A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ____________)

External Factors:
Demographics:
- Tidal Wave II: During this decade, CPEC (California Postsecondary Education Commission) predicts that 700,000 students will be unable to find a place in public higher education, and of that total, approximately 500,000 would attend the community colleges if given the chance.
- According to the 2000 census, 45% of the population of Santa Clara County speak a language other than English at home. Many of these students could be classified as Gen 1.5
- Numbers of underprepared students are increasing and will continue to increase, especially in light of CSU Executive Order 665, which proposes the elimination of remediation in the CSUs by 2007.
- Foothill enrollment increased by 4.3% in 2001; we are up by 6% this year.
- Students are becoming more and more tech savvy and are expecting information to be available online.

Finances:
- The state of California is experiencing a severe budget deficit, which will impact funding of the community colleges. We will have no choice but to reduce offerings and operation budgets.
- Enrollment is expected to decline substantially in the winter and spring of 2004 when fees will probably double.
- Normally, the state funds colleges to grow at a 3% rate, but if all colleges grow, there is not enough money to fund that growth and a deficit factor is applied. This year, in the middle of the academic year due to the state budget deficit, growth funding was reduced to 1.5%. Again, if all colleges grow at that rate, and most are growing, a deficit factor will be applied.

Legal Constraints:
- State Ed Code section 88003 prohibits districts from employing part-time classified personnel on an on-going basis when the service to be performed is not needed on a continuing basis.
- Our 2000 Matriculation site visit team advised us that Title 5: 55521(a)(5) prohibits districts from disallowing non-native speakers from taking the native speaker placement test.

Internal Factors:
- Approximately one third of students taking six or more units who do not already have a degree do not take placement tests.
- 70-80% of those taking the placement tests score into developmental courses.
- Fewer than 60% of students placing in English 100/110 registered for those courses.
- Approximately 30% of students placing in ESL do not take those courses.
- Students who are English 1A eligible succeed in selected core General Education courses in the social sciences at significantly higher rates than others. Students who score at the developmental English level and do not succeed in developmental English pass at a 50-60% rate.

Strengths
1. Foothill College English department faculty hold expertise in a wide range of areas and interest: Reading, composition, literature, online instruction, and student success.
2. Unique basic skills program that begins at one level below English 1A and uses the alternative credit system. Recent research supports this unique approach in that the data reveal that students who
receive alternative credit persist and succeed at higher rates that the students who received “W” or a nonpassing grade.

3. Several of our department faculty and staff are accomplished musicians and /or published writers: Denny Berthiaume, Kurt Gravenhorst, Kim Wolterbeek, Lesley Dauer, Doren Robbins, Nancy Gill.

4. Our department houses several successful programs in addition to Basic Skills and transfer level composition: Creative Writing, Literature, Linguistics, and Humanities. Recently, we created our certificate program, with certificates available in each of these areas, as well as in Composition. With faculty often teaching in more than one area within English, we expose students to a wide range of concepts and approaches to the study of reading, writing, literature, and language.

5. Basic Skills, Composition, Literature, and Creative Writing all have a variety of offerings in the morning, afternoons, and evening program at Foothill.

6. From 2000 to 2002, under the leadership of PFE coordinator Linda Lane, the department created composition guidebooks, codified handbooks with course outlines, explanations of grading procedures, sample assignments, sample papers, and detailed grading rationale. This resource is available on the English department Web site, and is shared with all current and incoming full- and part-time faculty.

7. The Writing Center, currently housed in the tutorial center, is a vital resource where our students can get support at all levels of composition (English 110, 1A and 1B, and beginning Spring 03, 1C) at any stage of the writing process: brainstorming, organizing, developing a thesis, developing supporting arguments, revising. The staff there provide individual tutoring and feedback which students and staff consider essential to their success in their English classes. Our composition classes are too high in numbers of students for each instructor to provide hours of one-on-one support; the writing center picks up where the realities of classroom numbers leave off and provides a vital link for many students each quarter.

8. The Language Arts Lab houses our resources for students who must learn and/or review essentials of grammar, sentence structure, vocabulary, and word processing in order to pass their English class. Right now, our composition courses are not designed to address but a quick gleaning of these essential skills; without the lab classes, we would have nowhere to send our students. This is especially necessary for Generation 1.5 students, who are not in the ESL sequence and yet who make ESL-type errors (not addressed in English composition curriculum) and for underrepresented minority students (especially African American) who may use a nonstandard variety of English. We hope for more resources and program development that can address the needs of these students.

9. Pass the Torch: This highly effective students success program targets underrepresented minority students in English (100, 110, 1A and 1B) and ESL (composition) courses and pairs them in "study teams" for the duration of the quarter. Recent research has confirmed that Pass the Torch has a dramatic effect on the success of underrepresented minority students, especially in their transfer level English courses. Several faculty in the department support the program by referring outstanding students to become tutors (study team leaders), by filling out feedback forms on the academic progress of their students (team members) who are receiving tutoring, and by referring struggling students to the program for assistance with their coursework. The team leaders in English and ESL receive weekly training from Natalia Menendez.

**Weaknesses:**
Rather than weaknesses, our department focused on the current challenges to the successful delivery and implementation of our programs. They are as follows:

1. Due to the change in our testing procedures which brought us into compliance with Title 5: 55521(a)(5), we are seeing growing numbers of ESL students who seem to be incorrectly placed in English 100 and English 110. Since our English 100 has no cut off score, even the least prepared non-native speaker, if administered the native speaker test, can “place” in English 100, even with a score of 0. This leads students to believe they have been correctly placed, when the reality is they would be better served by taking the non-native speaker test and enrolling in appropriate ESL sequences.

2. English 1B: Faculty have expressed concern that some students do not seem ready for the level of readings that are presented in English 1B. Most faculty choose literary texts, and many students do not approach this transfer-level study of literature and critical thinking with any prior knowledge of how to critically read and write about literature.

3. The department is in unanimous agreement that we need staff development in order to better serve our fastest growing population, Generation 1.5 students.

4. The English degree has been very high in units, a possible deterrent to a student considering declaring an English major. The department has revised the major, which is now offered at 33 units.

5. Non-parity between underrepresented minorities.
• A recent research report indicates that Pass the Torch is exceptionally successful with our underrepresented minority students, especially at the English 1A level.
• The English department has an active Puente program, targeting Latino students across a year’s worth of basic skills and transfer-level English.
• The English department has a fledgling Mfumo program, which targets African American students and student athletes across a year’s worth of transfer level and Basic Skills English. The counseling component is organized by Kim Seals. Next year two new two-unit courses, English 51A and 51B, Student Success in the English Classroom, will be added to the Mfumo program so that the students—traditionally underrepresented and many of them potentially at-risk—can learn strategies for taking responsibility for their academic success.
• Pass the Torch is one of our strongest methods of targeting and assisting underrepresented minority students. Through their participation, there is a web of professionals taking notice of the students’ struggles and progress.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other __________) 

The success rate in English is about 80%, a bit less than the campuswide success rate of 84%, but still quite strong.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other __________________________) 

Success among Blacks, Hispanics, Filipinos, Native Americans, and Pacific Islanders is much lower, (68% -and 72%) than the success rates for Asians (81%), Whites (82%), and Unrecorded (83%).

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   • Better inform students, faculty, and counselors of the goals and requirements of English 100.
   • Address the teaching of reading in English 1A courses in several discussions in the Spring of 2004. We expect that from this, our faculty will have a more unified vision of the reading goals for 1A, which will inform our pedagogy in English 1B.
   • Consider a possible addition of a two-unit course to our program for students who place at the English 100 level: English 100B, Introduction to the Study of Literature. The idea is that with time to acclimate to literary conventions and their place in the wider context of critical thinking and writing, these students will gain access to the skills necessary to succeed in English 1B and a wide range of literature offerings.
   • Coordinate with our colleagues in ESL to problem-solve effective ways of addressing the most common grammar and usage errors made by this population of students.
   • Coordinate the resources in our Writing Center, which is currently collecting exercises on usage errors, and our Language Laboratory. Basic skills specialist Linda Lane will use her upcoming sabbatical to develop online resources for usage and grammar.
   • Consider establishing a policy on in-class exams in all of composition courses (English 110, 1A, and 1B) in order to strengthen standards of preparation for students completing prerequisite and transfer requirements in English. We will visit this when our Spring 2003 curriculum process is underway.

2. Other Program Improvement Plans:
   • Engage in ongoing research: We believe, as cited in Inside English, that English faculty must have access to “valid and reliable procedures for assessment, placement and monitoring of
academic progress. This would mean that we establish access to ongoing research of our programs in order to continue to function in a responsible and professional manner.’’ The department has formed a subcommittee to identify and enumerate these specific areas of research.
• Investigate developing English 1B online, as well as new forms of instructional delivery such as hybrid classes.

E. ENROLLMENT AND PRODUCTIVITY GOALS  (References: Program Review Data Sheet (Enrollment and Productivity); Other____________________)

• Enrollment has grown slightly over the last several years, and we anticipate continued growth, especially as surrounding colleges experience budget problems and the CSUs eliminate remediation.
• Productivity has increased from 376 in 99-00 to 400 in 01-02. For Fall 02, productivity increased again to 424. With a maximum seat count of 30 students in English composition, we can never attain the college goal of 530 productivity. The maximum would be 400. The fact that our productivity is now above 400 probably reflects better scheduling of literature courses, which are now experiencing larger enrollments. We would not want to increase the size of composition courses. If anything, since much of the instruction in a composition class takes place in the individualized responses to drafts of essays, class size should be reduced, as is recommended by professional English organizations as well as the American Association of Community and Junior Colleges. If an embedded lab hour is added to our composition courses, our productivity in composition will increase from a maximum of 400 to a maximum of 480.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   Our percentage of FT to PT faculty has increased from 48% in 99-00 to 59% in 01-02. Although we would like to have a more diverse English faculty, we are not making any requests at this time.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.) We are making no requests at this time.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   We have no specific requests at this time.

Evaluation of academic year 2002-03.
Date of evaluation: March 19, 2003
List names of participants assisting in this program review.
Primary program contact person: Natalia Menendez
Full-time faculty: Linda Lane, Rosemary Arca
Part-time faculty:
Administrators: Karen Yoshihara
Classified staff:
Students:

Phone or email address: X7438
Program Name: ENGLISH

Degree/certificate options available:
- AA Degree in English
- Certificate in Written Communication
- Certificate in British Literature
- Certificate in American Literature
- Certificate in Multicultural Literature
- Certificate in Literary Genres

PROGRAM MISSION: The English Department offers a comprehensive and richly diverse program in Basic Skills, transfer level composition/reading, creative writing, linguistics, and literature. We offer three modes of delivery: classroom based instruction, online and hybrid instruction. Our programs develop critical reading and writing skills, including evaluation, argumentation and synthesis, and active, discerning speaking and listening skills. These skills will support students in their goals for higher education, career, citizenship and personal growth.

EXPECTED STUDENT OUTCOMES: A student completing an AA degree in English should possess the attributes described in the following table.

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>Desired Attributes: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social themes</td>
<td>Derive social themes from multiple sources</td>
<td>ENGL 5, 12, 22, 31, 41, 46, 48</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
<tr>
<td>Literature written in English</td>
<td>Demonstrate familiarity with major works of literature written in the English language</td>
<td>All literature offerings</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>Write critical, text-based analyses</td>
<td>All composition and literature courses</td>
<td>• Essays written in and out of class</td>
</tr>
<tr>
<td>Argumentation</td>
<td>Analyze arguments in texts Write a clear, cogent argument</td>
<td>All composition and literature courses</td>
<td>• Essays written in and out of class</td>
</tr>
<tr>
<td>Evaluation and Synthesis</td>
<td>Evaluate and synthesize multiple sources</td>
<td>ENGL 1B, 1C, 54</td>
<td>• Essays written in and out of class</td>
</tr>
<tr>
<td>Literary conventions</td>
<td>Use literary conventions to understand form and content</td>
<td>Literature offerings</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
<tr>
<td>Diverse perspectives</td>
<td>Reflect on the human condition from diverse perspectives</td>
<td>All literature courses</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
<tr>
<td>Literary aesthetics</td>
<td>Develop literary aesthetics</td>
<td>All literature courses</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Explain basic theories of linguistics</td>
<td>All linguistics courses</td>
<td>• Class discussion; in and out of class essays</td>
</tr>
</tbody>
</table>