CurrciUNET will help with some of this, especially as faculty become used to giving feedback on each other's reports through this system.
- Because SLO follow-up that does occur tends to take place during department meetings, the department should consider how to communicate findings and ideas for strengthening teaching to adjunct faculty, as they are not required or paid to attend these meetings. One strategy would be to implement a series of brown bag sessions to share strategies and best practices for addressing weaknesses identified in our reports.
- Assessment has been hampered by the lack of reliable information about approved SLOs and rubrics. Incorrect SLOs have appeared in CurricUNET both under SLOs and on course outlines. The department is currently in the process of identifying and correcting these problems.

The department focused initial SLO assessment on elective courses, most of which have only one section. Classes with multiple sections are now coming up for review in the timelines. These courses present the biggest challenges both for assessment and for follow-up. Consequently, a process has begun that involves all faculty who are teaching these courses. These faculty members will be involved in fine tuning rubrics, devising assessments, carrying out assessments, and analyzing results.

ACCJC Rubric	Proficiency
Describe how well the assessment process works within your program and justify the rating you gave the assessment work in your program.	

- The department has student learning outcome statements in place for all of our courses and for the program.
- There is dialogue—both formal and informal—among faculty about assessment results.
- The department is well on the way to having assessment reports that are "completed and updated on a regular basis," as the program has a four-year assessment cycle in place for all course- and program-level SLOs, and has been making good progress on it.

Faculty are also communicating SLOs to students; each instructor includes the course student learning outcomes on his or her syllabi, which means that students know each course's student learning outcome from the start of the semester.

Facilities and Equipment

Facilities and Equipment Narrative

- Computer lab keyboard shelves are missing or are missing parts.
  Justification: Fixing the shelving will make it easier for students to type and prevent potential carpal tunnel syndrome.
  Time Frame: **As needed**
  Cost: $120-220/keyboard shelf
- Computer keyboards are missing keys.
  Justification: Replacing missing keys will return keyboards to full function.
  Time Frame: **As needed**
  Cost: $75/keyboard
- Some window shades are not functioning or are no longer in place.
  Justification: Fixing the shades will make it easier for students to see the LCD projection on the screen.
  Time Frame: **As needed**
  Cost: TBD
- Projection screens are getting worn thin in areas where storyboard clips along the top of the whiteboards have created friction wear.
  Justification: After the clip issue is corrected, some screens will need replacement.
  Time Frame: **As needed**
  Cost: $350/screen
- Worn out white boards appear permanently dirty.
  Justification: Clean boards will allow students to see the writing more readily.
  Time Frame: **As needed**
  Cost: Varies depending on size of board, from $250 - $2300 (for dual track 12' model)
- Bulbs for ceiling mounting projectors need replacement.
  Justification: Instructors rely on projection of document cameras and computers as part of their daily methodology.
  Time Frame: **Immediate**
  Cost: $400/bulb

Broken Furniture in classrooms and labs including podiums, desks, and chairs.

Justification: Fully functioning furniture make for a safer learning environment.
Time Frame: **Long-range**
Cost: Varies

Technology and Software

Current and future technology and software needs include the following:

Computer Replacement

Currently we are entering the fifth year of a five year warranty period on the computers that were bought 4/4/2008. We have an estimated 400 computers in the building. The Dell OptiPlex 790 is an equivalent replacement. The current price is $1,114.56. If replacement of all computers took place today, the cost would be between $400,000 and $450,000.
Justification: Computers have become an integral part of program
Time Frame: Long-range
Cost: Varies depending on replacement schedule. At a rate of replacement of one classroom/year, the cost would be approximately $50,000 per year.

Laptop Replacement

College-provided faculty laptops, which are at the end of the 3-year-warranty period, need to be replaced or upgraded as necessary.
Justification: Faculty rely on laptops to respond to student emails, to prepare materials for use in classrooms, to utilize class team sites and the ECC gradebook, to grade student papers, and to access Etudes CMS for online and traditional courses. Furthermore, all college correspondence is conducted via email, and submission of grades requires computer access.
Time Frame: Over next few years, as needed
Cost: $1656 for a Dell Latitude E6520, 64-Bit Op Sys, i5 2520M, 14" monitor (E6410 is no longer made)

Software Upgrades

We have a variety of software being used in multiple departments.

Reading software includes the following free and fee based computer programs: TownsendPress.com, Ultimate Speed Reading, "RFU Lab," Inspiration, Clipread, Wisesoft, and Total Reader. Writing software is MS Office.

Windows Operating Systems in computer labs will need to be upgraded

periodically to be current.

Justification: Software and operating systems need to be replaced when necessary due to updates, compatibility issues, and availability of new products

Time Frame: As Needed
Cost: To be assumed by ITS

Various Technology Replacement as Needed

DVD players
Cost: $500/player for DV-DOIU TASCAM DVD Player

Document Cameras
Cost: $1525 each for SDP-960 Samsung SXGA 720P Digital Presenter

Printers in Reading and Writing Computer Labs
Cost: $1500 for comparable HP Laser Printer

Parscore Machine
Cost: $8000 ES2800 Optical Mark Reader (plus license, maintenance and software)

Scantron Machines
Cost: $1000-1700 / Unit EZ- OMR Scanner

SmartTablets
Cost: $330/Unit RM Classpad with RM Easiteach

Video Visualizers
Cost: $3000/Unit Canon Video Vizualizer RE-350

Justification: Occasionally, some of these items stop functioning properly. These items should be replaced as needed when they break down. In addition, they should be upgraded when better technologies come along.
Time Frame: As Needed

Other Needs

Training

SmartTablet training

Justification: We currently have SmartTablets in each classroom. However, instructors do not know how to use them because they were not completely installed when the building opened.
Time Frame: Immediate
Cost: To be assumed by ITS

Computer Setting Adjustment

NetOp settings need to be adjusted prior to each semester.

Justification: Because faculty computers in the computer labs are updated via ghosting, NetOp is frequently not in sync with the classroom it is supposed to control.
Time Frame: **Before start of each semester**
Cost: To be assumed by ITS

Technological Support

Continued technological support of the computer lab classrooms and Writing Center computer lab.

Justification: We need a quick and efficient computer problem-solving staff to resolve our technological issues.
Time Frame: Immediate (on-going)
Cost: To be assumed by ITS

Staffing
Staffing Narrative

Reading and English/Composition Faculty Designations:

In the past, FT instructors were hired specifically to teach in what has been designated for over 20 years as the "Reading Department." However, in 2001, the job description for new FT hires shifted to a primary assignment in English composition with a secondary assignment in reading. Furthermore, a number of the full-time English composition instructors have taken on reading assignments, and two of the reading instructors have elected to teach English composition courses. Currently, only 5 members of the English Department teach reading courses exclusively. Consequently, distinctions in the English Department between reading and composition instructors have blurred, and the emerging trend is for full-time instructors to teach dual assignments. This trend reflects the current pedagogy about the relationship of reading and

writing, especially as these skills develop. In addition, by increasing the numbers of full-time instructors teaching reading, this trend enhances the continuity of the English program overall.

Current Staffing:

In Fall 2011, there were 61 PT English faculty and 42 FT English Faculty. In Fall 2012, there are 57 PT English faculty and 44 FT English faculty.

Since 2008, the English Department has been in a hiring cycle to replace full-time faculty who've retired, been reassigned, and resigned in the past 10 years, with a resultant steady increase in the FT to PT ratio: 58%/42% (Fall 2009), 63%/37% (Fall 2010), 64%/36% (Fall 1011), and 67%/33% (Fall 2012). This trend is a significant development in strengthening the program and getting the department closer to the 75%/25% ratio target.

One issue that affects the staffing in the English Department is the amount of Reassigned Time allotted to full-time faculty. In Fall 2011, 2.5 FTEF was allotted to full-time English instructors for various campus-wide duties. In Spring 2012, that increased to 2.6 FTEF. In Fall 2012, that amount is 3.33. While RT negatively impacts the number of sections taught by FT instructors, the fact that English faculty are involved at many levels across campus, serving as coordinators of programs like the Writing Center, Puente, Honors, Basic Skills, SLOs, and Accreditation, while also teaching courses and participating in departmental activities, enhances the department's ability to stay in touch with trends and concerns college-wide.

Future Full-Time Staffing Needs (2-4 yrs):

Future hiring needs will be likely be affected in the next few years by retirements. Seven FT instructors were hired during the 1980s, and one English instructor hired in 1990 is currently in pre-retirement. It is expected that there will be at least 3 retirements/pre-retirements in the next 4 years. Replacing 3 retirees would cost approximately $270,000 (including benefits); however, this amount will actually represent a savings as it is significantly lower than the salaries and benefits paid to the long-time faculty members who are now near the top of the pay scale.

Adjunct Instructors:

Cutbacks in the numbers of sections offered due to budget constraints have contributed to a decrease in the numbers of adjunct instructors, from 79 in Fall

2009 to 57 in Fall 2012. It is worth noting that the majority of the remaining adjunct English instructors have been teaching at El Camino for several years or more. They tend to be familiar with departmental policies, SLOs, and course objectives. Further, many of them have participated in professional development opportunities, such as OnCourse Student Success and Basic Skills workshops.

Establishment of a mentoring program for adjunct instructors has been attempted over the years. Most recently, the Fall 2009 Basic Skills Alliance Pilot Program for Instructors of Reading and Basic Writing offered adjuncts an opportunity for structured mentoring. Adjuncts and their full-time instructor partners communicated through email and face-to-face contacts, shared syllabi, and observed each other's teaching. As an incentive to participate, adjuncts received a stipend and full time instructors earned flex credit. Unfortunately, this successful program ended after budget cuts. However, an unintended benefit of cutbacks in staffing has been a significant decrease in the need for mentoring of first-time adjuncts.

Casual Hourly Help (Immediate Need):

- In Spring 2009, the Reading Coordinator obtained from the Humanities Division the services of a student helper to score Parscore exams, which are used for student assessment. In Fall 2010, the student helper had already used up her ten hours by the middle of the semester, before instructors had even given their exit exams. Fortunately, one full-time instructor donated her own student helper hours to make up the deficit. On average, it takes an instructor about an hour to process two class sections of exams, and since all instructors must give these standardized reading tests at the same time in the semester, securing a seat at the one computer station can prove problematic. Hiring an experienced adjunct reading instructor at a casual professional level 1 hourly rate to process Parscore exams would not only ease this burden, but would also ensure the accuracy of the data since these exam results figure into compiling success rates by Institutional Research.
- Cost: An adjunct instructor working hourly for 20 hours would cost approximately $400.

TUTOR NEEDS

Classroom Tutors (Immediate Need):

- Each English A and B course utilizes a tutor in the classroom during the lab session (2 hours weekly). The tutor, along with the instructor, conferences with students one-on-one to work on their writing assignments as specified in the course outline. The Basic Skills data from the Chancellor's Office has identified tutoring support as a key factor in student success. Surveys in the writing classes have shown that students feel this feature is by far the most valuable aspect of the course in terms of helping them succeed. Due to the large size of these courses, with a cap of 35 students, having a productive meeting with each student can be challenging if not impossible. Through a grant-funded pilot several years ago, two tutors were assigned to each class. A follow-up survey of instructors and students showed that the extra tutor positively impacted student success by affording students more attention to their individual writing needs. However, this program was discontinued due to lack of funding. Currently, the only instructors with a second tutor are those participating in a Title 5 learning team.
- Cost: Funding for an additional tutor for each section of English A and B would cost approximately $450/course. This figure represents about $1 per student/class meeting.

Reading Lab Staffing and Tutors (Conditional Need):

- In Summer 2011, the drop-in Reading Success Center (RSC) was established in the Learning Resources Center. The RSC is staffed by one tutor from 9:00 a.m. – 2:00 p.m., Monday – Thursday. In addition, adjunct instructors provide tutoring for approximately eight hours per week, and one office assistant works in the RSC four hours per week. A certificated instructor was involved in planning and developing the RSC. Funding is currently provided through a Title V grant. An ongoing funding source is needed to continue the Center.
- Cost Estimate:
  - o Tutor – $ 6,000 per semester
  - o Adjunct faculty $ 2,400 per semester
  - o Office assistant - $630 per semester
  - o Certificated instructor - $6,750 per semester

Tutorial Support in the Writing Center (Immediate Need):

- Although the tutors who work at the Writing Center are not part of the English Department per se as they serve the entire campus, they are an essential student support service provider for our students. Before

Spring 2009, the Writing Center was open until 8 p.m. Monday through Thursday. Beginning in Spring 2009, the Writing Center began to close at 6 p.m. due to budget cuts. Evening students who worked during the day had lost this valuable opportunity for tutoring help and access to reading and writing computer programs. The college should at least keep the Writing Center open until 8 p.m. on at least two nights a week, possibly Tuesday and Wednesday. In Fall 2012, Title 5 funds were used to restore the evening hours. However, this is a one-time use of monies. The college needs to fund the Writing Center as an ongoing budget item to maintain consistent staffing and hours of operation.

- Cost: The estimated cost of adding 2 hours for two tutors to staff the additional 4 hours for one semester is $2,595.
  - 2 tutors @ $17/hr =$34/ hr X 4hrs/week = $136/wk X 15 weeks = $2,040
  - 1 receptionist @ $9.25/hr X 4hrs/week = $37/wk X 15 weeks = $555

Part 2: Future Direction

Direction and Vision
Direction and Vision Narrative

EXTERNAL CHANGES OR TRENDS IMPACTING PROGRAM THE NEXT FIVE YEARS

- When discussing the external changes that will affect the English Department over the next five years, it is impossible to ignore the state of the economy and the California state budget cuts being imposed on our colleges and universities. The college has seen a change in student population due to economic struggles, unemployment rates and decreased acceptance to four year institutions. Furthermore, El Camino has been forced to cut the number of classes offered while enrollment continues to rise. Many displaced workers are returning to school in order to increase their marketability in a failing job market, while at the same time, many recent high school graduates are choosing to attend community college instead of a four year institution because of the cost savings and/or the decreased opportunity of admission to California state universities that are cutting enrollments due to budget cuts. Increased enrollment coupled with a decrease in classes offered results in impacted programs. As evidenced by the over-crowded classrooms and constant disruption of students who are trying to "add a class" during the first couple of weeks of the semester, it is clear that we do

not have the ability to adequately support our student population.

- The state budget cuts have not only affected the number of classes offered, but they have taken a significant toll on the support programs at the college. Unfortunately, it is these very programs that the English Department depends on to increase the success of our students, especially our developmental students. Cutting the staff at the LRC has directly impacted many instructors who utilized the staff and facilities for additional academic support with developmental students. Furthermore, cuts to the SRC, Writing Center and counseling have curtailed the previous department goals of creating partnerships with these departments in order to better support our students. Finally, many success programs, such as EOP&S and Project Success, have been downsized. Traditionally, such programs focus on the needs of underprepared students providing additional support to instructors thus resulting in higher success and retention. Because the English Department is no longer able to partner with or rely on these programs, the instructor's role is more crucial to the success of developmental students.
- Another factor that will impact the English Department is the change to the academic calendar. The elimination of winter session will greatly affect graduation rates. Many students utilize the winter session as an opportunity to re-take a class that they did not pass in the fall semester. Many students who are provided a timely solution to course correct prove more successful. Eliminating winter session would have a negative impact on the goals set forth by the English Department and the college.
- We must also respond to statewide directives from the Student Success Task Force, as well as state legislation, including SB1404 (Transfer Model Curriculum) and SB1456 (Student Success Act), that seek to increase the number of community college graduates. The English Department plays a pivotal role in this process on our campus. We face increasing scrutiny of our development course sequences in light of current data showing that many students enrolled in development courses never complete their sequence, nor do they persist in transfer level courses that lead to graduation. Further, we need to ensure that our transfer course offerings are consistent with student needs for prerequisites and graduation.
- The rapid growth of technology is a factor that affects everything from assessment to delivery methods to classroom design to pedagogy. More publishers are offering course management options and enhancements to supplement textbooks. Multi-modal literacies for

writing are becoming accepted in the discipline. Smart classrooms and computer labs are quickly replacing the old traditional rooms. Digital submission of student assignments via a course management system, a digital dropbox, or a web-based service like Turnitin.com is a growing trend. Adaptive computer programs for creating individual student learning paths for basic skills students are growing in sophistication. In the next couple of years, computerized programs for authentic assessment in reading will available. The English program must keep up to date with professional development/training, equipment, and technical support staff.

- The growing call for accountability in education can't be ignored. We need to know the data that's out there, and we need to be constantly assessing the efficacy of our program by gathering and analyzing meaningful data of our own. Student Learning Outcomes, success and persistence data, and instructor/course data, are all available, and the State and the Accreditation Committee are using them to assess the college and its programs.

INTERNAL CHANGES OR TRENDS IMPACTING PROGRAM THE NEXT FIVE YEARS

- Experimentation with curriculum redesign: accelerated courses, compressed courses, decreasing exit points in basic skills sequences
- Growing use of technology in the classroom by faculty members
- Move toward incorporating "authentic assessment" in reading as an alternative to prescriptive testing
- Increasing number of instructors who teach both reading and writing
- Relatively large number of recent hires, especially those with education and experience in areas of teaching rhetoric and reading/ writing literacies, replacing instructors with a literature-based English degree
- Data collection about success of developmental reading and writing students conducted by the college's Institutional Research Department.
- Experimentation with computer-aided instruction to supplement traditional instruction, especially adaptive technologies for creating individualized plans
- Increasing use of Etudes and publisher course management systems in traditional English courses
- Decreased offering of elective literature courses in response to outside

forces

DIRECTION AND VISION OF PROGRAM IN FIVE YEARS

The next five years will be a time of shifting pedagogy, quickly changing technology, and growing accountability. To prosper in this new environment, the English Department must undergo a shift from a relatively autonomous culture to a more collaborative environment.

- We need to promote practices that ensure consistency so that students in all course sections are held to and assessed at the same standard of rigor.

- We need to have an ongoing dialogue about changing pedagogies, from multi-modal composition to authentic reading assessment. We need to share skills for incorporating emerging technologies.

- We need to come up with strategies for addressing the tremendous workload of a predominantly composition-based curriculum as literature course offerings shrink.

- We need to continue to work together to explore and experiment with alternate curricular modals, such as accelerated courses and computer-assisted skill acquisition, using data to inform our decisions.

- We need to commit as a group to providing students, especially developmental students, with college success skills along with their academic preparation.

More than ever, we're being measured as a collective. There's nothing one instructor can do alone to significantly impact institutional data on basic skills student success, on course completion, or on graduation and transfer. As SLO assessment and accountability for student success and persistence become an integral part of academic life, we need to work together as a department to find meaningful assessment techniques and address any issues that are identified. No one can accurately predict how outside influences, especially economic influences, will have affected the English Program five years from now. But hopefully the data will show that a collaborative approach based on data-driven decision making has resulted in a program that reacts effectively to change and promotes student success.

Recommendations		
Justification for Prioritization		
The recommendations are prioritized to reflect a primary commitment to restructuring the English Department in order to promote consistency, proactive planning, effective practices, and curricular redesign for student success. Hiring and replacing equipment and technology are ongoing needs that are crucial to the health of the department; their position in the list of recommendations reflects the fact that funding for these items is beyond the purview of the department itself rather than a lack of importance.		
Recommendation #1: The department will establish a new committee structure to address current needs. Committees will have designated chairs to schedule meetings, set agendas, and report to English Department meetings.		
Program Review Reference		
Current Status		New
Status Report		

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #2: The department, in conjunction with Compton faculty, will conduct a series of multiple-semester-long consistency projects to evaluate the consistency and rigor of our core composition courses, beginning with English 1A and including 1B, 1C, B, and A. Project coordinators will organize workshops designed to solicit faculty input in the creation of common prompts for assessment, rubrics for assessment, and recommendations for improvement in consistency and rigor. In addition, the coordinators will train faculty in best norming practices and lead norming workshops.		
Program Review Reference		
Current Status		New
Status Report		

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #3: The department, in recognition of the fact that reading and English are both essentially one program, will combine both departments into one English Department. All faculty members will meet together for regularly scheduled department meetings. Those instructors teaching reading courses will meet as a committee to address reading-specific issues as they arise.		
Program Review Reference		
Current Status		New
Status Report		

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #4: The department will secure an ongoing commitment from the college to restore Writing Center funding to the 2011-12 level of $123,000 from the general fund in order to guarantee competitive salaries for tutors and maintain hours

of operation that serve all students (day and evening).	
Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
Monetary Resources Required

Recommendation #5: The department will secure on-going funding for a second tutor in English A and English B labs in order to ensure compliance with requirements for one-on-one conferencing as specified in the course outline.	
Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
Monetary Resources Required

Recommendation #6: The department will establish a taskforce to examine student success and improvement in non-transfer-level reading and writing courses and to work in consultation with Compton faculty to examine alternatives to the current basic skills offerings of credit, non-degree applicable courses two or more levels below transfer, with a focus on English 80 and English C (the latter currently offered at Compton but not Torrance).	
Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #7: The department will establish a taskforce to evaluate current experimental accelerated/compressed non-transferable ECC English courses, explore alternative models for acceleration, and investigate the impact of accelerated/compressed courses on other issues, such as faculty schedules, room availability, accessibility to part-time students, etc. The taskforce will report to the department on relevant student success date for piloted courses and make recommendations about increasing the numbers and variety of accelerated courses at the non-transfer level to improve student success.	
Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #8: The department will establish a technology taskforce to assess the condition of the equipment, to evaluate requests for replacement and new equipment and software, and to collaborate with ITS to develop a prioritized replacement schedule. In addition, the taskforce will schedule faculty training for existing and new equipment and software as needed.	
Program Review Reference	

Current Status	New
Status Report	

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #9: The department will designate a liaison to the Reading Success Center to meet regularly with the Learning Resource Center Coordinator to promote usage of the RSC for improving student success in reading and writing classes.

Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
No Impacts or Required Resources for this Recommendation

Recommendation #10: The department will request a casual, hourly position to input scores and collect data on student outcomes as measured by standardized Parscore exams used in all levels of the reading course sequence at a cost of $20/hour for 20 hours/semester for an annual cost of $800.

Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
Monetary Resources Required

Recommendation #11: The department will replace retiring faculty and pursue new full-time positions to achieve a full-time/part-time faculty ratio of 75/25 at a cost of approximately $90,000/ instructor annually, beginning with 3 positions in 2013-14 for a cost of $270,000.

Program Review Reference	
Current Status	New
Status Report	

Impact and Required Resources
Monetary Resources Required

Attached Files *
6-Year Course Review Cycle
English Program Review Data File
Basic Skills and Developmental Reading Progress
ECC Assessment Test Results Fall 2006 to Fall 2010
English 4-Year SLO Review Cycle
Eng B Cut Score Analysis

* Attachments can be obtained from links in CurricUNET.