

Letters written to Lacks by English Department students as part of One Book, One Campus: The Henrietta Lacks Project Campus Open House 10/31/11

Department of English

DIVISION OF ENGLISH AND SOCIAL / BEHAVIORAL SCIENCES

Academic Program Review 2004-2005 to 2010-2011

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Completion Date: Fall 2012

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GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

This Program Review Report for 2004-2005 to 2010-2011 is respectfully submitted by the full-time members of the Department of English, Grossmont College.

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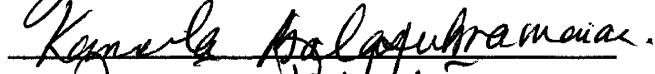


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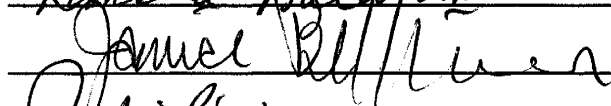
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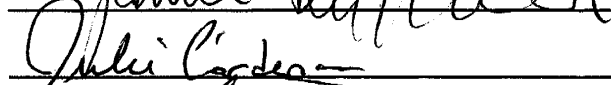
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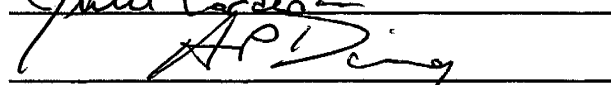
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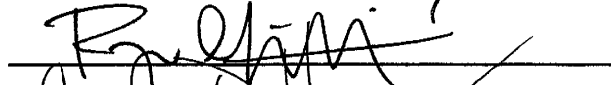
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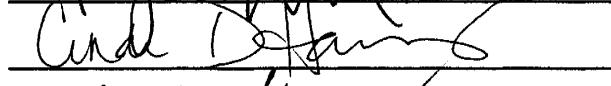
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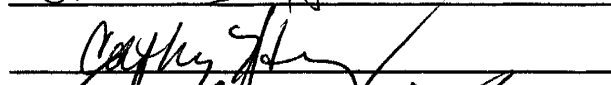
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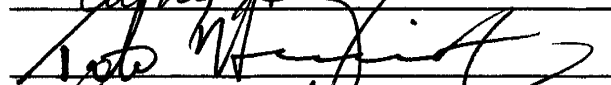
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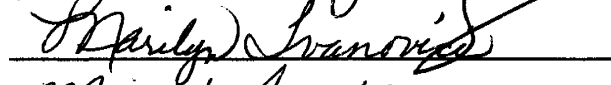
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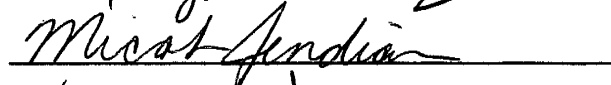
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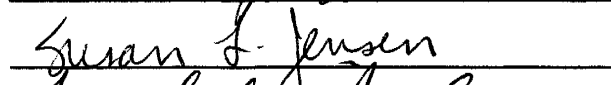
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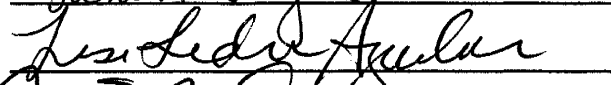
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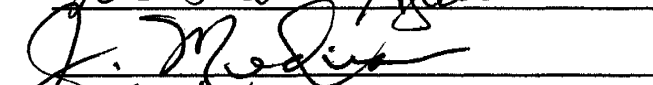
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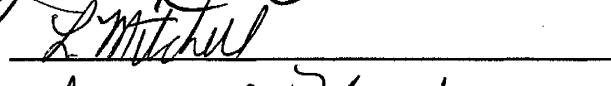
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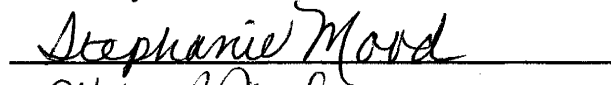
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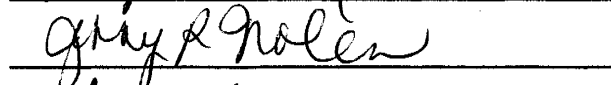
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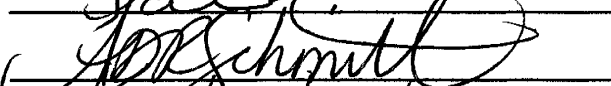
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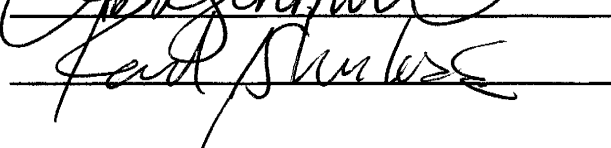
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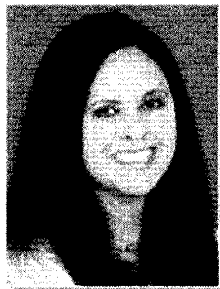
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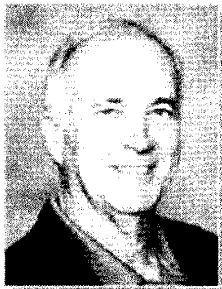
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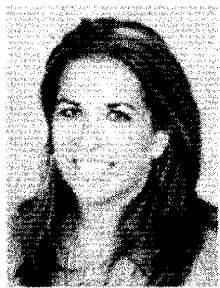
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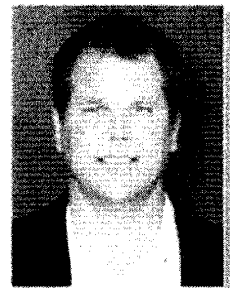
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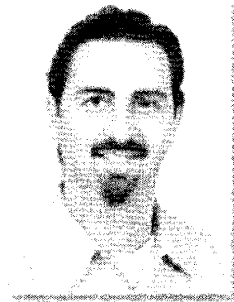
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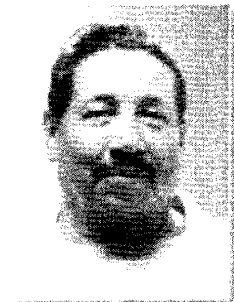
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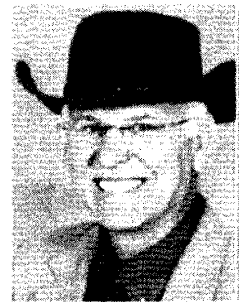
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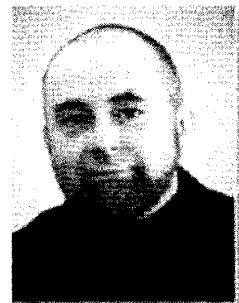
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Department of English

Division of English and Social / Behavioral Sciences

**ACADEMIC PROGRAM REVIEW
2004-2005 to 2010-2011**

Dr. Oralee Holder, English Department Chair
Sydney Brown, Program Review Editor

Completion Date: Fall 2012

SECTION 1: OVERVIEW

1.1 BRIEF DEPARTMENT HISTORY

Introduce the self-study with a brief department history. Include changes in curriculum, facilities, staffing, etc.

The English Department has played a vital role in the history of Grossmont College from the College's inception in 1961 on the Monte Vista High School campus to its 50th Anniversary celebration in 2011-2012 when English Department faculty and students held free workshops and readings open to the San Diego County community. Currently one of the two largest departments on campus in the number of full-time and part-time faculty, the number of sections offered each semester, the amount of Earned Weekly Student Contact Hours (WSCH) generated, and enrollment, the English Department provides students with a broad spectrum of courses in its Composition, Reading, Creative Writing, and Literature programs in addition to countless enrichment opportunities outside the classroom. Almost every discipline on campus requires students to take one or more English classes; therefore, virtually every student who enrolls at Grossmont College and who intends to complete his or her educational goals takes advantage of the Department's curriculum and the faculty's expertise.

Curriculum

English Department courses help students attain the writing, reading, and critical thinking skills needed to be successful college students as well as productive citizens. The Department's developmental courses, individualized tutoring in the English Writing Center (EWC), learning communities within Project Success, and newly-created projects such as the English Express and the Freshman Academy provide excellent educational opportunities to students who often arrive at Grossmont College under-prepared for college-level work. Additionally, the Department has successfully increased the number of contextualized and/or interdisciplinary Project Success links with Allied Health/Nursing, Psychology, Humanities, Math, Administration of Justice, and Office Professional Training. These links serve both developmental and transfer-level students. The Department also offers a comprehensive series of stand-alone Creative Writing and Literature courses, some of which satisfy General Education requirements and others which serve as electives to engage students' creativity and enhance their understand and appreciation of the arts.

English Department faculty members collaborate with the Student Success Committee, the Institutional Effectiveness Committee, the College Research Liaison, and the Institutional Research and Planning Department to utilize current data to support best practices. Department courses reinforce Grossmont College's Values for Student Learning and Institutional Student Learning Outcomes, ensuring that students acquire effective communication skills, cultural competence, an

understanding and appreciation of the arts and humanities, and the informational and technological literacy needed to compete and succeed in the 21st century.

To complement its courses offerings, the English Department, through its Creative Writing Program, hosts a wide variety of literary events and activities: the Celebration of Banned Books; the Fall Reading Series, featuring the Lester Bangs Memorial Reading; the twice-yearly New Voices Student Reading; the campus literary journal *Acorn Review*; and the Literary Arts Festival held each spring. In addition, English Department faculty have been instrumental in creating and promoting noteworthy interdisciplinary events such as the One Book, One Campus Project, focused in 2011-2012 on Rebecca Skloot's *The Immortal Life of Henrietta Lacks* and in 2012-2013 on Rachel Carson's *Silent Spring*.

Curriculum for the English Department's programs has been strengthened over the course of this Program Review cycle as a result of faculty discourse and collaboration leading to the design, implementation, and assessment of Student Learning Outcomes (SLOs). During 2005, many English faculty members were among the first on campus to participate in statewide and regional SLO conferences and workshops, and the Department has created multiple professional development retreats to further collaborative efforts. In addition, the Department Chair facilitates breakout groups during Professional Development Week meetings to bring the large contingent of part-time faculty members into the collaborative decision-making process related to Course, Program, and Department SLOs.

Also during the current Program Review cycle, savvy English faculty members have established an English Department webpage, created an English Department online newsletter, *Mixed Messages*, and developed an interactive webpage to advertise the enriching literary arts events. In addition, most faculty members maintain a webpage. Finally, the Learning Skills Coordinator regularly updates the Reading Annex and EWC webpages.

Like other departments at Grossmont College, since 2008-2009, the English Department has been adversely affected by the statewide budget crisis. Not only have several core courses in Composition, Reading, Creative Writing, and Literature been placed on indefinite hiatus, but it will be years before the Department entertains reinstatement of several specialty elective courses. Prior to Fall 2009, English faculty developed new curriculum (such as English 276: Major Author: C. S. Lewis) and revised outlines for several General Education courses (such as the survey classes English 241: Literature of the Western World I and English 242: Literature of the Western World II) to meet the needs of Grossmont College students. Such curriculum development represented an exciting period of innovation and growth for faculty. Unfortunately, mandated course reductions have prevented the Department from sustaining and/or implementing these courses. In addition, shortages in funding played a role in ending the Department's participation in the Puente Project.

The vision of Grossmont College is to change lives through education. Even with losses due to challenging economic circumstances, the English Department

remains fully committed to providing students with stellar, innovative instruction in all of its core programs and to offering a robust schedule of enriching extracurricular events to students, faculty, staff, and community.

Facilities

Several facility-related developments have occurred during this Program Review cycle. The following information provides an overview of the current status.

To begin, the classrooms where English faculty teach some of their courses have been affected by ongoing campus construction and remodeling projects. For example, English courses that were previously taught in Rooms 325 and 340 were moved to rooms in the new Health and Sciences building.

Next, the English Writing Center (EWC) was relocated to another building towards the end of the 1998-2003 Program Review cycle. Previously located in Room 571, the EWC was overcrowded, with tutoring sessions taking place in adjoining hallways. During May 2004, the EWC officially moved to Room 70-119 in the Tech Mall, a space better suited to accommodate students, tutors, and faculty. At that time, the English Department had an agreement with the ESL Department to share the adjoining computer assisted classroom, Room 70-122, for “overflow” from the EWC. More importantly, Room 70-122 was utilized by English for the lab portion of English 90: English Fundamentals, which serves at-risk Basic Skills students. Unfortunately, the sharing of this essential computer assisted classroom ended during Spring 2010, resulting in challenges for both English 90 students and instructors due to limited access to many computerized modules that were purchased specifically for English 90 lab assignments.

The English Department is noted for enriching the lives of students, faculty, staff, and community members with literary events presented throughout the academic year. The Creative Writing faculty who organize these events face challenges when reserving venues on campus, even though they have expanded venue options. Unfortunately, some venues do not accommodate the growing numbers of people attending these events. For example, many literary arts events are currently held in the new Griffin Gate, which seats a maximum of only 250 people. Overflow seating accommodates some additional guests, but overflow participants are relegated to the new Student Center to view the events on a screen, which is not an optimum experience.

On a brighter note, the English Department has reaped an unexpected benefit from the recent retirements of five full-time faculty during 2011-2012. For years, most English faculty members have had offices in Building 52, while some have had offices in the 590 building, an outmoded and temporary structure. The offices in Building 52 that were vacated by the retirees were quickly filled by full-time English faculty who had been housed in the 590's, and, at present, 17 of 18 full-time English faculty members have offices in the same building. (The lone English faculty member not housed in Building 52 is the Learning Skills Coordinator, who has oversight over the EWC and prefers a Tech Mall office near the EWC.) Most full-time faculty are now in close proximity to one another, to the Department Chair, and

to the Department's Administrative Assistant, facilitating easy collaboration as well as ample opportunities for both formal and informal interactions.

Finally, some Department members have chosen to assume positions on committees that make decisions about facilities because English faculty are aware of the importance of the classroom and varied venues where teaching, learning, and enrichment takes place. As such, some English faculty members serve on the Facilities Committee and on the Room Utilization Committee. In addition, during the Fall 2012 semester, four English faculty members served on the new 500-area Classroom Upgrade Task Force to provide input on proposed remodels for the 500 Buildings, where most English classes are taught. Currently, the Department Chair, the Project Success Coordinator, and the Department Administrative Assistant serve on the Facilities Masterplan Committee which will determine the facilities future of the Department as a new multi-story building will be constructed in the 500-area to house classrooms, offices, and lab facilities; plans also include a 500-seat performance space which will be constructed elsewhere on the campus but will be available for Department literary events.

Staffing

Recent retirements and adverse economic conditions have affected the number of English Department faculty members currently serving the College.

At its greatest strength in the 1960s, the English Department had 28 full-time instructors. By the time the 1998-2003 Program Review Report was submitted, there were only 17 full-time English faculty members. That Program Review Committee's first recommendation was to replace immediately all retirees and hire four new faculty members. The Department was fortunate to come close to accomplishing this goal when eight new faculty members were hired between 2004 and 2007. As a result, from 2007 to June 2011, the English Department had a stable group of 23 full-time faculty members. However, two instructors retired in 2004-2005, one instructor retired in December 2011, and four more retired in June 2012, which now puts the total number of full-timers in the Department at 18. The Department highly values part-time faculty who comprise the majority of instructors in the Department, but their numbers have declined as well, from over 70 during the 1990s to only 50 in 2012. In response to the Fall 2012 Faculty Questionnaire (Appendix 20), an overwhelming majority of faculty respondents cited decreasing numbers of full-time faculty as the most obvious trend in the Department and the gravest threat to its continued success and well-being.

It should be noted that since the 1998-2003 Program Review, the English Department has consistently served more students with fewer faculty members, and the Department has generated more revenue even with the severe course reductions over the last three years. Unduplicated student enrollment was 8,864 in 2004-2005 compared to an astounding 10,019 student enrollment in 2010-2011. Earned Weekly Student Contact Hours (WSCH) in 2004-2005 was 29,981 compared to 35, 569 in 2010-2011, with the ratio of student contact hours per Full Time Equivalent Faculty (FTEF) growing from 720.78 in 2004-2005 to 722.66 in 2010-2011. The cost per student increased slightly from \$2,151.33 in 2004-2005 to

\$2,873.89 while generated revenue has grown over one million dollars, from \$4,620,016.00 to \$5,827,461.98. At minimum, to sustain the quality of the English Department programs and services, recent retirees must be replaced.

1.2 **PROGRAM GOALS**

Appendix 1 contains the most recent 6-Year Unit Plan for the program. From the 6-Year Unit Plan, select your most successful and least successful goals.

Most Successful

Many of the English Department goals outlined in the 6-year Unit Plan have been accomplished or are well on their way to being achieved. Of those, the following two goals have been the most successful in recent years.

GOAL 1: Advertise and expand contextualized learning communities links as well as interdisciplinary links through Project Success.

A. What activities did you undertake to achieve this goal?

Faculty in the English Department advertise contextualized learning communities as well as interdisciplinary links through collaborative efforts, which has resulted in the expansion of Project Success learning communities links over the course of this Program Review cycle.

For the past several years, faculty have regularly attended all New Student Advisement sessions to make presentations to students to share information about the core Composition courses and promote the benefits of enrolling in these courses concurrently with Reading or General Education courses. Unfortunately, due to recent budget constraints, fewer New Student Advisement sessions have been offered, and, at present, there is no time allotted during these presentations for English faculty to participate.

The Project Success Coordinator keeps the Counseling Department apprised of the benefits of contextualized learning and interdisciplinary learning communities by meeting with them on a regular basis. Once the scheduling of Project Success links is finalized, the Project Success Coordinator sends a list of the linked classes to the counselors (to include those in DSPS and EOPS) so that counselors can refer students to take those courses. When the Schedule of Classes appeared in print form, the list was also available adjacent to English course listings. An electronic version of the Schedule of Classes is still available through the Grossmont College website, and the list of Project Success courses still appears in it. The list of links also appears on the Project Success website, where students can find contact information along with data relative to student success.

Students are, unknowingly, instrumental in advertising Project Success to other students. Instructors distribute a Project Success Student Survey Form (Appendix 28) towards the end of each semester to collect qualitative data.

Fall 2011 data from this survey confirms that 71% of those polled would enroll in another learning community, while 81% claim that the Project Success link was beneficial. These responses come from an overwhelming majority (80%) of enrolled students who are new to Project Success. Instructors report that students encourage their friends to enroll in Project Success courses because of their positive experiences.

Perhaps the most authentic advertisement effort results from enthusiastic instructors who teach in Project Success learning communities. “Linked” instructors devote additional time and energy into developing their courses and establishing bonds with their teaching partners, which is reflected in their curriculum and their interaction with their students. This bond facilitates an excellent teaching/learning environment for the students, and most Project Success instructors report that the students in their Project Success courses are “the best.” Towards the end of the semester when students are preparing to register for the subsequent semester, instructors encourage them to enroll in other Project Success courses.

Long-term goals for expansion include the development of more interdisciplinary links at the transfer level, which would pave the way for degree/certificate completion for the large numbers of students who successfully complete the Project Success basic skills sequence of linked reading and writing courses. Early in this Program Review cycle and as far back as 1995, the Project Success Coordinator has worked to develop new interdisciplinary links, the first being English 120: College Composition and Reading and Communication 122: Public Speaking. As a result of the success of this link, other links were developed with Humanities, Biology, History, and Sociology. Later, links with Philosophy and Geology were added. The success of linked courses and the strong collaboration between the faculty members who are teaching them has always served as the foundation from which the Project Success instructors explore new ideas for other linked courses. Through collaborative input from Math, Nursing, and English instructors, the Project Success Coordinator facilitated the first contextualized learning community, which was piloted in Spring 2010, for students interested in a career in Nursing.

Indeed, the needs of developmental incoming freshmen have served as the impetus for even more widespread expansion. As detailed in Section 5, ongoing participation in the Kingsborough Community College project: *The Community College Jigsaw: Putting the Pieces Together* has been of utmost significance in helping the Department expand contextualized and interdisciplinary learning communities and gain further institutional support through the Student Success Committee. In summary, Kingsborough Community College was awarded a FIPSE grant and chose to include Grossmont as one of the four colleges nationwide to participate. The expected outcome of the grant is to increase the retention and success rates of students at the developmental level as well as to increase the number of students transferring and receiving degrees and certificates. The Freshman

Academy, comprised of contextualized developmental Composition and Reading courses, a counseling component, and a General Education course, is a product of the grant.

Beyond the above-mentioned advertising and/or expansion efforts, the District's Board of Trustees have been well-informed in recent years about the benefits of Project Success in relation to student success. In Fall 2009, the Project Success Coordinator was invited to present an overview of the history of Project Success at an informal pre-Board meeting. This was the third in an ongoing series of discussions on effective student success initiatives in the District, prompted by the District's participation in the California Leadership Alliance for Student Success (CLASS) project to foster CEO and trustee awareness of and appreciation for student/institutional outcome data. A series of monthly conversations emerged from this effort, called "Conversations About Student Success," organized by the Chancellor, and open to the public. The District's model programs that demonstrate success are invited to attend. This was a valuable opportunity for the Project Success Coordinator to inform District and College leaders of the value of the program. Several Project Success students from the developmental and transfer links also attended and provided testimonials about their experiences in Project Success learning communities.

The expansion of Project Success learning communities has largely occurred with little to no additional funding. On occasion, Project Success instructors have been offered an incentive to develop activities to enhance curriculum. For example, during this Program Review cycle, Project instructors have intermittently received stipends of \$150 for developing contextualized assignments for their linked courses. Although instructors participating in learning communities consider the preparation for the teaching of the links a part of their duties, an extraordinary amount of time is required to work with another instructor to develop interdisciplinary assignments. Unfortunately, at present there is no reassigned time or other remuneration given for participating in a learning community.

B. Report and explain the data you have to verify progress toward your goal.

At the District level, the Project Success Coordinator continues to collaborate with the College Research Liaison as well as the District Research and Planning Department to solicit accurate data related to contextualized learning offered through Project Success, particularly for cohorts of under-achieving or under-represented students. Some of that information has informed discussion at Institutional Excellence Committee meetings, with broad campus representation, as well as at pre-Board presentations for trustees as discussed above. All of the information provided has served to illustrate the success students experience when taking either interdisciplinary and/or contextualized linked courses. As referenced in Section 5, the 2005-2010 English 98 cohort analysis demonstrates that students in linked courses outperform students in unlinked courses in a number of ways, all of which

serve as the rationale for expansion of courses offered through Project Success as seen in Table 1 below:

1.2 Table 1:

**Project Success Learning Communities
Number of Linked Course Offerings**

	90/90R		98/98R		110/110R		110/GE		120/GE		124/GE		Other		Totals
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
2004/2005		1	11	11	8	8	6	7	8	5	1		3	3	72
2005/2006	5	5	11	13	6	5	5	6	7	7		1	1		72
2006/2007	6	3	12	14	6	5	5	6	5	4	2			1	69
2007/2008	5	3	12	13	6	7	6	5	6	6	1	2	1	3	76
2008/2009	6	3	14	14	5	6	4	5	4	4	1	1	1	3	71
2009/2010	4	3	13	14	4	4	4	3	5	2	1	2	4	4	67
2010/2011	5	3	11	15	3	3	4	3	3	4			5	5	64
2011/2012	5	4	14	14	3	2	3	3	3	3			2	4	60

As is apparent in Table 1, the total number of Project Success links has declined during the current Program Review cycle; however, it is important to note that during 2007-2008, more links (76) were offered than were offered in 2004-2005. Without the mandated budget cuts, the number of links would very likely have continued to increase. Of particular interest is the number of links provided for 90/90R and 98/98R, both of which have either remained stable or increased despite budget cuts. Although the links with the transfer level courses (English 110, English 120, and English 124) have diminished, links within the “other” category have grown. These links are either interdisciplinary or contextualized and/or encompass either a study skills course or a counseling component.

C. How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

The achievement of this goal helps move the College toward fulfillment of the following goals in its Strategic Plan: Serve students in historically under-served populations (Goal 1); Respond to changing community needs (Goal 2); Provide an exceptional learning environment to promote student success (Goal 3); Promote student success for historically under-served and under-prepared population (Goals 4 and 5); Develop and maintain an exceptional learning environment (Goal 7); Enhance workforce preparedness (Goal 9); and Develop innovative partnerships that meet long-term community needs (Goal 10).

GOAL 2: Integrate Literary Arts Festival authors across the curriculum.

A. What activities did you undertake to achieve this goal?

The English Department's Creative Writing Program and its faculty have made integrating Literary Arts Festival authors across the curriculum a priority in their planning processes. The planning timeline for each festival has been lengthened from one year to two with several obvious benefits: 1) It is easier to secure authors with interdisciplinary merit; 2) Faculty have ample lead time to read and integrate authors' appearances and works into course syllabi; 3) Faculty have time to design curriculum based on authors' works; and 4) Creative Writing faculty have sufficient time to solicit faculty from across the curriculum to design and organize interdisciplinary panels on the life and works of the authors.

B. Report and explain the data you have to verify progress toward your goal.

Since the creation of this goal in 2009, the Literary Arts Festival has featured several authors whose appearances and works have been integrated into the curriculum in many disciplines. Creative Writing faculty organizing the festivals have brought to campus such diverse writers as Jimmy Santiago Baca (2009), Matt de la Peña and Marilyn Chin (2010); Dorothy Allison (2011), and, most recently, Tim O'Brien and Sandra Cisneros (2012). The authors' appearances and literature were used by instructors teaching courses in all four English Department Programs: Composition, Reading, Creative Writing, and Literature. Instructors in these areas were informed well in advance of the authors' arrivals, and they could plan curricular activities to complement the literary arts presentations. In addition, several additional departments (History, Cross-Cultural Studies, Speech, Humanities, and Counseling) reported that they also incorporated Literary Arts Festival authors and works into their courses. While methodologies for integrating authors into curriculum outside English have not been directly observed, attendance for the appearance of just these six authors exceeded 3,000.

As specific evidence of progress, the Creative Writing instructors charged with planning the Literary Arts Festival devote the time needed to solicit diverse authors whose work appeals to all students enrolled in various English courses. Most recently, festival organizers collaborated with other English faculty who teach Basic Skills courses to develop meaningful assignments related to planned author appearances. For example, during Spring 2012, Festival author Sandra Cisneros's work *The House on Mango Street* was integrated into coursework in Basic Skills Composition and Reading classes, reaching over 300 students who were enrolled in English 98: English Fundamentals. Those students read and studied *The House On Mango Street* and then wrote Cisneros-style essays about places in which they live or once lived (Appendix 21). To incorporate the assignment into the

Literary Arts Festival itself, participating Basic Skills instructors selected standout essays and entered them into a writing contest. The first, second, and third place winning essays, along with those of twenty-seven finalists were collected in *The House on Mango Street Project* (Appendix 22) and presented to Ms. Cisneros at the time of her appearance at the Spring 2012 Literary Arts Festival. Because the collaborative effort was such a resounding success, English faculty Festival organizers continue to reach out to their English Department colleagues and are already planning a similar contest for Tobias Wolff, the author of *This Boy's Life: A Memoir* and keynote speaker at the 17th Annual Literary Arts Festival in 2013.

Finally, Festival organizers have taken the time to plan meaningful events that support integration of Literary Arts Festival authors' appearances and works into curriculum of other disciplines. For example, Tim O'Brien, author of *The Things They Carried*, arguably the best novel on the Vietnam War, was one keynote author for the Spring 2012 Festival. Festival organizers planned an interdisciplinary panel entitled "Vietnam Fact and Fiction." To provide a broad-based, interdisciplinary context for O'Brien's life and work, they contacted colleagues from the Grossmont College History Department and from San Diego State University as well as a Grossmont student to comprise the panel. Due to the success of this event, another interdisciplinary panel entitled "Why Literature Matters" is in the planning stages for the 17th Annual Literary Arts Festival in 2013.

It is particularly noteworthy that, except for occasional stipends, all of the work done by Creative Writing faculty to plan for and produce not only the two-week Literary Arts Festival events but also the Celebration of Banned Books and the Fall Reading Series is accomplished without remuneration or reassigned time.

C. How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

The English Department's achievement of this goal helps the College move forward relative to learning strategies, enrichment opportunities, and student success. To be specific, bringing diverse authors to Grossmont College's Literary Arts Festival and integrating their appearance and/or literature into instructional curriculum supports the following three Strategic Planning goals: Provide an exceptional learning environment to promote student success (Goal 3); and Promote student success for historically under-served and under-prepared populations (Goals 4 and 5).

Program Goals—Least Successful

During the course of this Program Review cycle, some activities and projects the Department had hoped to accomplish did not come to fruition.

GOAL 1: Hire all required new and replacement full-time faculty to serve student needs, further the aims of our programs, and address recent and anticipated retirements.

A. What challenges or obstacles have you encountered?

Due to the statewide economic crisis, the hiring-freeze poses the most immediate challenge to having been able to hire required new and replacement full-time faculty.

Unfortunately, there are far-reaching negative effects related to not meeting this goal, and the consequences impact the Department, College, and the District. Full-time English Department faculty members remain committed to upholding the mission of the Department and the vision of the College, but without replacement of five recent retirees, those remaining may be stretched too thin by classroom responsibilities and mandated planning and reporting tasks to sustain activities outside the classroom or to assume leadership roles in the Division, the College, and the community.

Most importantly, the students are impacted by the limited number of full-time faculty members as course offerings are immediately affected as is access to instructors outside the classroom.

The College has long supported the English Department, acknowledging its foundational position in the College and essential role in the programs of virtually every Grossmont College student. In 2010, the Enrollment Strategies Committee identified criteria to determine where roadblocks existed that might impact students' access to programs, their ability to make progress toward their goals, and to exit from the College in a timely manner. Uppermost was the importance of access to English courses, particularly developmental and transfer courses.

The English Department requires a full contingent of vibrant, energized full-time faculty members to continue to meet its responsibilities, to innovate and inspire, and to make its mission a reality.

B. Has this goal changed and why?

The Department has never wavered on the need to hire more full-time faculty to serve the needs of Grossmont College students; however, that goal has become more urgent with the recent unexpected retirements. The Department has suffered the loss of faculty leaders who not only averaged over 20 years of experience each but who also taught classes in all areas of

the English Department's curriculum. Unless new English faculty are hired, the health and vitality of the Department's current valued members will be compromised.

1.3 **IMPLEMENTATION OF PAST PROGRAM REVIEW RECOMMENDATIONS**

Your program 6-year plan in Appendix 1 contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

RECOMMENDATION #1 FROM THE 1998-2004 PROGRAM REVIEW REPORT: Immediately replace any full-time faculty members who separate; add four new full-time faculty positions.

This recommendation has been fulfilled in that eight full-time faculty members were hired between 2004 and 2007 (though one instructor resigned within a year of being hired). As a result, between 2007 and 2011, the Department had a stable cadre of 23 full-time faculty. Unfortunately, those gains have been lost as seven faculty members retired between 2004 and 2012. The Department currently has 18 full-time faculty, only one more than in 2004 when the current Program Review cycle began. Once again, the Department needs to replace faculty who have retired as well as add new faculty positions based on various growth indicators.

RECOMMENDATION #2 FROM THE 1998-2004 PROGRAM REVIEW REPORT: Increase clerical assistance to full-time to support the English Department and Project Success.

This recommendation has been partially implemented to the satisfaction of the Department.

The permanent Administrative Assistant to support the English Department and to help coordinate Project Success now works on at 80% rather than full-time status. The Administrative Assistant successfully meets the demands of both the English Department and Project Success.

RECOMMENDATION #3 FROM THE 1998-2004 PROGRAM REVIEW REPORT: Secure ongoing funding to support part-time faculty for their participation in mastery skills assessment at English 110 level.

This recommendation has not been implemented, in part because it has been re-imagined in light of SLO work during this Program Review cycle.

While a mastery assessment for English 110: College Composition is a noteworthy idea as is paid participation by part-time faculty, the inability to secure funding for this effort has caused the Department to re-evaluate this recommendation. Also, a variety of SLO assessment strategies are currently

being utilized at the English 110 level, which are organized by the two course-level coordinators with participation from both full-time and part-time faculty. Each semester, at the Department's meeting during Professional Development week, faculty meet to collaborate on SLO assessment implementation and analysis, and part-time faculty attending these meetings and participating in such work *do* receive compensation in the form of Professional Development credit.

**RECOMMENDATION #4 FROM THE 1998-2004 PROGRAM REVIEW REPORT:
Work to create a large venue for the Literary Arts Festival and other events.
Explore options through: 1) working with committees for new and remodeled facilities; 2) creative facilities scheduling.**

This recommendation has been partially fulfilled.

The Department has faced challenges in securing appropriate venues which are large enough for several Creative Writing events such as the Literary Arts Festival. Fortunately, the Department has not faced as many obstacles when scheduling other events, like the Fall Reading Series and the Faculty Summer Institute.

The Creative Writing faculty have been resourceful and worked collaboratively with colleagues in other departments to secure suitable venues for the daytime and evening Literary Arts Festival events, the Celebration of Banned Books, the Fall Reading Series, and the WRITE-A-THON. Appendix 23 provides samples flyers from several events during this Program Review cycle, illustrating the use of different locations on campus, including Hyde Gallery, the remodeled Room 220 and Room 575, outdoor quad areas, and the new Griffin Gate. However, some venues have presented problems. For example, due to difficulties with audio and visual presentations, the Instructional Media Services has requested that the English Department no longer hold literary events in the Health Sciences building. Also, some available venues have a reduced capacity from what was once available. For example, in the past, keynote authors for the Literary Arts Festival were able to address 500 students in the Student Center; that space no longer exists, and the new Griffin Gate only seats 250 students at most.

Of particular concern is the limited access to Room 220. The venue is now substantially improved as a result of Fall 2011 renovations and serves as an ideal venue for some literary events; however, because of scheduling conflicts, that site often unavailable. The Creative Writing faculty will continue to collaborate with their colleagues in other disciplines to identify mutually beneficial scheduling options so that discipline-specific instructors are able to use Room 220 for instruction as needed and the English Department has the venue available for literary events which serve the College's faculty, staff, students, and community. Also, the Department's representatives on the Facilities Masterplan Committee will work to secure

access to the 500-seat performance space which will be built during the next Program Review cycle.

Recommendation #5 from 2004: Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi of sections of the same course.

This recommendation has been fulfilled as follows:

In 2006, the Department Chairperson established and coordinated a 10-member SLO Steering Committee comprised of faculty leaders from each of the following English Department Programs: Composition (all levels, from Basic Skills to transfer), Reading, Creative Writing, and Literature. The charge of the SLO Steering Committee was to facilitate discussion about the implementation of all SLO-related decisions and to undertake drafting of the first Course SLOs. From 2006 to 2010, the Steering Committee kept the entire Department apprised of recommendations that emerged from regularly scheduled meetings.

Between 2006 and 2008, the SLO Steering Committee organized two off-campus events and invited all English faculty members to discuss different but related SLO issues. The first professional development retreat, held at the Marina Village Conference Center, focused on SLOs for English 120: College Composition and Reading. The second professional development retreat was held at the Mission Trails Visitor Center and focused on exploring SLO assessment instruments suitable for each of the five core composition courses. In 2009, the Department, under the guidance of the Department Chair and the SLO Steering Committee, developed its 6-Year SLO Assessment Plan for all courses in the Department.

Currently, faculty members in each of the English Department Programs (Composition, Reading, Creative Writing, and Literature) have implemented unique SLO assessment and evaluation procedures for their courses. Colleagues meet during both Professional Development Week and throughout the semester. The English Department has also developed English Department All Programs SLOs as well as Program SLOs as seen in Section 3.2 (Tables 1-5). In 2010-2011, the Department developed its Institutional SLOs/General Education SLOs tracking document, and English faculty also participated in the pilot project during Fall 2011 FLEX Week to analyze ways in which various course SLOs aligned with or illustrated Institutional/GE SLOs.

Student Learning Outcomes are now inextricably embedded into English Department faculty responsibilities, and faculty members are vigilant about placing them on their syllabi. For easy access, current SLO information is available to English faculty on the English Department electronic newsletter: *Mixed Messages*.

RECOMMENDATION #6 FROM 2004: Using the *Course History Information* report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

This recommendation has been fulfilled; however, updating curriculum and course outlines is an ongoing responsibility of the English Department's faculty.

The Department has done extensive evaluation of its course offerings during this Program Review cycle, and that assessment has led to valuable discussions, both informally and formally, at Department meetings. After much consideration, the Department voted to delete the following courses from the Catalog:

- English 95-96-97: English Workshop
- English 104: Special Reading Problems
- English 109: College Vocabulary Applied
- English 114: How to Take Notes and Outline
- English 115: Term Paper Techniques
- English 116: Comprehending College-Level Texts
- English 117: College Comprehension for Technical and Career Communications
- English 211: Masterpieces of the Novel
- English 212: Masterpieces of Poetry
- English 213: Masterpieces of the Short Story
- English 214: Masterpieces of Drama
- English 233: American Short Story
- English 234: American Novel I
- English 235: American Novel II

The number of courses which were removed during this Program Review cycle was significant but necessary. The Department eliminated several 1-2 unit courses (English 95-97, English 109, English 114, English 115, English 116, and English 116) that were initially created to enhance study skills because those courses never garnered sufficient students and were constantly in jeopardy of being canceled. Next, English 104 and English 117 had not been offered in many years, and they were removed. Finally, the Literature courses English 211-214 and English 233-235 had been the domain of only one instructor who had long since retired. Those literature courses had not been offered in 15 or more years at the time they were removed.

Fortunately, over the course of this Program Review cycle, the Department also added several new classes. See Section 2.6. According to the *Course History Information* report, several English courses have been modified and/or updated

within the past four years, including major revisions of the key Composition courses English 90: Basic English Skills and English 120: College Composition and Reading. In addition, outlines for several Creative Writing courses were revised in 2011 to implement new hard-blocked prerequisites. During the next Program Review cycle, outlines for English 51 and English 52: College Writing Skills along with outlines for the Creative Writing workshop courses will be revised to address issues of repeatability, and the Department will also revise outlines for English 122: Introduction to Literature, English 124: Advanced Composition, and English 126, Creative Writing in preparation for creation of the new AA-T degree in English.

SECTION 2: CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 COURSE OUTLINES

Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

English Department faculty members regularly review course outlines, updating them as needed to reflect currency in the field and relevance to student needs. Systematic processes are in place within the Department to facilitate such revisions and ensure full participation in this important task. Below are highlights of several efforts over this Program Review cycle to keep course outlines fresh and relevant.

Prerequisites

A key component of all English Department outlines is the very first section: Prerequisites. The core Composition Program (English 90: Basic English Skills; English 98: English Fundamentals; English 110: College Composition; English 120: College Composition and Reading; and English 124: Advanced Composition: Critical Reasoning and Writing) is a five-course sequence, with each course a prerequisite for the next. In addition, several courses in the Literature Program which fulfill requirements for General Education, transfer, and the English Major (English 122: Introduction to Literature; English 221: British Literature I; English 222: British Literature II; English 231: American Literature I; and English 232: American Literature II) have a hard-blocked prerequisite of “C” or higher in English 120 or equivalent. The Reading and Creative Writing Programs have not had hard-blocked prerequisites prior to 2011. During this Program Review cycle, several changes to prerequisites in both the Composition Program and in the Creative Writing Program illustrate the Department’s interest in addressing current student skills levels and the requirements to be successful within particular classes.

For example, in 2011, the outlines for all Creative Writing workshop classes (English 130-133: Short Fiction Writing; English 134-137: Creative Nonfiction Writing; English 140-143: Poetry Writing; English 145-148: *The Acorn Review*; and English 175-178: Novel Writing) instituted a hard-blocked prerequisite of “C” or higher in English 110 or equivalent. Previously, English 110 had only been recommended. Also in 2011, the major revision of the English 120 outline included changes to the ESL prerequisite to address the fact that ESL 119 is now the accepted course equivalent to English 110 for non-native speaking students entering English 120.

Course Objectives and Course Content

During the course of this Program Review cycle, the Department undertook major revisions of two central courses in its Composition Program—English 90 and English 120—to update information on content, to reflect relevant research on methodology and pedagogy, and to clarify the relationship of content to outcomes.

The revised outline for English 90: Basic English Skills was submitted to the Curriculum Committee in Spring 2012. During the lengthy updating process, faculty revised the catalog description, course objectives, and course content for currency and relevancy. For example, the revised course description clarifies that English 90 is intended for native speakers because faculty had discovered that non-native speakers who enrolled in English 90 experienced minimal success. They needed to be encouraged to enroll instead in the stellar sequence of classes offered by Grossmont's ESL Department. In addition, the course objectives and related content are now presented with more specificity so that instructors are clearly aware that they must teach fundamental sentence-level grammar and punctuation concepts along with rudimentary paragraph structure. Also, the method of delivery and textbook portions of the course outline were updated to reflect currency.

In Spring 2012, the Department also submitted a revised outline for English 120: College Composition and Reading. This transfer-level course is an A. A. Degree requirement that articulates to the California State University and University of California systems. In an effort to maintain a current course outline that is also aligned with other institutions, English faculty designed a one-day all-department retreat to discuss the course. In preparation for the retreat, a packet containing a variety of relevant historical and contemporary research was compiled and distributed to participants. The retreat proved to be an invaluable undertaking as faculty were not only introduced to innovative ideas and teaching practices but were also given the opportunity to share teaching and learning philosophies that inform their understanding of the course. Perspectives ranging from what represents authentic assessment to the teaching of rhetorical modes and the research paper were shared and discussed. Most importantly, the retreat facilitated a discourse that resulted in several recommended changes to the English 120 course outline. From there, the English 120 level coordinators organized a series of committee meetings to hammer out details of the revised outline before bringing it in 2012 to the full Department for approval.

Student Learning Outcomes (SLOs)

Student Learning Outcomes are another key component of the Department's course outlines and have been included since 2010 in any outline submitted for revision. SLOs are, by design, directly tied to currency in the field and relevance to student needs as they reflect the skills students will require to be successful in their academic lives and their careers. From 2005 to the present, the Department has shown its long-standing commitment to the design, implementation, and assessment of its course and program SLOs, and updated outlines delineate the ways in which students will demonstrate necessary critical reading, writing, and analytical skills.

Technology, Methods of Instruction, and Textbooks

Several areas of Department outlines are also routinely updated to reflect current practices. For example, in Section 6.6 of this self-study, several technologies used by Department faculty to enhance teaching and learning are listed, many of which now also show up on revised outlines: websites, Blackboard, Safe Assign, PowerPoint, DVDs (rather than VCRs), and document cameras (rather than

overhead projectors). Each revised outline also includes the most recently-published textbooks. In fact, the Department has level coordinators for each of the five Composition courses, and part of their responsibilities involve reviewing new textbooks from publishers or new texts recommended by faculty members to ensure that students taking an English class have access to the most current and relevant resources. Also, the Creative Writing and Literature Programs in particular regularly include on their outlines works by contemporary, living authors.

New Courses and Outlines

During this Program Review cycle, the English Department created new outlines for several courses it has been unable to offer. Once the budget crisis abates at the state and local levels, the Department hopes to include such courses in its schedule as yet another way to address currency and relevance to student needs. For example, English 275: Literary Period and English 277: Literary Theme will allow faculty the flexibility to offer literature courses focused on cutting edge themes or relevant contemporary authors. Also, outlines for the World Literature survey classes (English 241 and English 242) were revised but have not yet been taught. The survey classes satisfy General Education requirements and transfer to both CSU and UC and would meet the needs of students, particularly those of English Majors, to complete more of their course work at the community college level prior to transfer.

Statewide Mandates

Finally, the Department also updates its outlines to reflect changes that occur at the state level. For example, beginning in 2009, the Chancellor's Office of the California Community College system worked through the System Advisory Committee on Curriculum to revisit the language of Title 5 related to course repeatability. As a result, several revisions were made to Title 5, changes that impact several courses (and course outlines) in the English Department. Therefore, in 2012-2013 the Department will be updating outlines and/or creating new courses for all of its Creative Writing workshop classes as well as its English 51 and English 52 courses. The new outlines will more clearly reflect the skill-building aspects of the courses, and the outlines will also include new or revised SLOs

2.2 NEW FACULTY ORIENTATION

What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?

The English Department has established a viable, multi-faceted orientation process to ensure that new faculty members, both full- and part-time, understand curricular expectations, academic standards, and Department practices. It begins with a comprehensive meeting with the Department Chair during which new faculty are furnished with official course outlines and Student Learning Outcomes together with recommended textbook lists, sample assignments and syllabi, and an overview of the programs and projects that the English Department sponsors and maintains.

New faculty are also invited to attend and participate in monthly Department meetings and to participate in standing committees that serve the Department and student needs.

The Department is unique in that it has level coordinators for each segment of the Composition Program: English 90, English 98, English 110, English 120, and English 124. Since most new teachers take part-time assignments within the Composition Program, they are directed to meet with the appropriate course level coordinators. For example, if the part-time instructor is assigned to teach English 90, then that person will meet with the appropriate course level coordinator to learn about objectives, course content, academic standards, textbook selection, and the Department's practices in respect to pedagogy and methodology relevant to English 90 and its expected student population. Further, as each English 90 course is linked to a Reading course (English 90R) within Project Success, the new faculty member will also meet with the Project Success Coordinator who will provide orientation to the principles and dynamics of learning communities. To ensure further understanding, course level coordinators may schedule ongoing workshops where new faculty learn more about expectations, standards, and practices associated with the Composition course they are teaching.

Other full-time faculty who teach in the Reading Program, the Creative Writing Program, and the Literature Program familiarize new faculty with the elements listed above that support their successful delivery of the subject matter. The result of these interactions is that new faculty members are then "connected" to experienced, full-time faculty who can provide clarification on specific courses as needed. Ultimately, all new faculty submit a copy of their syllabi to the Department Chair, the Dean, and the course level coordinators; the course level coordinator, in turn, checks content to make sure that syllabi meet the expectations and standards required for the course.

The English Department has also established a mentoring program for new faculty. At each Department meeting during Professional Development week, new faculty are introduced to the Department and then paired with a full-time faculty mentor who teaches the same course the new instructor has been assigned. Throughout the crucial first semester, the two instructors discuss various aspects of the teaching process including adherence to the course outline, educational standards reflected within the course outline and its content and objectives, the course SLOs, and the Department's philosophy in offering the course. As a result, the mentored instructor develops a working rapport with the full-time faculty member. If at all possible, the veteran faculty member will also be the instructor who does the Peer Evaluation of the new faculty member to further reinforce a personal connection to processes within the Department and College.

During this Program Review cycle, an English faculty member created *Mixed Messages*, the Department's online newsletter, and this has proven to be an invaluable component of new faculty orientation. It is an online resource center available to all Department faculty, and it houses campus information, course

outlines, SLOs, English Writing Center information, recommended textbooks, research, sample syllabi, and teaching resources.

Many new faculty are hired in the English Department after finishing with the San Diego and Imperial County Community College Association (SDICCCA) Program, and they do not require such an extensive orientation. This highly successful program prepares its interns to teach in the community college system. Full-time English faculty members mentor SDICCCA interns, helping them to learn about teaching strategies and curricula, oftentimes encouraging them to teach instructional units in their classes. Because these interns have already spent upwards of one year working with an experienced colleague, they are quite familiar with many aspects of the English Department and the College by the time they become new faculty members.

Through presentations during Professional Development Week and English Department meetings, the Creative Writing Program also helps to acquaint new faculty to the array of literary events that the Department offers every semester. The Fall Reading Series and the annual Literary Arts Festival function as magnets for new faculty, who have the opportunity to attend, volunteer, and be a part of academic work and Department-wide discussions about curricula and pedagogy that arise as a result of these events.

Finally, within Project Success, many new faculty are ushered into their careers by teaching courses linked with other courses, all of which are taught by experienced full- or part-time faculty. During the linked journey, new instructors become even more familiar with curricular expectations and standards of the Department. Instructors within a link attempt to meet as regularly as possible to discuss various aspects of their courses, their students' strengths and weaknesses, and their pedagogy.

The Program Review Faculty Survey (Appendix 20) reinforces the excellent strategies the English Department employs to orient new faculty. Ninety-three percent of faculty respondents either strongly agreed or agreed that they "received an orientation to the college, department, and the classes" with regard to their having had course outlines made available. Further, 76% either strongly agree or agreed that they "received an orientation to the college, department, and the classes" with regard to implementation of course outlines.

2.3 INSTRUCTIONAL RELEVANCY AND CURRENCY

Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student and/or career needs.

English Department faculty members take varied steps to keep their instruction current and relevant. For example, faculty take advantage of instructional workshops offered during Professional Development Week and throughout the academic year and summer. Several English faculty note great success with group

work strategies they learned as a result of attending dynamic Professional Development Week presentations. Department faculty also have participated in the Faculty Summer Institute, launched in 2008 by English faculty members serving on the Student Success Committee to help instructors maintain instructional relevancy and currency. Held in workshop format during the summer, the Institute addresses issues such as Effective Teaching Methods, Improving Assignment Handouts, Engaging Students with Different Learning Styles, Reading Apprenticeship, and Ways to Incorporate Multi-media Technology into Course Delivery. Participating faculty members are also compensated with stipends, encouraging high numbers of motivated participants. English faculty also participate in Faculty Inquiry Groups (FIGs) where colleagues engage in discussion relevant to their programs. One such FIG has facilitated discussion across disciplines with colleagues who are concerned about the disproportionate numbers of underrepresented students assessing into Basic Skills courses as well as the retention, success, and persistence of these students.

Next, English Department faculty attend conferences related to the courses that they teach. For example, Reading instructors attend the National Association for Developmental Education (NADE) Conference and the International Reading Association Conference to explore effective strategies to serve their unique population of Basic Skills students who are reluctant and/or deficient readers. When they return from such conferences, they present their findings to fellow Reading teachers during Professional Development Week with discussion related to implementing effective strategies to enhance student comprehension. Another example highlights what the Creative Writing faculty do to keep their instruction current and relevant in a variety of ways. They regularly attend the Association of Writers and Writing Programs (AWP) Conference as well as other national and international writing conferences and artist retreats. As a result of attending these conferences and retreats, faculty remain informed on innovative teaching practices in the field of Creative Writing.

In addition, Department faculty members remain current in their field by subscribing to relevant academic journals and work with or consult discipline-specific organizations and the resources their websites offer. Professional organizations include the Modern Language Association (MLA), Conference on College Composition and Communication (CCCC), English Curriculum Alignment Project (ECAP), National Council of Teachers of English (NCTE), National Association for Developmental Education (NADE), English Council of California Two Year Colleges (ECCTYC), Two-Year College English Association (TYCA), California Partnership for Achieving Student Success (Cal-PASS), TechEd, California Learning Communities Consortium (CLCC), California Association of Teachers of English (CATE), Poets and Writers, and the Association of Writers and Writing Programs (AWP).

Yet another effort to stay current and relevant is apparent in the willingness of English faculty members to collaborate through Project Success with one another and with faculty across disciplines. English faculty maintain ongoing discussions

with one another and with other departments on campus regarding the needs for student writing and reading skills. One example is the Allied Health Project Success link that is specifically geared to teaching reading and writing skills to pre-Nursing students. Another project, funded by a Basic Skills Initiative grant, has enabled four English faculty to write curricula for students taking courses in the Administration of Justice (AOJ) Department. Related to additional support to students in the AOJ Department, four other English faculty members worked with on a statewide, federally funded grant project entitled "Leadership, Ethics, and Basic Skills." They wrote learning activities aimed at bolstering the skills of students enrolled in AOJ courses. All of the learning activities were developed around themes and/or scenarios that advance ethical decision-making and promote leadership.

English faculty also stay current and relevant in their fields by interacting with their colleagues in a variety of ways including facilitating task forces and retreats; reporting on sabbatical projects; revising and updating SLOs; conducting formal and informal student surveys; and engaging in open discussions about course outlines. With the recent implementation of *Mixed Messages*, faculty can share and discuss research and articles germane to current best teaching practices.

Additional collaborative efforts contribute to currency in the field by linking English Department faculty to colleagues at the regional, state, and national levels. For example, English faculty initiate conversations and participate in articulation work with local area high schools, community colleges, and universities. California Partnership for Achieving Student Success (Cal-PASS) is one such example in which English faculty have played integral roles, working closely with local high school, community college, and university faculty to design coursework and facilitate articulation.

In addition, Creative Writing faculty have formed relationships with contemporary practitioners of poetry, fiction, creative nonfiction, and drama writing who have come to Grossmont to speak and/or give master workshops on writing. Visiting master writers include Marge Piercy, Jimmy Santiago Baca, Matt de la Pena, and Lidia Yuknavitch. Because all of the creative writing faculty are actively engaged in writing and publishing, they stay informed on trends in style, publishing, performance, and academic and career opportunities in the field of creative writing.

Several internal processes in the Department, such as textbook selection and Peer Evaluation, also reinforce the importance of keeping instructional materials current and relevant. For example, while the Department does not mandate that faculty use specific textbooks for specific courses, course level coordinators maintain a periodically updated list of recommended texts to which all faculty have access. They regularly review publishers' texts relevance to course outlines, thematic relevance and currency of topics and articles, and inclusion of materials from diverse perspectives. Another way faculty maintain currency is through Peer Evaluations. When full-time faculty conduct Peer Reviews, they evaluate colleagues' instruction methodologies (i.e. delivery, content, materials, and syllabus) to ensure that Departmental and institutional standards and requirements are met.

Equally important, the observation experience provides the faculty evaluator with the opportunity to reflect on and update his or her own pedagogy.

Another means by which English faculty maintain currency and relevancy is by keeping up-to-date with advancements in technology. The Department questionnaire designed for the writing of this section (Appendix 21.b) reveals that English instructors understand that many students today are visual as well as technologically savvy learners. As such, to remain current and relevant to students, faculty often incorporate into their instruction various media, including some of the following: contemporary literature and films; news and news parody; popular television; nutrition labels; editorials; music; provocative documentaries; wikis, blogs, and discussion forums. Instructors also utilize video tutorials; YouTube videos and images; PowerPoint presentations; Technology, Entertainment, and Design (TED) lectures; and online resources available now with so many textbooks. Furthermore, instructors research and implement technology, such as Mac's Text Expander and "Track Changes," that allow improved paragraph/essay feedback and annotation to students within the text of electronic submissions from students.

Finally, the Department is looking to the future with regard to keeping its instruction current and relevant to student academic and career needs. It has developed a Six-Year Unit Plan (Appendix 1) in which an entire section addresses Curriculum Development, particularly with goals to stay current and aligned. Some of the pertinent goals in that section are as follows:

GOAL #1: Develop three New Creative Writing Courses, 1) Creative Writing for Publication: Advanced Writers' Workshop; 2) Writing in Experimental/ Innovative Forms, including mixed media (computer graphics, digital storytelling) and alternative forms of narratives and poetics; and 3) Summer Creative Writer's Workshop.

GOAL #7: Continue to study and share the research as it pertains to the teaching of reading and writing and integrate those theories and practices that are deemed appropriate by the reading and writing faculty; share such strategies with interdisciplinary faculty in workshops for that purpose.

GOAL #8: Continue to develop curriculum and choose texts (including the use of innovative technologies) that meet the needs of the diverse student population in the learning communities.

2.4 GRADE DISTRIBUTIONS: RETENTION AND VARIANCES

Analyze the data in Appendix 3—Grade Distribution Summary. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the “W’s” from the total enrollment and divide that result by the total enrollment—and then multiply by 100.)

GRADE DISTRIBUTION

The English Department’s grading distributions have remained stable over the last six years, in line with both the California Community College system’s average grade distribution numbers and the numbers from the English, Social & Behavioral Sciences Division. One might expect grading variances and unusual retention patterns in a department as large as English, with four separate programs of courses (Composition, Literature, Reading, and Creative Writing), over 140 sections offered each semester, and an average of 70-75 total faculty members at any given time (with adjunct numbers between 50-55). Therefore, what is astonishing when one looks at the actual data is the continuity and harmony of grading practices in the department over the course of the Program Review cycle.

This stability is remarkable as it is sustained during times of plenty (when the department had almost 100 instructors and was offering almost 200 sections a semester) and during times of need (when sections were slashed and significant numbers of adjunct faculty members lost assignments). All of the work done within the department to facilitate collaboration and to encourage norming sessions and discussions of common student learning outcomes is clearly paying off in terms of Department-wide agreement about grading standards, even if there are some individual course, program, and instructor variances.

**2.4 Table 1:
Average Grade Distributions by Department, Division, and CC System**

Note: Because of availability of data, the dates below are not exactly comparable, but they are close enough to indicate that the English Department’s grading standards are in keeping with both the other departments in its division as well as the other community colleges in the state. The CCC system data reported in *Promoting Thoughtful Faculty Conversations about Grade Distribution* is edited from the Chancellor’s Office, **removing all grades other than A, B, C, D, and F**—so that has been done for department and division data as well.

Grossmont Community College, ENGLISH DEPARTMENT Average Grade Distribution for Spring 2005 to Spring 2011				
A	B	C	D	F
31%	33%	21%	5%	10%
GC DIVISION OF ENGLISH, SOCIAL & BEHAVIORAL SCIENCES, Average Grade Distribution for Fall 2008 to Spring 2011				
A	B	C	D	F
29%	30%	21%	7%	13%
CALIFORNIA COMMUNITY COLLEGE SYSTEM, Average Grade Distribution for Spring 2005 to Spring 2011				
A	B	C	D	F
38%	27%	19%	6%	10%

2.4 Table 2: English Department Grade Distribution, Raw Numbers as well as Percentages, Spring 2005 through Spring 2011

Semester	Grades Assigned, A-F	A/%	B/%	C/%	D/%	F/%
Sp 2011	4171	1350/ 32%	1434/ 34%	790/ 19%	210/ 5%	387/ 9%
Fa 2010	4522	1491/ 33%	1595/ 35%	823/ 18%	227/ 5%	386/ 8.5%
Sp 2010	4469	1351/ 30%	1446/ 32%	871/ 19%	241/ 5%	560/ 12.5%
Fa 2009	4708	1406/ 30%	1661/ 35%	911/ 19%	272/ 6%	458/ 10%
Sp 2009	4136	1337/ 32%	1335/ 32%	755/ 18%	224/ 5%	485/ 12%
Fa 2008	4239	1365/ 32%	1423/ 33.5%	810/ 19%	256/ 6%	385/ 9%
Sp 2008	3785	1253/ 33%	1246/ 33%	761/ 20%	206/ 5%	319/ 8%
Fa 2007	4150	1237/ 30%	1398/ 34%	882/ 21%	225/ 5%	408/ 10%
Sp 2007	3674	1044/ 28%	1246/ 34%	844/ 23%	175/ 5%	365/ 10%
Fa 2006	4063	1095/ 31%	1420/ 35%	904/ 22%	231/ 6%	413/ 10%
Sp 2006	3404	1045/ 31%	1166/ 34%	710/ 21%	189/ 5.5%	294/ 9%
Fa 2005	3983	1070/ 27%	1432/ 36%	876/ 22%	233/ 6%	372/ 9%
Sp 2005	3506	979/ 28%	1183/ 34%	851/ 24%	181/ 5%	312/ 9%

Tables 1 and 2 above clearly illustrate that the overall grade distributions for the English Department have remained consistent over the past six years. However, when examining the four programs of the Department (Composition, Creative Writing, Reading, and Literature), some variance is apparent. Three representative spring semesters have been chosen for the analysis: Spring 2005 (early in the Program Review cycle), Spring 2008 (prior to the course reduction scenarios), and Spring 2011.

The Composition Program

The 5-course Composition Program (English 90, 98, 110, 120, and 124) is the foundation of the Department. Most full-time faculty members teach multiple sections each semester within the Composition Program, and adjunct instructors teach almost exclusively within the Program. The Composition Program encompasses Basic Skills through transfer-level classes, and the majority of students at Grossmont College take one or more courses within the Program prior to transfer or completion. Note: English 90 is Pass/No Pass rather than graded and is therefore not addressed in the tables below. Success rates in English 90 are addressed in Section 5 of the current Program Review Report, and retention rates for English 90 are addressed later in this section of the document.

2.4 Table 3: Average Grade Distribution, COMPOSITION PROGRAM (98, 110, 120, and 124)* by semester (Spring 2011, Spring 2008, and Spring 2005)

Semester	A	B	C	D	F
Spring 2011	31.50%	36%	18.50%	5%	9%
Spring 2008	31.50%	33%	21.60%	5.50%	8.50%
Spring 2005	27%	35%	25%	5%	9%

*English 90, the open admissions Basic Skills class, is Pass/No Pass and therefore has not been included.

2.4 Table 4: Average Grade Distribution, COMPOSITION, by course and semester (Spring 2011, Spring 2008, and Spring 2005)

Spring 2011, Average Grade Distribution, by numbers and percentages, COMPOSITION					
Course	A	B	C	D	F
98	26%	34%	23%	7%	9%
110	27%	34%	22%	6%	11%
120	29%	37%	19%	4%	11%
124	44%	40%	10%	2%	4%
Spring 2008, Average Grade Distribution, by numbers and percentages, COMPOSITION					
Course	A	B	C	D	F
98	20%	31%	29%	8%	11%
110	29%	35%	21%	6%	10%
120	35%	31%	21%	4%	9%
124	42%	37%	12%	4%	4%
Spring 2005, Average Grade Distribution, by numbers and percentages, COMPOSITION					
Course	A	B	C	D	F
*101	18%	32%	35%	8%	7%
110	19%	38%	27%	6%	10%
120	30%	34%	22%	4%	10%
124	40%	35%	16%	2%	7%

Note: English 90, the open admissions Basic Skills class, is Pass/No Pass and therefore has not been included. *English 101 was replaced by English 98 in 2006.

First, over the three semesters and six years which were sampled, there has been remarkable internal consistency in grade distributions by composition course level. However, some interesting variances are also apparent. For instance, with regard to the Basic Skills course English 98, the percentage of A's and B's *increases* over the time period, starting with 18% A's and 32% B's in 2005 when the course was titled English 101 and climbing to 26% A's and 34% B's in 2011 when the course is English 98. An obvious conclusion is that, as the course went from a 3-unit English 101 to a 4-unit English 98 class, grades improved because students were in the classroom for more time per week and over the semester and therefore had more

opportunities to hone their skills. In addition, over the Program Review cycle, the number of English 98 classes linked to English 98R classes have increased. The additional instruction many English 98 students receive while concurrently enrolled in English 98R as part of a learning community clearly helps account for some of the increase in A's and B's in the writing class. (Section 5 of this Program Review report analyzes the impact on success rates for students in linked Reading and Composition courses.) This improvement in A and B grades at the English 98 level no doubt also accounts for the overall improvement in the Composition program's average grades for the three semesters which were sampled (as seen in Table 4 above).

A second variance that is apparent from Table 4 involves the transfer-level courses, but particularly the highest level writing course: English 124, Advanced Composition: Critical Reasoning and Writing. For example, whereas the basic skills English 98 course averages **21% A's** over the three semesters, English 124 averages **42% A's**. Although these numbers seem astonishing, for anyone who teaches English 124, they are not at all surprising. English 124 students are arguably the Department's most highly motivated Composition students, often taking the class during their final semester prior to transferring to 4-year institutions. (For the general student population not planning to transfer, English 120 will be their final Composition course.) These students have come through the ranks with increasingly higher success in achieving SLOs, and it would be surprising if they were not able to produce critical thinking and writing projects at a high level of proficiency.

The Creative Writing Program

The Creative Writing Program consists of introductory and workshop classes. English 126: Creative Writing introduces students to the genres (fiction, poetry, creative nonfiction, and drama), and multiple sections are offered each semester. This course is also required for the English Major. The other Creative Writing workshop classes (fiction, poetry, creative nonfiction, novel, playwriting, and *The Acorn Review*) are offered in the evenings to more advanced students; some workshops are now offered on an alternate-semester basis due to budget reductions.

2.4 Table 5: Average Grade Distribution, CREATIVE WRITING Program (Spring 2011, Spring 2008, and Spring 2005)

Spring 2011, Average Grade Distribution by Percentage, CREATIVE WRITING (CW)					
Course	A	B	C	D	F
Engl 126, multiple sections	66%	24%	6%	0%	4%
CW Workshop classes*	74%	9.40%	8%	4%	4%
OVERALL CW Program	70%	17%	7%	2%	4%
*Engl 130: Fiction Writing; Engl 134: Creative Nonfiction Writing; Engl 140: Poetry Writing; Engl 160: Playwriting; and Engl 175: Novel Writing.					
Spring 2008, Average Grade Distribution by Percentage, CREATIVE WRITING (CW)					
Engl 126, multiple sections	60%	23%	9%	1%	7%
CW Workshop classes*	85%	8.60%	1.70%	0%	4.60%
OVERALL CW Program	73%	16%	5%	0%	6%
*Engl 130: Fiction Writing; Engl 134: Creative Nonfiction Writing; Engl 140: Poetry Writing; Engl 145: Acorn Review: Editing and Production; Engl 160: Playwriting; and Engl 175: Novel Writing.					
Spring 2005, Average Grade Distribution by Percentage, CREATIVE WRITING (CW)					
Engl 126, multiple sections	47%	38%	7%	0%	7%
CW Workshop classes*	63%	25%	8%	0%	4%
OVERALL CW Program	55%	31.50%	7.50%	0%	5.50%
* Engl 130: Fiction Writing; Engl 134: Creative Nonfiction Writing; Engl 140: Poetry Writing; Engl 145: Acorn Review; Engl 160: Playwriting; and Engl 175: Novel Writing.					

As even a cursory examination shows, grades in Creative Writing courses are significantly higher in every semester than those in other programs within the English Department. The high percentage of A's in particular is noteworthy. A second interesting factor involves the difference between grade distributions for the one Creative Writing course for which the Department offers multiple sections—English 126: Introduction to Creative Writing—when compared to grades for the workshop classes. Several factors might account for the higher grades and grading variances.

First, these courses are electives; students choose them to further their creative work and hone their creative writing skills in a variety of genres. Further, all of the workshop courses are once-a-week classes offered from 7:00-9:50 pm. Creative Writing students who choose such classes are dedicated writers. Also, the workshop courses are repeatable up to four times; an assumption might be that the more often students take courses, the more sophisticated their skills become (an improvement which is then rewarded with higher grades). Further, Creative Writing is the only program within the English Department to offer a “Certificate of Achievement” as well as an Area of Emphasis within the English Major. Students who aim for these goals take multiple Creative Writing workshops, repeat those courses, are highly motivated, and are increasingly skilled; it would be surprising if those factors were not reflected in high grades.

Comparatively lower grades in the English 126 class are no doubt a reflection of the introductory nature of the class. In English 126, many students “test out” their interest in the various genres, gauging whether or not their interest in writing will be sustained. While many students do move from the introductory class to the advanced writing workshop classes, many do not. Their skills are such that they do not receive as many A’s, for example, as students in the workshop classes; English 126 may well be the last Creative Writing course they choose to take.

The Reading Program

The majority of the Reading courses are offered in multiple sections each semester and as part of Project Success learning communities (linking Composition courses with Reading courses in the Department). Prior to 2006, English 105-6-7 was the sole Reading course, repeatable up to three times. In 2006, the Department created three new Reading courses which then resulted in three new Reading-Composition links: English 90R was linked to English 90; English 98R was linked to English 98; and English 110R was linked to English 110. Only a few sections of the stand-alone English 105-6-7 Reading class continued to be offered after 2006, and, when the budget crisis forced reductions of sections, English 105-6-7 was put on indefinite hiatus in 2011. The following table provides grade distribution data for the Reading Program.

2.4 Table 6: Average Grade Distribution, READING Program (Spring 2011, Spring 2008, and Spring 2005)

Note: English 90R is Pass/No Pass and has not been included in these tables. See Section 5: Student Success of this Program Review report for discussion and analysis of success and retention in the Pass/No Pass basic skills writing and reading courses.

Spring 2011, Average Grade Distribution by Percentage, READING					
Course	A	B	C	D	F
Engl 98R*	32%	34.50%	19%	5%	9%
Engl 105-6-7	42%	16%	37%	5%	0%
Engl 110R*	31%	37%	18%	6%	8%
OVERALL Reading Program	35%	29%	25%	5%	6%
Spring 2008, Average Grade Distribution by Percentage, READING					
Engl 98R*	27%	36%	22%	9%	6%
Engl 105-6-7	55%	19%	6.40%	6.40%	12.80%
Engl 110R*	32%	36.50%	20.40%	4%	6.45%
OVERALL Reading Program	38%	30%	16%	6.50%	8.50%
Spring 2005, Average Grade Distribution by Percentage, READING					
Engl 98R*#	40%	29%	18%	4%	9%
Engl 105-6-7	29%	29%	26%	5%	10%
Engl 110R*#	34%	44.50%	12%	3%	6.50%
OVERALL Reading Program	34%	34%	19%	4%	8.50%
*Engl 98R and Engl 100R are linked to writing courses (Engl 98 and Engl 110) within Project Success.					
# Engl 98R and 110R were first offered in Spring 2006; therefore, those figures have been used in the table because data from 2005 does not exist.					

The grade distributions for Reading are stable over the course of this Program Review cycle; however, one interesting variation emerges with regard to the stand-alone English 105-6-7 class as compared to the linked 98R course. Learning communities generally increase student success and retention rates and might be

expected to generate higher grades for students in English 98R; however, in Spring 2011 and Spring 2008, the grades for the stand-alone Reading course English 105-6-7 are *much* higher than those for the linked Reading class. One key factor might explain this discrepancy: all sections of English 105-6-7 in Spring 2011 and 2008 were taught by adjunct instructors. Even more telling is the fact that the grade distribution for English 105-6-7 in Spring 2006 is quite different than it is in 2011 or 2008. A few sections of English 98R and 110R were offered in Spring 2006, but the Reading program still consisted at the time primarily of English 105-6-7 sections. Twenty sections were offered, and only two of those were taught by adjunct instructors. The grade distribution was 29% A's, 29% B's, 26% C's, 5% D's, and 10% F's. By Spring 2008, only three sections of English 105-6-7 were offered, as the program shifted focus to linked 98R-98 and 110R-110 courses. All three English 105-6-7 sections in 2008 were taught by adjunct instructors, and the grade distribution was 55% A's, 19% B's, 6.4% C's, 6.4% D's, and 12.8% F's. A similarly high proportion of A's was awarded in the two English 105-6-7 sections offered in Spring 2011 which were also taught by adjunct instructors. A discussion of variances in grade distribution by instructor, adjunct to full-time, is offered later in this section of the Program Review report, with some speculation on why grade inflation may be occurring in courses taught by adjunct instructors as opposed to full-time faculty.

Grade distributions for the other two Reading classes (98R and 110R) within Project Success links are remarkably stable over the three semesters that are sampled. One assumption is that the increased collaboration and conversations which exist between instructors in learning communities plays a role in stabilizing grading practices. Robust work on Student Learning Outcomes (SLOs) is also a hallmark of the Reading program and contributes to standardization of curriculum as well as grading practices.

The Literature Program

The English Department has a vibrant Literature Program which has been battered more than any other program during the last three years of course reductions and budgetary woes. This results from a majority of Literature courses being offered as stand-alone electives, not part of transfer programs or required of the Major. Each semester the Department has sustained a core of six transfer Literature courses required for the English Major as follows:

- English 122: Introduction to Literature
- English 215: Mythology
- English 221: British Literature I
- English 222: British Literature II
- English 231: American Literature I
- English 232: American Literature II

Two courses—English 201: Images of Women in Literature and English 217: Science Fiction & Fantasy—have been successfully linked to English 110 within

the Project Success learning communities, and English 238: Black Literature continues to be offered as a cross-listed class with the Cross-Cultural Studies Department. However, the English Department has had to put the following six Literature courses on indefinite hiatus:

- English 112: Essentials of Literature
- English 203: Children’s Literature
- English 219: Views of Death & Dying
- English 225-228: The Bible as Literature
- English 236: Chicano Literature
- English 237: American Indian Literature

Low enrollments and difficult economic circumstances have required the reduction of sections throughout the Department in order to sustain core offerings; as a result, many of these Literature classes may not make a reappearance in the English offerings for several years.

2.4 Table 7: Average Grade Distribution, LITERATURE Program (Spring 2011, Spring 2008, and Spring 2005)

Spring 2011, Average Grade Distribution by Percentage, LITERATURE					
Course	A	B	C	D	F
Engl 122, multiple sections	32%	37%	20%	3%	8%
Single-section Lit. courses*	39%	30%	18%	5%	7%
OVERALL Literature Program	35.50%	33.50%	19%	4%	7.50%
* Engl 201, Engl 215, Engl 217, Engl 221, Engl 222, Engl 232					
Spring 2008, Average Grade Distribution by Percentage, LITERATURE					
Engl 122, multiple sections	39.50%	32%	18.50%	5%	5%
Single-section Lit. courses*	35%	42%	15%	5%	2.50%
OVERALL Literature Program	37%	37%	17%	5%	4%
*Engl 112, Engl 201, Engl 215, Engl 217, Engl 219, Engl 221, Engl 222, Engl 232, Engl 236, Engl 227, Engl 232					
Spring 2005, Average Grade Distribution by Percentage, LITERATURE					
Engl 122, multiple sections	37%	38%	16%	1%	7%
Single-section Lit. courses*	38%	29%	18%	7%	8%
OVERALL Literature Program	37.50%	33.50%	17%	4%	8%
*Engl 112, Engl 201, Engl 203, Engl 215, Engl 217, Engl 219, Engl 221, Engl 222, Engl 226, Engl 227, Engl 232					

As with other programs in the Department, the Literature Program’s grade distributions have remained fairly stable over the course of the current Program Review cycle. Unfortunately, Literature offerings have decreased significantly over several semesters of course reductions. Twelve courses were offered in Spring

2005, ten in Spring 2008, and six in Spring 2011. It is also apparent that, rather than grade inflation within the program, as sections have been reduced, the percentage of A's and B's has actually *decreased* while the percentage of C's and F's has *increased*. This might be the result of all current Literature courses being taught by full-time faculty whereas, when the program was at its peak, many adjunct instructors taught literature. Also, as students stay in classes longer than in the past, hanging on to precious spots in fewer sections, they also risk staying long enough to receive failing grades.

GRADE DISTRIBUTIONS AT THE INSTRUCTOR LEVEL, FULL-TIME TO ADJUNCT

While the Department is interested in examining grade distributions for the English Department as a whole and in evaluating any substantive differences in grade distributions for the four programs within the Department (Composition, Creative Writing, Reading, and Literature), the Department is also very cognizant of individual differences between instructors and the grades they award. Grades are the purview of the individual instructor and absolute control over one's grades is one of the cornerstones of faculty academic freedom. However, it is of consequence that for some Composition courses there are noteworthy differences between grades awarded by full-time faculty and those awarded by adjunct faculty. Appendix 3: Grade Distribution Summary provides 100 pages of data on English Department grades, but it does not require perusal of all of those pages to see the nature of the problem and the reason for concern regarding apparent grade inflation in several sections taught by adjunct instructors.

Using Spring 2011 as an example, and looking only at A's awarded in English 98 (Basic Skills), English 110 (the "bridge" course between Basic Skills and transfer), and English 120 (transfer-level), some troubling discrepancies exist between grades given by full-time faculty and those given by adjunct faculty. In English 98, 17 sections were taught by adjunct instructors, and 13 sections were taught by full-time instructors. Adjuncts awarded **156** A's while full-timers awarded **36** A's. Of concern are the sections which stand out for the extremely high numbers of A's awarded to students: 20 of 27 students; 19 of 35 students; 11 of 22 students, etc. ALL of those sections were taught by adjuncts. No full-time faculty member awarded more than 5 A's in any section of the Basic Skills English 98 course. A similar story exists for English 110 and English 120.

In Spring 2011, 13 sections of English 110 were taught by full-time faculty, and 21 sections were taught by adjuncts. Of special concern are the sections with extremely high numbers of A's awarded to students: 23 of 33 students; 15 of 24 students; 23 of 29 students; 22 of 34 students; and 21 of 30 students. ALL of those sections were taught by adjunct instructors. With one exception, no full-time faculty member awarded more than 8 A's in an English 110 section.

Finally, in Spring 2011, in the transfer-level English 120 class, 24 sections were taught by adjunct faculty, and they awarded a total of **261 A's**; 19 sections were taught by full-time instructors, and they awarded a total of **127 A's**. Approximately 10 A's were awarded per section by adjunct faculty as compared to approximately 6

A's awarded per section by full-time faculty. More disturbing are the actual numbers of A's awarded to students enrolled in distinct sections taught by adjunct faculty as follows: 23 A's of 30 students; 22 of 31 students; 18 of 28 students; 17 of 27 students, etc. With two exceptions, no full-time faculty member awarded more than 9 A's in any English 120 section during Spring 2011.

One distressing conclusion might be drawn from this sampling. Adjunct faculty may be awarding an inordinate number of A's because they feel that they are in danger of losing teaching assignments during challenging economic times. Rigorous grading practices do often result in poor student evaluations, high withdrawal rates, and student complaints, and adjunct faculty may feel such outcomes place their assignments in jeopardy, especially true during times of economic crisis when sections are being reduced and adjunct teaching assignments are more scarce. In fact, an Academic Senate publication adopted in 2008 entitled *Promoting Thoughtful Faculty Conversations about Grade Distribution* examined "system data from the state Chancellor's Office about grade distributions within California community colleges" and identified "some of the issues that need further exploration." The document confirmed the following: "Many observers assume that if grade inflation does exist, it is more common among part-time faculty. Those faculty who are hired from semester to semester, the thinking goes, award generally higher grades in the hopes that they will be popular and that the need for their services the following semester will be better assured." Unfortunately, as noted statistically above, it is apparent that grades have been inflated by some adjunct faculty within the English Department. This is a factor which is especially problematic in a department with such rigorous Student Learning Outcomes and prerequisites. Through the grades they award, faculty members are asserting whether or not their students have achieved successful course-level outcomes and are able to enter and succeed in the next level course. Full-time faculty, adjunct faculty, and students all need to be able to rely on the authenticity of grades administered in all courses and sections which the English Department offers.

Grade inflation is yet another reason that the Department needs more full-time faculty members. Full-time instructors have the safety and security afforded by the nature of their employment to make some difficult grading decisions, knowing they are not in danger of losing their teaching assignments due to poor student evaluations or student complaints. Further discussion is needed within the Department to determine other lessons to be drawn from the data and to provide solutions to curbing grade inflation where it has been identified to exist. Perhaps adjunct instructors need additional orientation in norming procedures and common grading rubrics. Additionally, maybe the nature of Student Learning Outcomes (SLOs) has not been adequately communicated to all adjunct faculty. It is possible that some instructors believe they must award A's in order to certify that a majority of their students have achieved the SLOs for their courses—rather than realizing that C's certify student competency and achievement of core outcomes. This issue is a necessary topic for future Professional Development Week English Department meetings.

RETENTION

As is apparent from the data in Table 7 below, the English Department’s current retention rates are in keeping with both Grossmont College and the California Community College system. Also, as retention is based on duplicated enrollment figures, it is not surprising that while duplicated enrollment has *decreased* over the last three years (as electives have been cut and students are focusing on the core composition courses), overall retention rates have *increased* (from the mid-to-high 70% range early in the Program Review cycle to the low-to-mid 80% range following the first of several course reduction scenarios). Faced with fewer options and limited sections, students remain in the English classes they are able to find.

2.4 Table 8: Overall Retention Rates for the English Department

Most Recent Average Retention Rates, 2009-2010 by CC System, College, and Department					
California CC System		Grossmont College		GC English Department	
2009-2010		2009-2010		Spring 2009 through 2010	
84%*		83%*		82%	
Average Retention Rates, 2005-2006 through 2010-2011, Grossmont College English Department					
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
79%	77%	76%	79%	82%	84%

*Data from the California Community College Chancellor’s office:
https://misweb.CCCCO.edu/mis/onlinestat/ret_sucs.cfm

With regard to variances in retention rates for the English Department, note that Section 5: Student Success explores some of the variances based on gender, ethnicity, and age, noting a number of interesting trends. For example, for most semesters of the current Program Review cycle, females are retained at a higher rate than males, but during 2010, the numbers are virtually identical (85.2% for males, and 85.5% for females). Retention rates by ethnicity are also noteworthy. There is a significant gap which persists for Black Non-Hispanic and Hispanic students when compared to White students, but from 2004 to 2010, there has been marked improvement: from 73.1% in 2007 to 84% in 2010 for Black Non-Hispanic students and from 75.8% in 2007 to 83.9% in 2010 for Hispanic students. Clearly, both economic circumstances as well as specific steps taken by the English Department are having a positive impact on retention figures for at-risk populations.

By examining retention rates within individual programs and classes within the department, some interesting variations in retention figures emerge.

2.4 Table 9: Retention Rates by Program
(Spring 2011, Spring 2008, and Spring 2005)

Retention Rates by Program, COMPOSITION			
Course	Spring 2011	Spring 2008	Spring 2005
English 90	90%	77%	76%
English 98/101*	83%	69%	76%
English 110	77%	76%	81%
English 120	70%	72%	75%
English 124	80%	78%	76%
OVERALL Composition Program	80%	74%	77%
*In 2006, 3-unit Engl 101 class became 4-unit Engl 98 course.			
Retention Rates by Program, CREATIVE WRITING (CW)			
Course	Spring 2011	Spring 2008	Spring 2005
English 126, multiple sections	73%	87%	87%
CW Workshop classes*	81%	73%	71%
OVERALL CW Program	77%	80%	79%
*Engl 130, 134, 140, 160, 175 in Spring 2011; Engl 130, 134, 140, 145, 160, and 175 in Spring 2008; and Engl 130, 134, 140, and 145 in Spring 2005.			
Retention Rates by Program, READING			
Course	Spring 2011	Spring 2008	Spring 2005
English 90R*	93%	70%	63%
English 98R*	84%	74%	70%
English 105-6-7	79%	76%	75%
English 110R*	74%	69%	79%
OVERALL Reading Program	83%	72%	72%
*Created in 2006 as linked classes with English 90, 98, 110.			
Retention Rates by Program, LITERATURE			
Course	Spring 2011	Spring 2008	Spring 2005
English 122, multiple sections	79%	83%	82%
Single-section Lit. courses*	84%	76%	74%
OVERALL Literature Program	82%	80%	78%
*Engl 215, 217, 221, 222, 232, 238 in Spring 2011; Engl 112, 201, 215, 217, 219, 221, 222, 232, 236 in Spring 2008; and Engl 112, 201, 203, 215, 217, 219, 221, 222, 226, 227, and 232 in Spring 2005.			

As Table 9 illustrates, the English Department retention rates are very high in all four Programs (Composition, Creative Writing, Reading, and Literature), and those rates are sustained over the period of this Program Review cycle. However, within the Programs, several interesting variances emerge.

The 5-course Composition Program drives the Department's curriculum, and the retention rates have risen predictably as sections have been slashed since 2009. In 2005 and 2008, the retention rates were 77% and 74% respectively; in Spring 2011, the rate was 80% as students stayed in sections for which they managed to register. Similar gains occurred within the Reading Program: from 72% retention in 2005-2008 to 83% in 2011. Of particular note for both Programs are the strides made in retention of Basic Skills students. For English 90, retention rates rose from 69%-76% during 2005-2008 to an astounding 90% in Spring 2011. Similar increases occurred in the other Basic Skills course, English 98: from 69%-76% in 2005-2008 to 83% in Spring 2011. The Basic Skills Reading courses exhibited comparable gains. From percentages in the 70s for English 90R and 98R during 2005-2008, retention rates rose in Spring 2011 to 84% for English 98R and an astonishing 93% in English 90R. Linking Basic Skills Composition courses to Reading classes places often under-prepared students in learning communities in which the same cohorts take both classes and instructors collaborate on strategies to increase both success and retention. Clearly those efforts are proving very successful as the Department works to help students make the sometimes difficult transition from Basic Skills to transfer-level courses.

For the Creative Writing and Literature programs, there are interesting elements to note, though nothing quite as dramatic as the gains in retention made in the Composition and Reading Programs. The Literature Program was significantly reduced from 2005 to 2011; six courses offered in 2005 were not offered in 2011. Retention rates in the courses not offered increased, but only slightly, from 78% in 2005 to 80% in 2008 to 82% in 2011. In Creative Writing, a rare, yet modest, decrease in retention rates occurred for the overall program, from 79% in 2005 to 80% in 2008 to 77% in 2011, the apparent result of much lower retention in the introductory course: English 126, Creative Writing. Faculty within the Creative Writing Program will monitor retention rates in future semesters to determine if this slight decrease is anything other than an anomaly.

As the sampling of semesters illustrates, at no point over the six year Program Review cycle do retention rates in English dip below 72%, and most often they are at 80% or above. The Department will continue to provide open access to all students and to develop strategies to build on both success and retention rates in the Department's Programs and individual courses.

2.5 **CONSISTENCY IN GRADING**

Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

The Department makes concerted efforts to ensure consistency in grading practices. While there are some anomalies in grade distribution within some courses (see 2.4), those discrepancies will become the basis for discussion in future Department meetings, as the Department continues to employ various strategies to help faculty members develop grading standards and grading rubrics and to engage in best practices as related to grading and evaluation.

One strategy to ensure consistency has grown out of faculty members' work with the creation, implementation, and assessment of SLOs. To illustrate, course SLOs have produced effective mastery level assessments and grading rubrics for some of the core Composition courses.

At the Basic Skills level for English 98: English Fundamentals, faculty adapted the mastery level Composition Assessment Test (CAT) to address newly-created SLOs. The CAT is given to all English 98 students (approximately 30-35 sections and 1,200 students each semester) two weeks prior to Final Exam week. The exam, which assesses all but one of the course's seven reading, grammar, and writing SLOs, requires students to read a short article and then to write a multi-paragraph essay. The essays are holistically graded in an all-day session by approximately 30 full-time and part-time instructors who teach any of the Composition courses offered in the Department. This mastery level assessment provides a valuable way for participating faculty to see the challenges for and successes of Basic Skills students. It also promotes more consistency in grading at the English 98 level because a norming session occurs before any exams are evaluated. Instructors discuss the prompt, the SLOs to be assessed, and evaluative criteria before they assess previous CAT exams. Then they discuss the rationale for their grades as the group reaches consensus about assessment standards for the exam. Such calibration occurs every time the CAT is given, thus helping to sharpen instructors' evaluative skills and encourage ongoing discussion about the grading process and the Department's grading standards.

At the other end of the Composition Program, a similar mastery level assessment is being piloted for English 124, Advanced Composition: Critical Reasoning and Writing. The course level coordinators designed an assessment for SLOs 1-4 (Appendix 18), four of the five course SLOs. This assessment was created with San Diego State University's Writing Placement Assessment (WPA) in mind, a test given to all juniors. The English 124 assessment prompts students to read a short argument and craft a coherent essay that articulates the author's argument and ideological assumptions; describe and analyze the author's rhetorical strategies; and evaluate the extent to which the argument is convincing.

This mastery skills assessment was given as a final exam to seven English 124 sections in Spring 2012. For the pilot, each instructor was asked to choose a representative A, B, C, D, and F paper. The papers were compiled in a manuscript, containing seven essays for each grade assigned. The collection of sample essays was then given to the task force spearheading this pilot, which included two full-time course level coordinators and three part-time instructors. Each instructor read the sample essays individually and determined the most exemplary A, B, C, D, and F paper before meeting. When the task force met, the participants discovered that all five instructors had selected the same A paper, and all five instructors agreed on the two most typical B papers. There was more of a split between choices for the C, D, and F papers. This split facilitated a comprehensive norming discussion, including revisiting the course SLOs and revising the exam prompt. This dynamic activity resulted in the creation of a grading rubric, clearly distinguishing the evaluative criteria for each letter grade. The English 124 course level coordinators plan to present the revised mastery skills assessment with grading rubric and exemplary A, B, C, D, and F papers to the English Department with the hope that it will help with grading consistency at the highest transfer level.

While the previous three paragraphs detail strategies employed to ensure consistency in essay grading in multiple sections of two Composition courses and across semesters, similar strategies are being utilized in other core classes. This includes, but is not limited to, a common assignment and rubric created for English 122: Introduction to Literature; a common rubric for the research/extended argument in English 120: College Composition and Reading; and a capstone project, which includes a final summative assessment of assignments in the four genres (poetry, fiction, creative nonfiction, and drama) for English 126: Creative Writing.

The Reading Program continues to maintain the most standardized curriculum in the Department with the goal of ensuring consistency in grading. The instructional materials, vocabulary tests, books lists, computer programs, and method of delivery are nearly identical for the various Reading courses and for all sections offered. In addition, through Blackboard, all Reading instructors have access to supplementary instructional materials appropriate for each Reading course. Students enrolled in Reading classes are graded using the same basic criteria: vocabulary tests, participation and utilization of class time, book review tests, and reading improvement. To reinforce the Reading Program's work in this area, one Reading instructor wrote the *Grossmont College Reading Teacher's Manual* as her 2007 sabbatical project. The manual outlines the principles upon which the English Department's Reading Program is based as well as provides an all-inclusive way to train new Reading instructors and provide permanent instructors with extensive supplementary materials. Excerpts of this manual provide helpful guidelines to the presentation of content in the Reading classes. To maintain this uniformity, Reading instructors meet regularly to discuss and develop course content, and new instructors to the Program are trained by experienced Reading faculty.

In addition, Peer Evaluations help to assure consistency in grading as they require faculty to appraise how well a colleague teaches to the course outline. These

formal evaluations are regularly conducted by full-time, tenured members of the Department and serve to reinforce standards for both the observer and the observed. Prior to the Peer Evaluation, instructors being evaluated may submit to the evaluator course materials to include the syllabus, textbook, and/or sample assignments for review, which may result in informal discussion about the instructor's expectations for his/her students.

The analysis of grading variances in Section 2.4 reveals the Department's need to go beyond new faculty orientations, reviewing syllabi each semester, completing Peer Evaluations, and developing common rubrics to better communicate standards to part-time faculty and all new faculty. One way in which the issue is currently being addressed involves SLO assessment activities. Beginning in 2011, the Department Chair designated the last hour of each Department Meeting held during Professional Development week to be devoted to SLOs. This is the best opportunity to involve part-time, new, and veteran instructors in the vital work of collaboratively developing assessment strategies, including grading rubrics, as well as analyzing the results of assessment activities in order to improve instruction. Greater consistency of grading will be one obvious by-product of such work.

2.6 NEW COURSES AND PROGRAMS

Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

Course Additions and Rationale

The Department added the following courses during the current Program Review cycle:

- English 80: English Study Skills
- English 90R: Reading Skills Development
- English 98R: Reading Fundamentals
- English 110R: Principles of College Reading
- English 175: Novel Writing
- English 275: Literary Period
- English 276: Major Author
- English 277: Literary Theme
- English 298: Selected Topics in English

English instructors have been proactive in developing courses to meet the needs of Grossmont College students. First, English 80, piloted as a 299 during Fall 2010 and approved by the Curriculum Committee in May 2011, was designed for students who were not ready for college-level courses. Developed to be part of Project Success, it was linked to English 90: Basic English Skills, English 90R: Reading Fundamentals, and English 108: College Vocabulary. The four courses comprised a full load for students. To continue, Reading instructors developed a series of courses—English 90R, English 98R, and English 110R—that articulate seamlessly to one another. All three of the new Reading courses have course objectives and course content that relate to the composition courses to which they are linked (English 90, English 98, and English 110). Next, Creative Writing faculty

created English 175-178: Novel Writing. It has been a very successful addition to the current series of Creative Writing workshop classes and ensures Grossmont College students a full complement of repeatable Creative Writing courses. The faculty who teach both Literature courses created a new sequence: English 275-277, providing in-depth exploration of Literary Period, Major Author, and Literary Theme. These courses supplanted deleted literature classes: English 211-214 and English 233-235. Finally, English 298 is a course offered when a student contracts with a specific instructor to complete a unique academic project.

Currently (as of Fall 2012), the Department does not offer English 80 as it has been supplanted by a course offered through the Counseling Department. In addition, due to budget cuts, English 275, English 276, and English 277 have been placed on indefinite hiatus.

New Program Development and Rationale

The English Department has developed and coordinates programs that benefit instructors and directly impact students. For instructors to enhance relevancy and currency in teaching, the Project Success Coordinator has, for the past three years, facilitated the Faculty Summer Institute, a week-long series of professional development workshops with presenters focusing on topics that span the spectrum of teaching strategies and inventive curriculum development. Having a direct impact on students, the English Department has played a vital role in the development two new programs: the English Express and the Freshman Academy. The English Express comprises four linked courses (English 90 linked with English 90R and English 98 linked with English 98R). Students complete English 90/English 90R during the first eight weeks of the semester and then complete English 98/English 98R during the second eight weeks of the semester. The rationale behind the compressed program is to move Basic Skills students through both English 90 and English 98 in a single semester while providing them with concentrated reading skills development in English 90R and English 98R. All four courses prepare students for English 110: College Composition as well as other college courses. The Freshman Academy is also a series of linked courses that provide incoming freshman with a contextualized learning community. The English Academy links English 98 (the course into which most incoming freshman currently assess), English 98R, Counseling 104, and a General Education course. As the Freshman Academy website states, "Learning in all of their courses will be contextualized around a common theme or interest area, helping students to see how to apply skills across courses and disciplines."

During this Program Review cycle, two additional programs were designed by English Department faculty to engage high school students, Grossmont students, and the community: One Book, One Campus and "First Female" Essay Contest. Both projects are highlighted in Section 7.1 of this self-study. The One Book, One Campus project was part of a county-wide collaborative effort to engage those interested in complex ethical questions, first by focusing on Rebecca Skloot's *The Immortal Life of Henrietta Lacks* and then on Rachel Carson's *Silent Spring*. Next, the "First Female" Essay Contest, a collaboration of the English Department and the La Mesa-EI Cajon AAUW, encourages East County high school female students to

participate in an essay contest and share their experience in being the “first” to accomplish a milestone.

Finally, not only has the Creative Writing Program sponsored and organized the highly successful annual spring Literary Arts Festival for the past seventeen years, but Creative Writing faculty have also recently instituted the Fall Reading Series, a sequence of literary readings, performances, master classes, and other activities during the fall semester. This was begun in 2010 with the Lester Bangs Memorial Reading honoring Lester Bangs, a celebrated rock critic who attended Grossmont College in the late '60s. Now the Fall Reading Series is permanent part of the Department's enrichment events which are free to students, faculty, staff, and the community. To support these activities, the Creative Writing instructors designed and implemented the first WRITE-A-THON in 2008. This biennial fundraiser requires participants to accumulate a minimum of \$50 in order to gain entrance to an all-day writing event lead by Creative Writing faculty. Participants receive breakfast and lunch, water, a T-shirt, and five raffle tickets for every \$10.00 raised. Raffle prizes have included books, pens, printer paper, movie tickets, manuscript critiques, and gift cards. The grand prize is always a laptop computer. Thus far, the two WRITE-A-THON events have raised over \$15,000.00 to support literary arts activities offered through the English Department.

2.7 CURRENT ISSUES AND CURRICULUM

How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?

Current issues are integrated into English curriculum in all programs and at all levels. In fact, the faculty who responded to the Program Review Questionnaire designed to solicit information to aid in the writing of this section (Appendix 21.b), indicated they placed a high value on current issues and how their course content reflects current issues. For example, several instructors noted they assist students in focusing on their career goals by having them practice researching careers, reading current publications in those fields, writing business letters and resumes, thinking critically with regard to career objectives, keeping journals, listening to lectures from experienced business people, and understanding the role that education plays in obtaining a desired occupation. To add value to the experience, some students do community service or intern in local businesses. For example, several students in the Creative Writing Program who are majoring in English and want to work in publishing or teach one day have completed internships with local periodicals such as *San Diego CityBeat* and *The Reader*; many have also designed and taught lesson plans in the advanced Creative Writing workshops. Similarly, Basic Skills faculty members have worked rigorously to tie writing and reading instruction to current issues and career objectives. An excellent example can be seen in English faculty work across the disciplines, including, but not limited to, collaborations with Administration of Justice (AOJ), Nursing, other Allied Health professions, and Business Office Technology (BOT).

While some faculty focus on current issues in career fields, other Composition faculty focus on equally relevant content; fortunately, the discipline of English

affords the elasticity to create engaging and timely curriculum. Numerous faculty have designed themed units and courses and generated their own reading course packs, focusing on a variety of current topics such as the environment, community service, the fast food industry, street art, censorship and banned books, social networks, technology, Chicano literature, media and youth, identity and gender, masculinity, social norms in America, forgiveness, coming of age in a diverse society, myths of American culture, morality and madness in the media, vampires and the undead, justice, skeptical inquiry and science, the future, health, and borders (i.e., cultural, physical, racial, sexual).

Similar to Composition courses, Creative Writing and Literature curriculum reflects current issues, primarily with respect to assigning and teaching texts by contemporary practitioners of literature. Subjects embodied in present-day works of fiction, poetry, and memoir/creative nonfiction reflect a diversity of current issues, such as immigration, war, assimilation, drug and alcohol abuse, self-identity, gender inequality, politics, and gay marriage—just to name a few. To enrich this experience, Creative Writing faculty members bring contemporary authors to Grossmont. Students who have the opportunity to read, study, and discuss a work of literature and then engage with the author often recount life-changing experiences. The list of contemporary authors who have been integrated into Literature, Creative Writing, Composition, and Reading curriculum is long; some examples include Marge Piercy, Matt de la Peña, Lidia Yuknavitch, Roger Bonair-Agard, Marilyn Chin, Tim O'Brien, Anthony Swofford, Sandra Cisneros, and Jimmy Santiago Baca.

Another outstanding example whereby current issues are reflected in English Department curriculum was apparent in the One Book, One Campus project. Initiated by English Department faculty, several colleagues in both the English and Biology Departments organized the cross-curricular event with a series of activities based on Rebecca Skloot's best-selling *The Immortal Life of Henrietta Lacks*. Current and enduring issues in Skloot's book are societal, ethical, political, technological, educational, and environmental. This project was part of a county-wide effort to collaborate and engage in complex historical and contemporary ethical questions.

Finally, Reading instructors maintain comprehensive reading lists, appropriate for each course in the Reading Program. These lists are updated regularly with current, high interest books that are designed to enhance students' understanding of historical or global events and/or cultural or familial issues. As students read their books, they are exposed to information that may or may not be new to them, information that often provokes an emotional or intellectual understanding. Some Reading instructors assign more popular books, such as *Angels and Demons* and *The Lovely Bones*, encouraging students to enjoy reading best sellers while developing improved reading strategies. Furthermore, Reading instructors sometimes assign a common book, occasionally one by a keynote speaker in the Department's Literary Arts Festival, as was the case for Jimmy Santiago Baca's harrowing and luminous memoir *A Place To Stand*. Ultimately, the goal for the Reading instructors is to motivate students to become life-long, engaged readers.

2.8 DISTANCE LEARNING AND FACE-TO-FACE SECTIONS

If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes?

Only a few English Department courses are appropriate for online delivery, though the Department is open to adding courses to that list as the need arises and after instructors are convinced that students have a good chance to succeed in those courses. Online courses do enable English instructors to address the flexible scheduling needs of many students; however, faculty are also concerned that online delivery cannot successfully mimic the dynamic of an on-campus classroom.

Currently, only some sections of English 110: College Composition and English 120: College Composition and Reading are offered completely online. In the past, the Department also offered one or two sections of English 120 as hybrid courses, and, once the economic climate improves, they may be offered as hybrids again. Instructors who taught the hybrids report that they offered students time and freedom to complete research assignments online while taking advantage of the traditional classroom for discussion, small group work, and one-on-one contact with the instructor.

In Fall 2010, for English 110, instructors served 1,051 students on campus and 94 students online; in Spring 2011, for English 110, instructors served 1,079 students on campus and 165 students online. In Fall 2010, for English 120, instructors served 1,237 students on campus and 86 students online; in Spring 2012, for English 120, instructors served 1,184 students on campus and 185 students online. Those numbers will likely remain the same into the next Program Review cycle. They were slightly greater during 2006-2007 and 2008-2009; thereafter, the numbers declined due to budget-related section cuts.

The Department no longer offers hybrids, so all of the data presented in Table 1 below relates solely to fully-online sections. Success rates for English 110 and English 120 over the past seven years are identified on the following page:

2.8 Table 1: Success Rates for English 110 and 120 On-Campus and Online

Success Rates for On-Campus and Online English 110 and 120 Courses								
On-Campus Daytime and Evening Courses:								
Course	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ENGL 110	69.80%	70.41%	69.24%	69.09%	66.35%	65.43%	68.11%	68.09%
ENGL 120	58.66%	63.00%	65.04%	67.67%	67.16%	65.19%	65.47%	69.30%
Online Courses:								
Course	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ENGL 110	51.63%	50.98%	34.92%	37.14%	44.02%	63.33%	63.06%	61.14%
ENGL 120	42.05%	43.98%	46.52%	52.49%	46.77%	53.33%	55.18%	49.22%

It is apparent from the table that the success rates for English online classes are significantly lower than for on-campus courses by as much as 20-30% in some cases. At no point over the last seven years do online success rates match or surpass on-campus rates. Surprisingly, the discrepancy is greatest for the English 120 sections. The English 120 instructors who teach both online and on campus were surprised at the discrepancy in success rates when only the method of delivery was different. Instructors had originally assumed that English 120 students would more easily navigate the demands of online course work and therefore would have succeeded at higher rates than students taking English 110 online sections. However, it is possible that the greater demands of the English 120 course (i.e. more writing, more difficult topics, more rigorous research requirements, etc.) become overwhelming for even transfer-level students when course content is delivered online. The Department will continue to monitor success rates for these classes.

Retention rates in online classes will continue to be scrutinized with the help of the College Research Liaison and the District Research and Planning office. While online courses afford freedom and flexibility, many students, even at the transfer-level, may have not have the skills to manage the time required to complete online assignments. Information in Grossmont College's *Distance Education Report 2011* shows that for the College's online program in Fall 2010-2011, 26.3% of students withdrew from their online classes in Fall 2010, and 27.9% withdrew from their Spring 2011 online classes. That is a significant attrition rate, which closely reflects what has happened with English Department online courses.

As a result of Department concerns over success and retention rates in online sections of English 110 and English 120, the Department fully supports the goals and objectives for online courses as articulated in the *Distance Education Plan 2012-2015*, key among them providing training and resources to faculty to ensure good practices; developing a mentoring program for new and continuing online instructors; and promoting the concept of universal design in all guidelines, materials and other instruction design resources intended for faculty who teach online and in hybrid environments. These efforts will certainly benefit all online instructors who teach English courses and will, inevitably, contribute to higher success and retention rates for online students.

2.9 COURSE ARTICULATION WITH HIGH SCHOOLS

If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.

While Grossmont students are unmistakably rich and diverse culturally, students are young. According to the Program Review Student Survey (Appendix 7), 35% of students enrolled in Fall 2011 English courses indicated they are below the age of 20, suggesting they are within one or two years of having graduated from high school. The English Department would like to make the journey from high school to community college to university a seamless series of integrated steps. At present, there are no English courses that have been formally articulated with K-12 schools; however, the Department and its faculty have engaged in several collaborative activities with area high schools in an effort to share best practices, align curriculum, and improve student access and success rates.

The English Department (along with the Math Department) accepts high school students who have successfully passed the Early Assessment Program (EAP) in high school to place directly into English 120: College Composition and Reading, a transfer-level course. EAP is a collaborative effort between the California State University (CSU), the California Department of Education, and the State Board of Education to determine high school students' readiness to do college-level work, and the English Department is proud to be part of a program that effectively places high school students into the college courses where they have the best chance to succeed and further their academic careers.

Equally significant has been the Department's participation in "The West Hills Project." The pilot project between West Hills High School and the Grossmont College English Department was initiated in 2009 and has continued to the present, including efforts to expand the project to other area high schools. It was designed to assess the efficacy of various curriculum alignment efforts between the high school and community college. To participate, students had to 1) graduate from West Hills High School, 2) earn an A or B in both semesters of Senior English at West Hills High School; 3) take the Grossmont College placement test, and 4) enroll in English 120 during the first semester after high school graduation. In Fall 2009, 83% of the 35 pilot participants from West Hills High School were successful (earning a "C" or better) compared to 70% of the comparison group. Those success rates have held stable and verified by data collected from subsequent semesters. These success rates are one reason why in 2011-2012 the Department approved efforts to extend the project to other area high schools.

Even without formally articulating courses with the high schools, other ongoing efforts at curricular alignment and open communication benefit students hoping to make the transition from high school to community college. For example, an English Department colleague served as the board and president of the California

Teachers of English (CATE), where the board worked diligently with teachers of K-12 to promote teaching alliances among college instructors and elementary through high school teachers of English.

Beyond articulation efforts, the College supports Middle College High School, which allows Grossmont Union High School District 11th and 12th graders to simultaneously complete their high school requirements and enroll in college courses to start earning college credits on campus. Many of those students are enrolled in college-level English courses.

2.10 COURSE ARTICULATION WITH UNIVERSITIES

Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

The English Department benefits from an excellent relationship with the Articulation Officer, and, as a result, currently there are no areas of concern with regard to articulation with four-year institutions. The Articulation Officer has acknowledged that “The English Department is dedicated to this process [of articulating its courses with four-year institutions],” and the Department Chair has confirmed that all articulation agreements for English are in place.

On occasion, CSU and UC initiate a review of the Department’s articulated courses, and when an issue arises, the Articulation Officer contacts the Department Chair and the Division Dean; often full-time lead faculty coordinating various Programs or teaching the specific course(s) are also contacted. Substantive issues requiring revision or modification of courses are brought to the full Department for discussion and vote. In most cases, however, the Department Chair, Division Dean, and lead faculty work closely with the Articulation Officer to make effect any necessary updates. New and revised course outlines go through the Department’s approval process and are submitted to the College Curriculum Committee for final approval. The Articulation Officer is a standing member of this Committee and thus is aware of any future articulation opportunities or issues which are relevant to English.

Faculty in the Department have also participated in a variety of projects funded and supported through Cal-PASS, efforts focused on aligning high school curriculum with college curriculum (and thus enhancing students’ readiness for the work in English that they will be required to do). English faculty helped form an Inter-segmental Council consisting of a cohort of both high school teachers and college instructors who teach the various levels of composition, and English faculty members were also central to the English Curriculum Alignment Project (ECAP). From 2008 to 2010, participants also received stipends (via the Annual Activity Proposals process and approved through the Institutional Review Committee, the Planning and Resources Council, and the College) to further efforts at curriculum alignment, primarily between the community college and area universities.

Anticipating the next Program Review cycle, the Department foresees working closely with the Curriculum Committee and the Articulation Officer to create a new Associate in Arts English degree for Transfer (AA-T), particularly as the area CSU campus, San Diego State University, has now begun accepting such degrees. Luckily, the current A.A. English Major is very comparable to one option in the AA-T templates for English. This new degree will be very important to transfer students who are majoring in English and related majors as they will then be guaranteed priority registration at the local CSU as well as certainty that they can complete their B.A. degree in 120 total units (60 at the community college and 60 at the local CSU).

2.11 COURSES NOT ARTICULATED WITH CUYAMACA

If applicable, list the courses in the program that are duplicated at Cuyamaca College and are not aligned. Comment on the status and describe the plans for alignment.

Throughout most of this current Program Review cycle, the Grossmont English Department and Cuyamaca English Department have been in complete alignment with one another. The Departments have a long history of collaboration. However, from 2009 and the present, the two Departments have been unable to reach agreement on several issues, resulting in complicated discussions which have also included the ESL Departments at Grossmont and Cuyamaca. Among the issues where disagreement exists between the two Departments: coding of Composition classes, particularly English 110; transferability of English 110 to SDSU; prerequisites for English 110 and English 120; and development of accelerated programs. For example, in 2010 Cuyamaca's English Department wished to code English 110 as "basic skills." However, Grossmont's English Department maintained the college-level status of English 110, particularly as it continues to be accepted as an elective at SDSU and serves as a recommended course for many disciplines at Grossmont. The result was that Cuyamaca ceased offering English 110 in 2011. Instead, it created a new course: English 109. Once the two Departments were in alignment regarding English 110, but that is no longer the case. Nevertheless, Grossmont's English Department makes every effort to accept and accommodate students who have taken Cuyamaca's English 109 rather than Grossmont's English 110 when those students choose to further their academic work by taking English 120 at Grossmont.

Despite such areas of disagreement, lines of communication between faculty in the English Departments on both campuses definitely remain open. In fact, in Spring 2012 the Departments will be working together on piloting Accuplacer or another computer-based assessment tool as well as on developing the new AA-T degree in English.

SECTION 3: OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in Appendix 4: Annual Progress Reports, as well as Appendix 5: SLO Assessment Analyses and Appendix 6: Course-to-Program SLO Mapping Document, answer the following questions:

Overview of the English Department's Engagement in the SLO Process

Under the leadership of the Department Chair (who also serves as the Department's Student Learning Outcomes Steering Committee Coordinator), the English Department has been engaged in robust discussions, meetings, and retreats centered on the development, implementation, and assessment of Student Learning Outcomes. Recognizing the value of focusing on what *students are learning* as well as focusing on what English faculty *need to teach*, the Department Chair inspired the Department to tackle the Student Learning Outcome directive with earnest enthusiasm. Furthermore, the Department Chair and other English faculty were part of the discussions that resulted in the Grossmont College Values for Student Learning and Institutional Student Learning Outcomes. Overall, the positive leadership within the department has been extremely effective with regard to the refinement of the SLO assessment implementation.

Beginning in the spring and fall of 2005, select Department representatives attended informational retreats and regional SLO conferences, many sponsored by the statewide Academic Senate. This resulted in the formation of a 10-member English Department SLO Steering Committee which met once a month through the fall of 2010 to discuss, draft, and redraft SLOs particular to the 5-course Composition sequence. In addition to regular SLO Steering Committee meetings, the Department also engaged in two all-day retreats. The first was held at the Marina Village in Spring 2006 and focused on English 120 SLOs, especially with regard to the research paper and alternative assignments. This retreat helped facilitate research-driven revisions to the English 120 course outline as described in Section 2.1. The second retreat, held in Spring 2008, focused on brainstorming SLO assessment strategies and ideas for the various composition levels. During 2008-2009, the SLO Steering Committee continued to meet, working to finalize course and program SLOs as well as to discuss assessment strategies. All of their efforts culminated in the approval of the Department's 6-year SLO Assessment Plan (Appendix 19) in Fall 2009. Then in Fall 2010, English faculty created the English Department All Programs SLOs. With this important foundational work completed and the assessment cycle underway, in 2010 the Department moved to establish a larger college vision, approving a plan to link several English General Education courses to college-wide SLOs. During every step of the way, both full-time and part-time faculty have had the opportunity to be involved in discussion.

Currently, all faculty members are encouraged to include SLOs on their syllabi, and *Mixed Messages*, the Department's online newsletter, maintains course SLOs to make it easy for faculty to access the information. Further, faculty coordinators of specific programs as well as course level coordinators for the Composition courses

share with faculty any development, modification, assessment, and evaluation of SLOs in order to maintain an ongoing dialogue.

Section 3.1 provides information on course-level SLOs while Section 3.2 addresses both Program SLOs and All English Department SLO articulation to course SLOs.

3.1 CURRENT SLO ASSESSMENT PROCESS

What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

What follows is a status report on two components of the SLO Process:

- Current Status of Assessment for Course SLOs; and
- Analysis of SLO Data at the course level/“Closing the Loop” Discussions.

Current Status of Assessment for Course SLOs:

Faculty have collaboratively engaged in the development of assessments, and several have participated in coordinated efforts to administer some of those assessments.

Table 1 provides a current overview of the assessments administered through Spring 2011. Course assessments were dispersed evenly throughout the 6-Year Plan (Appendix 19) in order to provide ample opportunity for authentic assessment. The upper portion of the table shows percentages of English classes that have assessed SLOs followed by the percentage of course SLOs that have been assessed. The lower half of the table identifies which SLO was assessed, when said assessment was administered, and whether or not that assessment was posted on the Campus SLO Website through Spring 2011. As is apparent, some of the assessments conducted are not accompanied by posted Assessment Reports, so the greatest area for improvement involves more consistent documentation of all SLO materials for all English Department courses. Table 1 (next page) also reveals that there are additional SLOs in English courses that need to be assessed and posted.

3.1 Table 1

Overview of the Administered English Department Course Level SLO Assessments				
Percentage of English courses that have assessed at least one SLO		75% (27 of 35 classes)*		
Percentage of English course level SLOs that have been assessed		31% (29 of 93 course level SLOs)**		
English Department	Course	SLO Assessed	When Assessed	Assessment Report Posted on Campus SLO Website
Reading Courses	ENGL 90R	#2	Spring 2010	Yes
	ENGL 98R	#2	Fall 2009 and Spring 2010	Yes
	ENGL 110R	#2	Spring 2010	Yes
	ENGL 105/106/107	#2	**	No
Developmental Composition	ENGL 90	#1	Fall 2010	Yes
	ENGL 98	#6, #7	Fall 2009 and Spring 2010	Yes
Transfer-level Composition	ENGL 110	#1	Spring 2010	No
Creative Writing	ENGL 126	#1, #2	Spring 2009	Yes
	ENGL 130-133	#2	Spring 2009	Yes
	ENGL 134-137	#2	Spring 2009	Yes
	ENGL 140-143	#2	Spring 2009	Yes
	ENGL 145-148	#1	Spring 2009	Yes
	ENGL 160-163	#2	Spring 2009	Yes
	ENGL 175-178	#2	Spring 2009	Yes
Literature	ENGL 201	#1	**	No
	ENGL 215	#1	Spring 2009	Yes
	ENGL 217	#2	**	No
	ENGL 218	#3	Fall 2010	Yes
	ENGL 221	#2	Fall 2010	Yes
	ENGL 222	#2	Spring 2011	Yes
	ENGL 231	#2	**	No
	ENGL 236	#1	**	No
	ENGL 276	#1	**	No
Courses offered in the English Writing Center	ENGL 50/51	#1	Fall 2009 And Spring 2010	Yes
	ENGL 108	#1	Spring 2010	Yes
	ENGL 198R	#1	Fall 2009	Yes
	ENGL 198W	#1	Fall 2009	Yes

*It should be noted that 51 English Department courses and 140 course-level SLOs appear in the English Department 6-Year Assessment Plan. However, as a result of the budget crisis over the last four years and the resultant reduction in courses and sections, as of Fall 2012, only 35 English courses are considered “active.” 16 courses have been placed on indefinite hiatus, and, as a result, **no** SLOs are being

assessed in the following: English 108; English 112; English 118; English 160-163; English 203; English 219; English 225; English 226; English 227; English 228; English 237; English 241; English 242; English 275; English 276; and English 277. It is unclear if any of these courses will be reinstated when economic circumstances improve; a new SLO assessment schedule will be developed when or if such reinstatement occurs.

Also, the assessment work, analysis, and discussion for English 120 and English 124 began in earnest in 2012. In Spring 2012, English 124 instructors piloted an assessment of SLO #1 and SLO #2 and analyzed the assessment in Fall 2012, dates outside the purview of this Program Review cycle. During 2011-2012, English instructors significantly revised the official course outline for English 120, slightly delaying English 120 assessments until 2012-2013, outside the time frame for this Program Review.

**For seven courses, instructors reported having completed SLO assessments but were uncertain of the exact date; also, either the documentation was not turned in to the SLO Coordinator, the sample was deemed too small to be significant, or the assessment was a pilot project which was deemed unsuccessful. In the future, the Department hopes to carefully track assessments, even those which are unsuccessful, so that gaps in reporting do not occur.

Below is a brief description and analysis of a sampling of course assessments administered in each of the Department's major programs (Composition, Reading, Creative Writing, Literature).

The Composition Program

Assessment for some of the SLOs for two developmental composition courses (English 90 and English 98) is in place, but assessment tools still need to be created for two of the three SLOs for English 90 and for four of the seven SLOs for English 98. For both English 90 and English 98, instructors have created capstone projects to assess the following SLOs.

English 90 instructors assessed SLO #1: Students will employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop a paragraph focusing on one main idea with supporting details. Using a common prompt and rubric, English 90 instructors noted that overall the assessment was quite successful. Below is one excerpt from the instructors' SLO Assessment Analysis (Appendix 5):

"The holistic overall assessment of the paragraphs had a 92% pass rate. Five out of six sections in the pilot study administered the reflections survey. The majority of students (93%) reported that pre-writing strategies helped them compose their paragraphs. The majority of students (91%) also reported making changes to their first draft before submitting a final draft. A majority of students (86%) reported being satisfied with their final drafts."

English 98 instructors assessed two SLOs: SLO #6—Recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing and SLO #7—Create a multi-paragraph composition containing a thesis, body paragraphs with topic sentences (Part 1) and content developed with adequate supporting material, transitions, and an appropriate conclusion (Part 2).

The CAT, an institutionalized capstone project (described in Section 2.5), served as the assessment tool. The SLO Steering Committee reviewed the results of the CAT. Below are comments excerpted from their analysis (Appendix 5):

“We are generally satisfied with the high levels of proficiency students demonstrated with regard to SLO #6, with 69.77% proficiency in Spring 2009 and 78.4% proficiency in Spring 2010.”

“We are generally very satisfied with the high levels of proficiency students demonstrated with regard to SLO #7, with 88.3% proficiency on Part 1 in Spring 2009 and 97% proficiency on Part 1 in 2010; and 91.28% proficiency on Part 2 in Spring 2009 and 80.8% proficiency on Part 2 in 2010.”

Many instructors also employed a pilot English 98 SLO assessment project: *The House on Mango Street* Project/Assignment (Appendices 22 and 23). Designed by Composition, Reading, and Creative Writing faculty in conjunction with Sandra Cisneros’s appearance in the 17th Annual Literary Arts Festival, the project assessed several English 98 SLOs during Spring 2012. The Project/Assignment represents an unprecedented collaboration between instructors who teach English 98 and English 98R and Creative Writing instructors who facilitate the Literary Arts Festival. Faculty members involved were pleased with the collaborative effort and received positive responses from over 300 English 98 students who participated. No assessment results were compiled as this Project/Assignment was being piloted, but the project was so successful that participating English 98 instructors will use a revised version of the assessment for Spring 2013 to determine students’ ability to master identified SLOs; the content of the assessment will be thematically matched to the works of the guest author for the 18th Annual Literary Arts Festival.

English 110 instructors assessed SLO #1: Reading: Read critically, identifying the theses/claims and key supporting details in a variety of works, emphasizing non-fiction texts. Instructors used an assessment that included three texts (a visual text, a poem, and a short non-fiction text), asking students to identify the main argument of each text as well as the support offered to substantiate the claim. The following comments are excerpted from the Assessment Analysis (Appendix 5):

“As for the second part of the SLO, namely ‘identifying key supporting evidence,’ the 256 students who participated in the assessment achieved scores similar to the scores they achieved when identifying the thesis or main idea. 35 (13.67%) students [scored] below 7 out of ten. 53 (20.7%) earned between 7 and 7.99. 75 (29.29%) earned between 8 and 8.99. 91 (35.54%) earned 9 or better out of 10 possible points. The students’ performance on

this part of the assessment does reveal their sound understanding of identifying support as they read an article.”

The Reading Program

Due to the skill-based nature of the reading classes and the uniform mode of delivery, two of the three SLOs for each of the reading classes are the same. During Fall 2010 and Spring 2011, all English 90R, English 98R, and English 110R instructors assessed two parts of SLO #2: Increase comprehension, vocabulary, and reading rate.

To assess “comprehension and reading rate,” Reading instructors piloted a combination of two assessment instruments: a standardized test called the Diagnostic Reading Test (DRT) and Rate Cards (an in-class skill building activity with levels commensurate to students’ reading abilities). Overall, Reading instructors observed that students’ comprehension and reading rate for the courses assessed improved. However, it should be noted that the Reading instructors were still in the pilot stages of developing a valid measure for the SLO. The following reflection is excerpted from the instructors’ SLO Assessment Analysis (Appendix 5):

“The Diagnostic Reading Test is a standardized test, and although it is quite old, it is considered to be a relatively reliable measure of both comprehension and reading rate. However, it does not assess students accurately whose scores dip below the fifth grade reading level nor those whose scores exceed the twelfth grade reading level. The next validity issue relates to the Rate Cards. The reading level for both Level 2 and Level 3 Rate Cards is published and considered to be a reliable measure of comprehension; however, Level 4 Rate Cards have not been examined for readability.”

For the academic year 2011-2012, the Learning Skills Coordinator facilitated SLO assessments for all three SLOs for English 90R, English 98R, and English 110R. Results were posted in Fall 2012. The Reading instructors found the results to be more reliable and informative.

The Creative Writing Program

Creative Writing instructors have been successful in designing creative assessments that have facilitated excellent discussion and spawned fruitful reflection on the Creative Writing courses. They submitted SLO Annual Reports during Fall 2011 for several courses as follows:

The English 126: Creative Writing, instructors assessed SLO #1: Identify and employ basic elements of literature, working from imagination and memory, to invent, draft, revise, and reflect upon creative writing in the four genres: poetry, fiction, drama, and creative nonfiction. During Spring 2011, this SLO was evaluated through fifty final projects in the form of zines and portfolios focusing on how well students’ final assignments in the four genres were completed relative to the respective literary elements. Participating instructors felt that the assessment worked well with regard to assessing comprehension of the four genres of Creative

Writing as well as mastery of respective literary elements. However, participants did note room for improvement as excerpted from the instructors' SLO Assessment Analysis (Appendix 5):

“[Participating instructors] worked with informal [evaluative] criteria and determined that a rubric would be helpful to instructors as well as student writers. In addition, they found it difficult to formally assess the writing process—invention, draft, revision, and reflection—so the implementation of a reflection to accompany the final project was discussed. Finally, it was agreed that the reflection could be creative or more formal.” (Appendix 5)

In addition to English 126, the Creative Writing Program offers several genre-specific repeatable workshop courses:

- English 130-133: Fiction Writing
- English 134-137: Creative Nonfiction Writing
- English 140-143: Poetry Writing
- English 160-163: Playwriting
- English 175-178: Novel Writing

Instructors for these courses assessed SLO #2: Interpret and assess short fiction of established and/or emerging writers. To do so, they developed a survey asking students to interpret and assess the creative writing (fiction, poetry, creative nonfiction, and drama) of established and emerging writers during the 14th annual Literary Arts Festival. The following is excerpted from the instructors' SLO Assessment Analysis (Appendix 5):

“Overall, we determined that the festival authors are an excellent way for students to interpret and assess the work of established and emerging writers. Still, we could all benefit from some sort of follow-up with regards to various events. We will discuss ways this ‘follow-up’ might manifest in class discussion or assignments in Fall 2010.”

Finally, the instructor of the Creative Writing course which produces *Acorn Review* (English 145-148) assessed SLO #1: Analyze and evaluate literary periodicals to demonstrate understanding of the publishing field and strengthen editorial skills. To do this, student editors were prompted to analyze and evaluate a specific literary journal. They were given a checklist to help evaluate the journals, and then they were required to present their findings to the class. The following is excerpted from the instructors' SLO Assessment Analysis (Appendix 5):

“The various presentations created an excellent opportunity for comparative analysis of a variety of literary journals, inspired students to revisit their skills as editors, and revise the Acorn’s mission and format.”

The Literature Program

Literature instructors have met to brainstorm assessment strategies for English 122: Introduction to Literature (multiple sections of which are offered each semester). Assessments will be conducted in 2013. Following is the information related to SLO assessments that were completed at the course level for literature courses and submitted during Fall 2011:

One English 215 instructor assessed SLO #1: Use literary terminology related to the study of myth and basic critical theory to discuss, analyze, synthesize, and interpret world mythology. Students were assessed on their understanding of the concepts of “archetypes” and “monomyths.” The assessment tools were quizzes and an analytical essay, and judging by the high rate of student success as excerpted below, the instructor found that the assessment methods were effective (Appendix 5).

“Most of the students (23 out of 27 students) demonstrated that they had understood the concepts through their quiz responses and through written analysis. Only a few students did not grasp an understanding of these concepts.”

One English 218 instructor assessed SLO #3: Identify Shakespeare’s themes, techniques, philosophies, and conventions in regard to comedy, history, and tragedy. A multiple choice quiz was administered at the end of Fall 2011. Questions referenced themes, the conventions of tragedy and comedy plus character, quotes, and plots in the seven plays studied. The following is excerpted from the instructor’s SLO Assessment Analysis (Appendix 5):

“First, the multiple-choice test did not match the SLO very effectively. It did, however, focus on the content of the course in regards to the plays, characters, and plots. As a result, the test was too specific for some students who were not strong readers or had not previously taken a literature course. In the future, the test will be more general. However, I would like to change the SLO to include character, quotes, and plot recognition because I think that these are important outcomes for students who study Shakespeare.”

One English 221 instructor assessed SLO #1: Use literary terminology and basic critical theory to discuss, analyze, synthesize and interpret the major writers of the British Isles from the Romantic Period through the present. This SLO was assessed through a multiple-choice test designed to reflect the GRE and Praxis test. It is comprehensive, and questions cover every writer and major work discussed in class, as well as the historical, religious, and philosophical movements. The following is excerpted from the instructor’s SLO Assessment Analysis (Appendix 5):

“[Twenty-four] out of [thirty-one] students achieved at least a C or better. Some of the questions were quite specific, so students would have had to

have had good attendance and notes for the course. Consequently, some of them would be disadvantaged if they had relied on the readings rather than the lectures, discussion, or films.”

English Writing Center (EWC):

Two instructional programs occur concurrently in the EWC:

- IDS 198R: Supervised Tutoring (Reading)/IDS 198W: Supervised Tutoring (Writing)/IDS 198R: Supervised Tutoring (ESL)
- English 51/English 52: College Writing Skills.

Each instructional program has only one SLO.

The SLO for one of the IDS courses, IDS198W, is as follows: While engaging in an individualized writing skills tutoring session or sessions, a student will work on and improve his or her understanding of one or more of the following concepts:

- The rules of English grammar and/or mechanics
- Prewriting
- Rhetorical methods
- Paragraph structure
- Essay structure
- Citations and MLA format for research assignments

At the end of each tutoring session, students respond to the following question on Tutor Response Form (Appendix 27): Do you feel you understand and can use the information covered in this tutoring session? Assessment results are compiled at the end of each semester and are reported within the text of the End of the Semester Report (Appendix 26). Results are also periodically posted on the SLO website, and the following is excerpted from the instructor’s SLO Assessment Analysis (Appendix 5):

“Overall student success for English 198W was measured by the number of students who answered “yes” versus those who answered “no” to the questions at the bottom of the Tutor Response Form. Overwhelming success was noted as follows: Of the 5761 tutoring sessions, 5623 students answered “yes.”

The SLO for English 51/52 is as follows: A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her area(s) of identified need. English 51/52 instructors collected two writing samples (one at the beginning of the course and one at the end of the course) from each of their students demonstrating their “entry” and “exit” level writing ability to use as a source of comparison to determine improvement. The following is excerpted from the SLO Assessment Analysis (Appendix 5):

“At least 75% of the students showed some improvement in their writing skills and/or grammar skills.”

Analysis of Course Level SLO Data /“Closing the Loop” Discussions

While some systematic and pocketed analysis of assessment data has occurred, the “closing the loop” discussions, more officially known as SLOAC, have yet to involve substantial numbers of Department faculty or become institutionalized (with the exception of the CAT). As faculty members are still early in the SLO assessment process, many of the ensuing discussions—importantly—revolve around improving the assessments and making adjustments to course SLOs. Discussions around instructional practices are sure to follow.

Below is a brief look at the kinds of observations made and actions taken to date based on the analysis of assessment data relative to “closing the loop.”

“Closing the Loop” with Composition Program Courses

For the most part, the English instructors who teach the various Composition courses have been successful at getting together to discuss the SLO data and then to make changes to the assessment tools, but they have not yet discussed changes they plan to make in instruction so that more students achieve the SLOs.

English 90

English 90 instructors met to discuss the SLO #1: Students will employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop a paragraph focusing on one main idea with supporting details. Because concerns were raised about whether the prompt was “challenging enough,” the instructors agreed to examine Spring 2011 results before making any changes to the prompt.

English 98

During the SLO Steering Committee meetings in Fall 2010, instructors discussed the results of the English 98 CAT in relation to SLO # 6: Recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing; and in relation to SLO #7: Create a multi-paragraph composition containing a thesis, body paragraphs with topic sentences (Part 1) and content developed with adequate supporting material, transitions, and an appropriate conclusion (Part 2).

The SLO Steering Committee noted slightly lower proficiency rates for SLO #6. The SLO Steering Committee and the English 98 instructors will continue to monitor the proficiency in this SLO, but most SLO Steering Committee members felt that the moderately lower level of student success was understandable, if not inevitable, because mastery over the mechanics of writing is an ongoing process for all students. Ultimately, a timed, in-class writing sample generally has more mechanical errors than essays which student have the opportunity to revise and rewrite outside of class.

Continuing with English 98, the SLO Steering Committee members also noticed that the proficiency dropped for SLO #7 (Part 2) from 2009 to 2010, and they speculated

that this drop might have resulted from the changes made to the prompt. The prompt used in 2010 asked the students to write on a narrower, less personal topic compared to the 2009 prompt, so perhaps it was more difficult for the students to present examples to develop their essays. The SLO Steering Committee members decided to request that the prompt be standardized. They alerted the English 98 CAT Faculty Coordinator, who, in turn, asked English 98 instructors which prompt style they preferred. The instructors reached a consensus to use one of three styles provided, and the CAT Faculty Coordinator has used that style to write the prompt ever since to ensure consistency.

English 110

The assessment results for SLO #1, Read critically, identifying the theses/claims and key supporting details in a variety of works, emphasizing non-fiction texts, demonstrated that 85% of the students appear comfortable in acquiring the skills referenced in the SLO. However, the remaining 15% who failed to successfully name the thesis/main idea and the supporting evidence should receive added attention. English 110 instructors may introduce more exercises targeting the thesis and/or have individual conferences with said students to help them achieve a satisfactory level of understanding of this SLO.

“Closing the Loop” with Reading Program Courses

In an effort to assess all SLOs for Reading courses, the Reading instructors accomplished the following tasks. First, they revised SLO #1 for both English 90R and English 98R as needed. They also revised the assessment instrument and piloted the assessment test again for Spring 2012, administering it to more English 90R and English 98R classes. Next, although the reading instructors have always anecdotally acknowledged that students experience increased comprehension and reading rates as speculated in SLO #2 (Increase comprehension, vocabulary, and reading rate), they were concerned with developing an assessment tool that ensured valid results. As such, they continued to look at data and engaged in discussion with the goal of adjusting either the SLO and/or the assessment instruments until they were satisfied with the validity of both. They are now confident with their current assessment tool for SLO #2. Finally, the reading instructors expressed concern for both the SLO and the assessment instrument for SLO #3 (Demonstrate an increased appreciation for the value of reading). A survey was used as the assessment tool in the pilot phase since Fall 2010; however, the instructors had mixed responses relative to the validity of the survey. They questioned whether they could accurately measure a student’s “appreciation” for reading via a survey. They turned to the Institutional Research Department for help to develop both an SLO that could be accurately measured and a student survey that could collect valid information. With the help of the Institutional Research office, the reading instructors have since changed SLO #3 to the following: Students report an increased appreciation for the value of reading. They are satisfied with the accompanying student survey.

All SLOs for English 90R, 98R, and 110R were assessed during the academic year 2011-2012, and results were posted on the SLO website in October 2012. The Reading instructors are preparing to discuss the SLO results and implications. In

addition, they have developed a new 6-year plan to reassess all SLOs for English 90R, 98R, and 110R.

“Closing the Loop” with Creative Writing Program Courses

As a result of their assessment data, Creative Writing Program faculty have followed through with some effective changes. For SLO #1 (Analyze and evaluate literary periodicals to demonstrate understanding of the publishing field and strengthen editorial skills) in English 126, instructors determined that it would be helpful to develop a rubric, both for instructors and students, as well as a final reflection to accompany the project. Based on assessment data for SLO #2 (Interpret and assess short fiction of established and/or emerging writers) for English 126, English 130-133, English 140-143, English 160-163, and English 175-178, faculty have determined improvement could result from better alignment between the readings and genre-specific courses.

“Closing the Loop” with Literature Program Courses

It is common for many of literature courses to have only one faculty member teaching them, so the opportunity for faculty conversations is understandably limited. In addition, recent cuts in literature offerings due to the statewide financial crisis have limited the Department’s ability to offer courses and assess their SLOs. Nonetheless, the following are samples of preliminary conclusions drawn from the existing assessment data:

- Assign more group work and activities to engage more students who did not demonstrate adequate understanding and devote more class time for discussions;
- Create tests that are more general, and possibly revise the SLO to include character, quotes, and plot recognition;
- Have students write some test questions, and the instructor will select the best for inclusion for identified SLO assessments; and
- Change some questions on the test that confounded even the best students.

3.2 STUDENT SUCCESS WITH PROGRAM SLOS AND ENGLISH DEPARTMENT ALL PROGRAMS SLOS

Using your course-level SLO Assessment Analyses (Appendix 5), that is part of your annual reporting process, and your Course-to-Program SLO Mapping Document (Appendix 6), discuss your students’ success at meeting your Program SLOs.

The earnest, department-wide engagement in articulating course SLOs to either Program SLOs and/or English Department All Programs SLOs has provided an opportunity for important discussions regarding courses and programs. As a result, English faculty will have increased clarity regarding the broader goals of English classes, especially with regard to relationships between sequential courses. As will be discussed further in Section 3.3, instructors may find it necessary to revisit

course SLOs for further refinement, increased alignment with Program Level SLOs, and possible reductions in the number of SLOs per course.

The Department has created six English Department All Programs SLOs (Table 1); 20 Program SLOs for the four English Department programs: Composition, Reading, Creative Writing, and Literature (Tables 2-5); and 93 course SLOs for 35 active courses (Appendix 18).

3.2 Table 1

English Department All Programs SLOs	
1	Understand the uses of language to express ideas in a variety of texts.
2	Develop reading efficiency and appreciation in order to critically engage, analyze, and evaluate multiple genres of texts.
3	Make effective choices that demonstrate their autonomy as expository and/or creative writers.
4	Critically analyze, assess, contextualize, and synthesize sources within their writing.
5	Recognize, appreciate, and evaluate multiple cultural perspectives.
6	Participate in various communities, such as academic, artistic, civic, and professional.

3.2 Table 2

Composition Program SLOs	
1	Recognize the logic associated with coordination and subordination, correct commonly misused and confused words, repair common sentence problems, and identify major components of a sentence including punctuation.
2	Recognize literal and implied ideas, draw inferences and conclusions, comprehend main ideas and key supporting details, identify rhetorical modes, and evaluate references.
3	Synthesize multiple points of view while reading critically and analytically, recognize problems in logic and reasoning, articulate arguments, and identify ideological assumptions.
4	Apply the writing process to organize paragraphs and essays in a variety of rhetorical patterns; utilize principles of grammar, punctuation, and mechanics; and choose appropriate diction to make explanations detailed and precise.
5	Conduct research pertaining to a particular topic; draw inferences and conclusions; incorporate, evaluate, and synthesize ideas from multiple references; and learn to format research papers accurately using MLA.
6	Make effective choices regarding content, structure, diction, and tone in relation to audience and purpose.
7	Use logical, ethical, and emotional appeals while avoiding logical fallacies; acknowledge opposing viewpoints; and use concession and refutation where appropriate.

3.2 Table 3

Reading Program SLOs	
1	Increase reading rate and fluency.
2	Improve their vocabulary.
3	Increase ability to comprehend college textbooks, fiction, and non-fiction readings.
4	Develop an appreciation for reading.

3.2 Table 4

Creative Writing Program SLOs	
1	Create literary works, employing the elements appropriate to one or more chosen genres, in an authorial voice that demonstrates authenticity, aesthetic ability, and literary sensibility.
2	Practice—at a high level of efficiency—the habits of a writer, including frequent writing, revising, and reflecting.
3	Read and infer like a writer, that is, recognize and analyze the dynamic relationship between content and form in the literary works of classic, contemporary, and new literary voices.
4	Use skills as a critic to contribute to and benefit from a writers' workshop.
5	Value and support the local and greater writing community through attendance and/or participation in various literary arts activities and performances.

3.2 Table 5

Literature Program SLOs	
1	Use literary terminology and basic critical theory (e.g., Reader Response, New Criticism, Biographical, Comparative, New Historicism, Psychoanalytical, Cultural, Gender) to examine and respond subjectively and objectively to literature.
2	Apply critical thinking and close reading skills to create informed, evidence based, oral and written discourse about literature.
3	Recognize and interpret the ways in which literature is an expression of individual and human values within diverse historical and social contexts.
4	Develop an appreciation for literature.

Discussion of Course SLOs Meeting English Department All Programs SLOs:

The English Department's course SLOs should be designed to fulfill the English Department All Programs SLOs, listed in Table 1 above; however, it is too early in the assessment cycle to adequately document that students are successfully meeting the English Department All Programs SLOs. With that said, undocumented qualitative and observational data exemplify that students are meeting some of the English Department All Programs SLOs.

Composition

Though outside the time frame for this Program Review, faculty for English 120 and English 124, the transfer-level composition courses, have been engaged in piloting meaningful Program-level assessments during 2012; these will be reported on after further discussion has occurred, but initial results are promising. For example, in English 124 a mastery-level assessment similar to the CAT is being piloted. It has been designed with multiple goals in mind: 1) to prepare students for upper division writing assessments, such as the WPA at SDSU, which are being administered at an increasing rate at other accredited colleges and universities; 2) to maintain consistency in grading; and 3) to relate to English Department All Programs SLOs #2, #3, and #4.

Reading

Preliminary results demonstrate that students enrolled in Reading classes are successfully increasing their reading comprehension. Their success in the course SLO demonstrates parallel success in part of the English Department All Programs SLO #2: “Develop reading efficiency.”

Creative Writing

Creative Writing students have experienced success with regard to the English Department All Programs SLOs #3 (Make effective choices that demonstrate their autonomy as expository and/or creative writers) and #6 (Participate in various communities, such as academic, artistic, civic, and professional). Many student writers have been published in *The Acorn Review*, Grossmont’s literary journal, as well as in local and national periodicals, including, but not limited, to *A Year in Ink*, *San Diego CityBeat*, *Chorus: A Literary Mixed Tape*, *The Far East: Everything Just As It Is*, *Calyx*, and the *Southern Review*. Clearly, these students are making effective choices and becoming autonomous creative writers—they are becoming authors in their own right. In addition, creative writing students participate in the College’s literary community through volunteering and participating in the Fall Reading Series, New Voices Student Reading, The Literary Arts Festival, and the WRITE-A-THON. Beyond Grossmont’s campus, students have participated in writing communities such as San Diego’s Writers, Ink and So Say We All. In addition, one of the program’s standout students received a scholarship to attend *Disquiet: The International Literary Program* in Lisbon, Portugal in 2010.

In class discussions, satisfaction surveys (Appendix 5), and formal responses, Literature and Creative Writing Program students have experienced success with the English Department All Programs SLO #5 (Recognize, appreciate, and evaluate multiple cultural perspectives) as they articulate how much they have learned from the diversity of authors and texts they are reading in their courses. The opportunity to meet and experience some of these diverse authors (i.e., Marilyn Chin, Jimmy Santiago Baca, Roger Bonair-Agard, Sandra Cisneros, Lidia Yuknavitch) in person at the Fall Reading Series and Literary Arts Festival reinforces their ability to truly appreciate multiple cultural perspectives. Moreover, formal responses to these events, required by most Literature and Creative Writing faculty, illustrate the students’ ability to “recognize, appreciate, and evaluate multiple cultural perspectives.”

Discussion of Course SLOs Meeting Program SLOs:

There is currently insufficient assessment data to determine the extent to which students are successfully meeting Program SLOs (listed in Tables 2-5 in Section 3.2). Many course SLO assessments which could be correlated to Program SLOs have not yet been administered and/or official analyses have not yet been submitted. However, some course SLOs that have been correlated to respective Program SLOs demonstrate a promising beginning.

Composition Program SLO #1: Recognize the logic associated with coordination and subordination, correct commonly misused and confused words, repair common sentence problems, and identify major components of a sentence including punctuation.

Using the CAT as a course level assessment, English 98 instructors have assessed students' ability to recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing, and they are generally satisfied with the levels of proficiency students have demonstrated since Spring 2009. Instructors concur that students are successful meeting the first part of the Composition Program SLO #1: "Recognize the logic associated with coordination and subordination, correct commonly misused and confused words, repair common sentence problems." However, the CAT does not assess whether "the students can identify major components of a sentence including punctuation," which is the latter part of the Composition Program SLO #1. Therefore, the English 98 instructors will need to create an additional tool to assess this part of the Composition Program SLO.

Composition Program SLO #4: Apply the writing process to organize paragraphs and essays in a variety of rhetorical patterns; utilize principles of grammar, punctuation, and mechanics; and choose appropriate diction to make explanations detailed and precise.

English 98 instructors have created tools that assess most parts of Composition Program SLO #4. With the CAT results, they were very satisfied with students' ability to "organize paragraphs and essays" and "to choose appropriate diction to make explanations detailed and precise," which comprises two parts of this Composition Program SLO. However, students did not demonstrate as much proficiency in their ability to "utilize principles of grammar, punctuation and mechanics." Since the students had to compose their essays in class, they did not have much time to edit their work, which might explain why they were not as proficient. Future discussions among English 98 instructors may result in additional explanations and may also produce alternative ideas for teaching and assessing students' application of grammar, punctuation, and mechanics.

Reading Program SLO #1: Increase reading rate and fluency and Reading Program SLO #2: Improve their comprehension

As demonstrated in preliminary assessment results posted for course SLO #2 during Fall 2012, students have successfully “increased reading rate and fluency.” In addition, they have “improved their comprehension.”

Reading Program SLO #3: Increase ability to comprehend college textbooks, fiction, and non-fiction readings.

At present, Reading instructors assume that students are able to meet the expectation of SLO #3—“increase their ability to comprehend college level textbooks and non-fiction”—because comprehension improvement is apparent in assessment results associated with the DRT, which contains excerpts from college level non-fiction texts. However, the DRT does not contain fiction selections. At present, Reading instructors are unable to design a universal assessment tool to determine the students’ ability to “increase comprehension of fiction readings” as per the Reading Program SLO #3. However, they do hope to assess this part of the SLO using a different means.

Creative Writing Program SLO #5: Value and support the local and greater writing community through attendance and/or participation in various literary arts activities and performances.

Creative Writing students demonstrate their knowledge of and commitment to the literary arts in many ways, including support for and participation in the Fall Reading Series, the Literary Arts Festival, Celebration of Banned Books, and the Write-a-Thon. Thousands of students have attended these events over the course of this Program Review cycle, with most events full to capacity.

3.3 REFLECTION: COURSE AND PROGRAM SLOS

Based on your discussion in Section 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping document in Appendix 6. Please discuss any planned modifications (i.e., curricular or other) to the program itself as a result of these various assessment analyses.

This is a challenging question to answer. Certainly, if all course SLOs could be assessed in a timely fashion, then both Program SLOs and English Department All Programs SLOs could also be assessed and analyzed. There are several factors which have somewhat slowed this process.

First, the Department is still in the midst of its 6-year SLO Assessment Plan (2009-2015). Though assessment in some individual courses is somewhat behind schedule, the Department is still on target to complete all SLO course assessments within the time frame of the Assessment Plan. While outside the period of this Program Review cycle, 2012-2013 is significant because faculty in

both English 120 and English 124, the transfer-level Composition courses, are undertaking significant assessment projects. Therefore, even though these assessments are a couple of semesters behind schedule, the work instructors are doing, which often includes revising course outlines while developing assessment strategies, means the process is working.

Second, the sheer volume of course SLOs, which totaling 93 for active English courses, coupled with the diminishing number of full-time faculty, make the assessment process more difficult to complete. Even so, at least one SLO at the course level has been assessed in 75% of the current courses offered in the Department, and several course SLOs clearly map to Program and English Department All Programs SLOs.

Third, while Department faculty experienced great enthusiasm at the beginning of the SLO mandate, it is fair to state that some of that enthusiasm has waned with the additional responsibilities, including documentation required with each assessment. Bringing more faculty into the process of assessment is one way to balance some of that workload. Since Fall 2011, the Department Chair has designated one hour of each semester's Professional Development Department meeting for discussion of SLO assessment strategies and/or analysis of SLO assessments. This provides the best opportunity to date for adjunct instructors to participate alongside full-time faculty in the assessment process, and such participation can facilitate future assessments in core courses with multiple sections.

The Department will continue to evaluate SLO assessment for all courses as well as for both Program SLOs and English Department All Programs SLOs. Department faculty have already engaged in preliminary informal discussions related to the possibility of reducing both the number of Program SLOs as well as the number of SLOs for individual courses (in order to distinguish more clearly between primary outcomes and secondary objectives so that assessment focuses solely on primary outcomes). To facilitate the objective of evaluating the Programs, it might be advisable to first refine Program SLOs and then to revisit course SLOs.

In addition, the Department Chair is currently one of nine faculty members at the College involved in initial TracDat configuration sessions. When it is implemented in Fall 2013-Spring 2014, the TracDat system will, among other things, significantly simplify reporting and tracking of SLO assessments. The Department anticipates that TracDat will ease some of the workload issues involved with SLO assessment processes and allow more up-to-date reporting of completed Course SLO assessments, Program SLOs, and English Department All Program SLOs.

SECTION 4: STUDENT ACCESS

4.1 FACILITY AVAILABILITY

How does facility availability affect access to your program?

English Department faculty members, particularly the Department Chair and the Project Success Coordinator, are thankful for the considerable efforts of staff members in Instructional Operations to identify appropriate and sufficient classrooms at the times most beneficial for English students. Even with such excellent service and collaboration, the Department still faces limitations to facilities.

Availability During Prime Time Hours

As noted below in 4.3, 57% of respondents to the Student Survey report wanting classes between 9:00 am and 12:00 pm. This time frame, of course, is the most impacted on campus, and acquiring rooms during prime time is always a challenge. By examining only the Composition Program schedule, it becomes apparent that the English Department strives to make its core program available to students during prime time hours, while still offering a full range of sections in the early morning, late afternoon, and early and late evenings.

Though slightly beyond the purview of this Program Review cycle, the most recent figures from Fall 2012 are representative of previous semesters. During Fall 2012, 126 sections of Composition courses (English 90, English 98, English 110, English 120, and English 124) were offered. Of that number, 42 sections (33%) were offered during prime time 9:00 am to 1:00 pm (Monday through Thursday). Looking at the individual courses, from English 90 to English 124, it is clear the Department is committed to offering sections of each course throughout the prime time schedule as follows: English 90 (50% of sections); English 98 (30% of sections); English 110 (24% of sections); English 120 (35% of sections); and English 124 (50% of sections). Fortunately, the Department has been able to locate sufficient facilities to serve a large number of students at precisely the times they most prefer, while still serving afternoon and evening students.

Availability for Project Success, English Express, and Freshman Academy Linked Classes

There are built-in challenges the Department faces by virtue of the way in which some of its courses are offered. Specifically, there are facilities challenges involving the multiple Project Success, English Express, and Freshman Academy links of both Reading and Composition courses within the Department and multi-faceted links with courses in Counseling and other disciplines. For example, with regard to Reading and Composition links, the Department is limited by the physical space of the two Reading classrooms: Room 547 and Room 548. Those rooms can only accommodate 28 students (when the course maximum for most English Department classes is 35); additionally, they can only be scheduled for a set number of hours, Monday through Friday, limiting the number of sections of English 90R, English 98R, and English 110R which the Department can offer. Interdisciplinary links present challenges in that the ideal configuration for the links (which involve the same cohort of students taking two or more classes together) is

back-to-back scheduling. Such scheduling keeps cohorts together and reinforces the connections between classes in different disciplines. However, finding available classroom space to accommodate back-to-back scheduling, particularly when the schedules of faculty members in different departments are being developed, is always challenging. Making the learning communities links attractive to students requires that the courses not be marginalized in the schedule, which means the Project Success Coordinator and Department Chair will continue to search out available classrooms during morning and afternoon hours.

Availability of Campus Resources in the LTRC and EWC

The availability of campus resources like the Learning and Technology Resource Center (LTRC) and the English Writing Center are crucial to students as they both have implications relative to information, assignments, and/or requirements that English instructors include in their course curriculum. Access to the Library and the availability of computers in the Tech Mall may impact whether or not students can find the resources needed to be successful in their English classes. Students might also depend on Library and Tech Mall computers to communicate with instructors, use Blackboard, or access other instructional websites. Anticipating the paradigm shift toward virtual communities, the Library has actually expanded access for students by placing some of its resources online. However, recent reductions to staff and to hours of operation in the LTRC have limited the availability of these facilities and imperiled students who depend on access to them in order to succeed in their classes.

The English Writing Center (EWC) also supports all students as they compose sentences, paragraphs, and essays, and access to the EWC's supervised tutoring services can affect students' ability to succeed in their English courses. Because a growing number of students who enter into some English courses have been assessed at the pre-college level in reading and/or writing skills, the majority of Reading instructors and numerous Basic Skills Composition instructors teaching English 90: College Writing Skills and English 98: English Fundamentals require or strongly urge their students to utilize the EWC to help them with fundamental errors in their writing. According to the EWC End of the Semester Report (Appendix 26), for the past several years, students in English 110: College Composition and English 120: College Composition and Reading consistently use the EWC more than any other students. Although the EWC now has more space than in its previous location, it regularly experiences overcrowding as tutors facilitate approximately 3,500 tutoring sessions per semester according to the EWC End of the Semester Report (Appendix 26).

Availability of Computer-Assisted Classrooms

The absence of a dedicated computer-assisted classroom has affected the most "at-risk" students who are assessing into English 90: Basic English Skills. During May 2004 when the EWC services were moved from Room 571 to the Tech Mall, the EWC comprised two rooms, 70-119 and 70-122, the latter being a shared space with the ESL Department. The original intent for Room 70-122 was that it would be available as a computer-assisted classroom for English courses containing a lab component, and English 90 is one such class. In scheduling English 90 courses in

Room 70-122, the English Department was cognizant of the ESL Department's needs as its instructors had planned to teach a majority of their courses in that room. To that end, the English Department worked closely with their ESL colleagues to schedule English 90 lab instruction during the times of the day when the room was least sought after, which ultimately were either early mornings or late afternoons; unfortunately, Room 70-122 was never available for English 90 students during prime times.

Ultimately, the sharing of this essential computer-assisted classroom ended during Spring 2010. English 90 has since been taught in Building 52, Room 571, with the lab component delivered via laptops that function on an irregular basis. The loss of a fully functioning lab space for English 90 has been extremely challenging for instructors because they no longer have access to many of the computerized modules that were purchased specifically for the English 90 lab assignments. Also, instructors have often been left with few options other than to supplant the lab instruction with lecture, which could potentially present a work-related problem only resolved by union action. Relative to securing lab space for English 90, the Project Success Coordinator and Department Chair continue to search for an appropriate computer-assisted classroom that can be used on a regular basis, one that is available at more optimum times during the day.

Availability of Individualized Reading Materials and Classrooms

Access to specialized classrooms with individualized reading materials presents challenges for students enrolled in some sections of English 110R: Principles of College Reading. As stated above, all Reading courses have traditionally been taught in one of two designated classrooms (Rooms 547 and 548) that contain the skill-building materials suited to match students' reading levels. The materials are organized for easy access in both classrooms. To supplement instruction, the Reading Annex (Room 545), a computer-assisted area that provides students with necessary software programs designed to reinforce their increased fluency, adjoins Rooms 547 and 548. The Reading Annex also houses testing materials along with a lending library, specifically for students enrolled in reading classes. In order to accommodate the growing number of English 90R and English 98R classes which must be offered in Rooms 547 and 548, some sections of English 110R have been relegated to traditional classrooms where specialized materials are not as easily accessible. In addition, those English 110R instructors must make special arrangements for their students to use the computers in the Reading Annex. While this has not been a pressing issue with the current budget and section cuts to English 110R, at some point, the Department will need to reinstate sections, and room availability will again surface as an issue for all three core courses in the Reading Program.

Availability of Technology within Facilities

An increasing number of students who are versatile in the technology of wireless laptops, iPads, and other interactive devices now depend on these in the classroom. However, access to internet ports and electrical outlets, appropriate lighting, as well as desks that allow easy use of these technologies continue to be inadequate in the vast majority of classrooms in which the English Department

schedules its courses. Exceptions can be found in certain rooms and lecture halls (e.g., Room 575) where recent renovations anticipated the increasing role of portable electronics to classroom instruction. In particular, the availability and reliability of Wi-Fi hotspots remains woefully substandard in the vicinity of Buildings 51, 52, and 53. To make matters worse, many of the classrooms in these buildings seem to warehouse obsolete technology or non-functioning devices (e.g., large, antiquated projection equipment and free-standing TV/VCRs) that exacerbate already crowded conditions. Four full-time English faculty members served on the 500-Building Renovation Committee recently formed to effect some improvements and upgrades to these buildings and classrooms in the 2012-2013 academic year.

Availability of Performances Spaces

Performance spaces are also now an important concern for instructors, who routinely develop or integrate literary events and multi-disciplinary activities and workshops into their course curriculum. Therefore, the Department requires regular access to larger venues and facilities. For example, the now annual One Book, One Campus event, which in Fall 2011 hosted The Henrietta Lacks Project, shared facilities with other departments on campus to extend student access to panel presentations, readings, page-to-stage productions, etc. Other events, such as the Creative Writing Program's Fall Reading Series and the Literary Arts Festival, are completely dependent on access to larger facilities for generating interest in the Department's degree programs and putting free community events and outreach projects within reach of students. Currently, the Literary Arts Festival has expanded beyond the limits of venues such as Room 220 and Griffin Gate, the recent renovations and constructions notwithstanding. For example, during the Literary Arts Festival held during Spring 2012, students whose instructors required them to attend readings by major contemporary authors Tim O'Brien and Sandra Cisneros were forced to occupy "overflow" facilities in the Student Center and impersonally observe these events on television monitors. Limited facilities in this instance precluded a significant number of students from access to the enrichment opportunities and educational benefits for which events like these are designed in the first place. Other Department events scheduled in Room 220 have created conflicts between departments, instructors, and administrators as too many people have vied for access to only one space used for performance and for instruction.

The above-mentioned examples permit one to infer that facility access is crucial to the Department's long-term goals, to its delivery of curriculum, and to its ability to offer quality events outside the classroom. Limitations adversely affect the operation and success of some English courses and Programs as well as impact the possibility for expansion of course offerings and services. The Department will continue to strongly advocate for its facilities needs.

4.2 **ADDRESSING AVAILABILITY CONCERNS**

Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

One way in which the Department has attempted to address availability concerns is to cultivate distance education for English 110: College Composition and English 120: College Composition and Reading courses. Prior to the course reduction scenarios which began in 2009 and continue to the present, the Department had successfully increased the number of sections offered online; when the economic climate improves, several full-time and adjunct instructors are qualified and interested in continuing to expand the Department's distance education offerings.

As noted in 4.1, overcrowding in the English Writing Center has become a problematic issue periodically during each semester, so the Learning Skills Coordinator and the Learning Assistance Center Specialist have analyzed when the EWC is most impacted. By keeping both an hourly and daily head count of students utilizing EWC services, the EWC Learning Assistance Center Specialist makes statistically-informed decisions relative to the scheduling of tutoring sessions. Unfortunately, frequent tutor absences sometimes confound the best scheduling plans, and students often must wait to be served. In order to consider alternate means to serve students, the Learning Skills Coordinator and the EWC Learning Assistance Center Specialist are exploring options to offer some tutoring online.

Another issue mentioned in Section 4.1 relates to the absence of a fully functioning computer-assisted classroom required for the English 90 instructors to address the lab portion of the course as per the course outline. With the loss of access to Room 70-122, the English Department sought the support of the Student Success Committee and requested Basic Skills Initiative (BSI) funds to purchase laptop computers. The intent was that the laptop computers could be housed in Room 571, and the English 90 instructors could teach both the lecture and lab portions of the class in the same room. Considered a feasible solution at the time, using BSI funds, the College did purchase the requested laptops, and the laptops were stored in Room 571. Unfortunately, the issue is still not resolved as internet access is intermittent in Room 571, and the College is currently unable to maintain the laptops in working condition.

Relative to available specialized Reading rooms, over the current Program Review cycle, some English 110R courses have been taught in a traditional classroom rather than in Rooms 547 or 548, which are stocked with individualized skill-building materials. This has occurred to allow for all English 90R and English 98R courses to be taught in the only two available specialized Reading classrooms. A cabinet housing specialized instructional materials is available in a traditional classroom for the English 110R instructors who also must coordinate student use of the computers housed in Room 545 with their colleagues. Although access to computers in the Reading Annex could present confrontations between instructors vying for the computers, all Reading instructors work collegially to facilitate access

to students, even if that means that an instructor who was planning to use the computers on any given day must adjust his/her instructional assignments.

The Creative Writing Program continues to address availability concerns for its literary events by pursuing community outreach and allying with other academic and non-profit institutions in San Diego County. In 2012, it collaborated with institutions like the University of San Diego and local arts collectives like So Say We All and San Diego Writers, Ink to host guest authors, master classes, and special workshops. In addition, the Creative Writing faculty who organized literary events have been particularly resourceful in scheduling events on campus. For example, the Hyde Gallery is now used for intimate readings and presentations during the Fall Reading Series. The faculty organizers have also successfully secured both the recently remodeled stadium-style Room 575 and the new Griffin Gate for the all-day fall fundraising event, the WRITE-A-THON. Also, the large conference spaces and rooms in the new Health Science building have facilitated adequate space for author readings during the Literary Arts Festival and the Celebration of Banned Books. (Unfortunately, due to difficulties with audio and visual presentations, the Instructional Media Services has requested that the English Department no longer hold literary events in the Health Science building). Also, English members involved with the countywide One Book, One Campus project have explored innovative methods for bringing guest lecturers, authors, and events from four-year institutions to the Grossmont College campus, including off-campus field trips and lecture series sponsored by the San Diego Center for Ethics and Science and on-campus debates, stage performances, readings, and live simulcasts of special engagements, such as the Fall 2011 appearance of Rebecca Skloot, author of *The Immortal Life of Henrietta Lacks*.

4.3 TRENDS AFFECTING STUDENT ACCESS

Based on your analysis of the Student Survey results in Appendix 7, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

Observations that might affect student access to course offerings, communication, and resources are apparent in the following Student Survey (Appendix 7) questions: 4 through 8, 10, 14, and 16 through 18. Discussion of those specific Student Survey results follows, and a thorough analysis of Student Survey questions related to campus resources (Questions 11 and 12) can be found in Section 6.5.

Course Availability (Questions 14 and 15)

Question 14 focused on student satisfaction with the availability of courses in the English Department. When the results were tallied, approximately 70% of the students responded that they were either very satisfied or satisfied with course availability. The Survey was conducted in Fall 2011, over two years into the current economic crisis at the state and College levels. That suggests that the Department has done a good job maintaining its core curriculum despite mandatory course reductions over several semesters and years. Extraordinarily long wait lists for the majority of classes, and courses within the Composition Program closing within 8

days of the opening of registration (as mentioned in 4.8) also suggest that, if given the opportunity to offer more sections, the Department could serve even more students because the demand is there. Question 15 indicates that 15% of students registered in English classes are English Majors. Anecdotally, faculty members in the Department report that the placing of certain courses on hiatus (particularly elective Literature and Creative Writing courses), or offering classes only every other semester, has created frustration and dissatisfaction for students as they attempt to finish requirements for the Major or the Certificate of Achievement in Creative Writing.

Campus Resources (Question 10)

Even though students have found it more difficult to access some classes, they are aware of student services that are in place to support their academic work. In response to Question 10, 71% of respondents indicated they have used one or more campus resources to assist them with courses in the English Department, including the Assessment Office, Tech Mall and Learning Resource Center (LRC), the LRC's online resources, the Tutoring Center, Disabled Students Programs and Services, Educational Opportunity Programs and Services, and the English Writing and Reading Labs (specifically known as the English Writing Center). A detailed discussion of each of the campus resources appears in Section 6.5.

Course Offerings and Delivery Methods (Questions 4, 16, 17, 18)

The English Department offers online learning in some of its courses (English 110 and English 120) as one way to address access issues for students unable to come to campus. However, 93% of respondents to the English Department Student Survey indicated that their classes were delivered in a traditional classroom setting. Relative to the time students prefer courses to be offered, 57% prefer their courses to be offered between 9:00 am and 12:00 pm while 34% prefer 12:00 pm as their start time. However, as prime time room availability is always an issue, the Department makes every effort to offer courses over the full day and evening schedules as well as on Fridays and Saturdays when possible. (The recent economic downturn has resulted in fewer Friday and Saturday offerings.) While the majority of Survey respondents indicated that they had "no preference" for start times if courses were offered on weekends, the Department has traditionally offered Friday and Saturday classes within the timeframe of 8:00am to 1:00pm on the assumption that most students desire at least half of their weekend days free for work and/or leisure activities.

Instructor Availability and Communication (Questions 5, 6, 7, 8)

Students report that their instructors are primarily available to them face-to-face. To complement this face-to-face interaction, 83% of students reported that they use email as a means to communicate with their instructors while 35% use telephone/voicemail options. When students do seek instructor's help, the majority (57%) do so before or after the class meets. Interestingly, they seek extra help from current classmates at a much higher percentage (44% of the time) than they do from a tutor (15% of the time) or from their textbooks (14% of the time). Furthermore, students check for course information and/or messages more often with the instructor than through Blackboard or email.

4.4 STUDENT SURVEY PROGRAM IMPLICATIONS

What implications do these findings from 4.3 have for your program?

Responses to the Student Survey questions noted in Section 4.3 (4 through 8, 10, 14, and 16 through 18) have multi-faceted implications for the English Department.

Course Availability (Questions 14 and 15)

The availability of courses is crucial to students seeking to reach their academic goals. Therefore, the reduction of course offerings affects all students as well as faculty. However, the Department has made every possible effort to continue to offer a full spectrum of courses in all four of its Programs (Composition, Reading, Creative Writing and Literature), even during times of fiscal duress. And it has also maintained a cadre of dedicated adjuncts instructors, even when class assignments have had to be reduced. When mandatory reductions in courses and sections were required, the Department cut equitably from all of its programs, from Basic Skills through transfer, and from Composition and Reading through Creative Writing and Literature. The Composition Program, which drives the Department's offerings, faced the largest number of section reductions; the Reading, Creative Writing, and Literature programs, while only seeing a few courses placed on hiatus or on an annual rotation, nevertheless suffered because their Programs were smaller to begin with. Examining the reductions for Fall 2012, when the Department was required to cut almost 7.00FTEF/LED from its schedule, illustrates the Department's strategy:

- 4 hours per week was cut from English 51/52;
- Five sections of English 98 (Basic Skills Composition) were cut;
- Four sections of English 98R and 110R (Reading) were cut;
- Six sections of English 110 (Composition) were cut;
- Eight sections of English 120 and English 124 (transfer-level Composition) were cut;
- Two Literature courses were cut; and
- One Creative Writing course was cut.

Clearly, course availability is impacted when this many sections are cut from the English Department schedule. But the entire Department shares the pain and assumes the responsibility to empathize with students who are unable to secure the classes they may need. In particular, students pursuing the English Major are impacted by reductions to electives in the Creative Writing and Literature Programs. The core English courses which would allow students to meet the requirements for the Major are offered every semester: English 120: College Composition and Reading, English 122: Introduction to Literature, English 124: Advance Composition, English 126: Creative Writing, and English 215: Mythology. In addition, for students seeking the Certificate of Achievement in Creative Writing, which adds six additional units on top of requirements for the Major, sufficient courses are offered every semester to allow them to achieve the Certificate: English 130-133: Short Fiction Writing, English 140-143: Poetry Writing.

However, as other Creative Writing and Literature courses are placed on hiatus or only offered once a year, then choices are eliminated for some of the Department's most dedicated students. Depending on when they plan to graduate, students seeking the Certificate of Achievement in Creative Writing may not have the option of attaining their six units by taking courses such as English 160-163: Playwriting; English 175-178: Novel Writing; English 134-137: Creative Nonfiction Writing; or English 145-148: The Acorn Review: Editing and Production. Further, students seeking the Major may not have the choice of varied courses, beyond English 215: Mythology, to secure three units.

The English Department is committed to sustaining all of the courses in its four Programs and, when the economic climate improves, to returning to at least the same level of offerings as the Department had in 2008. In addition, the Department hopes to restore to future schedules many courses in Reading, Creative Writing, and Literature which are currently on hiatus or offered only once a year instead of each semester.

Campus Resources (Question 10)

The significant percentage of students who report using campus resources to assist them suggests that students need those ancillary services and actively seek them out. Although most full-time instructors are aware of support services and refer students accordingly, it would be worthwhile for those who are not as familiar to become acquainted with them. This might be accomplished through orientation to resources during the Professional Development English Department meeting, when most faculty members are present.

Course Offerings and Delivery Methods (Questions 4, 16, 17, 18)

A high percentage of students report that they were served in a traditional classroom setting, relying on various on-campus resources to support their classroom activities. The Department will continue to explore whether any of its other course offerings (other than English 110 and English 120) can be effectively delivered online, but its commitment remains to the on-campus, face-to-face experience. With that in mind, the Department would benefit from having more dedicated classrooms sized and equipped appropriately to deliver its course content. This includes an English Department computer-assisted classroom, particularly for English 90; additional dedicated Reading classrooms to supplement Rooms 547 and 548; and classrooms large enough to facilitate ongoing group work, particularly in Composition and Creative Writing classes. In addition, once the budget crisis is resolved, the Department may consider adding more sections on Fridays and Saturdays, as students have expressed a willingness to attend on those days.

Instructor Availability and Communication (Questions 5, 6, 7, 8)

Students report that their instructors are available primarily face-to-face, so it is incumbent upon instructors to maintain office hours to be available to meet with students. In addition, a majority of the students report that they are able to meet instructors before or after class, so instructors would serve students best if they arrange office hours during those times, if possible. This Survey response is no

doubt also reflective of where and when many adjunct instructors currently hold office hours: in the classroom 15 minutes before class, 15 minutes after class, or during breaks in courses meeting for 3 hours. This remains a convenient option for many adjuncts, although the College does make office space available to adjunct instructors in various locations (such as in the 590-area), and many full-time faculty in the English Department also make their offices available to adjunct colleagues during times when the full-time instructor is not there.

To continue, more than 80% of the students reported that they use email as a means to communicate with their instructors, which means that instructors must check their email accounts regularly. The Department has made special efforts to honor personal email accounts of its adjunct instructors (for intra-departmental communications) while urging all faculty, including adjuncts, to maintain and regularly check their Grossmont College email. Although English instructors are anxious to work with their students to facilitate their understanding of subject matter, many students seek extra help from current classmates. As such, several English faculty encourage students to exchange contact information, so that may account for the frequency of students contacting one another for help, and the learning communities which form Project Success, the English Express, and the Freshman Academy all encourage students to collaborate and rely on one another, as the same cohort of students takes multiple classes together. Survey responses which suggest that students may be reluctant to see a tutor or use their textbooks to help them in a course are of concern, and the Department will take up those findings in future Department meetings and committee gatherings so brainstorm possible remedies for this hesitancy.

4.5 MEETING STUDENT ACCESS NEEDS

Based on your analysis of questions 3 through 16 in the Appendix 7 (Student Survey), identify any changes or improvements you are planning to make in curriculum or instruction.

Various responses to questions on the Program Review Student Survey were analyzed in Sections 4.3 and 4.4. Trends, implications, and strategies were identified in relation to Department responses to student needs. One question (9) was not addressed earlier in this self-study; it focuses on the Department's instructional resources which directly impact curriculum and instruction. The following table, which comprises the results for Question 9, highlights the course resources that helped students learn.

	Frequency	Percent
Lecture	502	75.9
Homework/assignments	462	69.9
Textbook	420	63.5
Group work in class	311	47
Handouts	289	43.7
Quizzes	172	26
Course Blackboard Site	170	25.7
PowerPoint Slides	139	21.0
Videos/DVDs	99	15.0
Study Groups	90	13.6
Instructor Website	78	11.8
Computer Presentations	58	8.6
None of the above	29	4.4

Based on the responses to Question 9, English Department faculty members employ effective methods to further enhance student learning and to deliver curriculum within the classroom and online. The Department's faculty engage in ongoing review of curriculum and methods for delivering instruction.

English faculty require students to complete varied homework assignments, particularly writing assignments, in order to put into practice what is learned in lectures, group work, and in-class activities. The Department adheres to the formula recommending that students devote at least two hours of extra-class work for every one hour in class. With 70% of students surveyed acknowledging that Homework/Assignments was important in helping them learn the course material, the English faculty will continue to develop effective assignments which assist students in thoroughly understanding and using the materials presents in class. One might certainly hope in the future that 90% or more of the Department's students would find the homework and assignments both challenging and valuable.

Selecting appropriate textbooks is a task English Department faculty take very seriously. For example, one or two full-time faculty members serve as level

coordinators for each of the courses in the Composition Program (English 90, English 98, English 110, English 120, and English 124). The level coordinators and the committees comprised of faculty who teach particular courses review new textbooks from publishing companies as well as any texts suggested by other faculty in order to create recommended book lists for each level. Other Programs in the Department have similar mechanisms for reviewing texts and recommending adoption of specific texts for specific classes. Given the time expended on textbook review and selection, it is somewhat disappointing that the Student Survey indicates only 63% of students feel the textbook helped them learn. The Department may want to have discussions about strategies for better incorporating textbooks into classroom instruction or for utilizing all aspects of the textbook so that students see it as worth the expense.

Even with recent innovations in educational technology, it is apparent from the Student Survey that the faculty's face-to-face delivery of informative lectures and facilitation of interesting discussions remain the most effective ways to help students achieve their learning objectives within English classrooms. 76% of the surveyed students report that Lecture is the most important resource helping them learn the subject matter of their courses. Group work and collaboration are also valuable components of most English Department courses, whether it is the peer editing of essays which occurs in Composition classes, the workshopping of manuscripts which occurs in Creative Writing classes, or the group presentations or other collaborative projects which may be components of Reading, Literature, and Composition classes. 47% of students report that Group Work is important to their learning within classes, only behind Lecture, Homework/Assignments, and the Textbook.

Various technologies are also important to students: 9-21% of respondents mention PowerPoint, Videos/DVDs, and Computer Presentations. The technology of most significance to student learning, however, is the website. 26% of students found the Course Blackboard Site of value, and 12% reported the Instructor's Website was helpful. 44% of students reported that Handouts were of value. It is unclear whether these were handouts distributed as hardcopies or handouts students accessed online or via a website. In terms of shaping the delivery of materials in the future, it would be helpful for instructors to know whether, based on student usage patterns, they should go paperless and place more information on websites rather than relying on hardcopy handouts.

4.6 COURSE AND PROGRAM PROMOTION AND PUBLICITY

Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (Appendix 7).

The Grossmont College English Department regularly employs a variety of strategies in its ongoing efforts to promote enrollment in its courses and interest in

its programs. These fall into four categories: printed-based promotion; word-of-mouth; promotional events and activities; web-based promotion.

Print Promotion

English Department faculty members make use of the many campus print publications in their ongoing efforts to promote the Department's programs, learning communities, projects, and courses. The Schedule of Classes has been perhaps the most important of these publications. In fact, according to the Student Survey (Appendix 7), nearly 70% of the respondents shared that they found out about their class in either the Schedule of Classes or the College Catalog. In addition, the Schedule has featured ads promoting Project Success links, the Creative Writing Program (including course offerings and annual events such as the Fall Reading Series and Literary Arts Festival), tutoring services and courses offered in the English Writing Center, as well as other courses in the Literature and Composition Programs. The Department also describes its classes and Project Success in the College Catalog. Finally, the Department has produced several comprehensive brochures featuring programs and/or services, such as Project Success, the EWC, events offered through Creative Writing Program, and the English Department in general, which are available at various locations on campus, including high-traffic areas around Buildings 51, 52, and 53, the LTRC, Admissions and Records, Counseling, and various other locations.

Other printed promotional strategies used by the Department's respective programs include program flyers, posters, advertisements and announcements in campus publications including *The Summit*, *The Loop*, and the *Campus Scene* (samples available in Appendix 24). The Creative Writing Program promotes its course offerings and its many resources by advertising its events in area publications, including *The San Diego Reader* and *The San Diego Union-Tribune*. It furthers these aims as well by means of the Literary Arts Festival, using a campaign of posters and flyers distributed on and off campus, T-shirts, bookmarks, banners, logos, pencils, raffles, and spec sheets for essay, poetry, and fiction contests. *The Acorn Review*, a print-media serial publication, features the original visual and literary work of student writers and artists and is also an important tool to generate student interest in Creative Writing classes, not the least of which is English 145: Acorn Review, Editing and Publishing, a four-course sequence of editorial workshops responsible for the annual production of *The Acorn Review*.

Word-of-Mouth

Classroom visitations, classroom announcements, staff activities such as Department and Division meetings, and other word-of-mouth strategies can be effective if they are accompanied by printed materials. According to the Fall 2011 Student Survey, the majority of respondents, 69.8%, indicated they had heard about a class through the Schedule of Classes or College Catalog while 23% acknowledged a counselor or Department faculty. These results suggest that word-of-mouth offers untapped potential to improve enrollment in English Department courses through an organized campaign of cross-promotion. Services within the English Writing Center are promoted through word-of-mouth. Personnel in EOPS and DSPS regularly refer their students to the EWC, as do faculty members in

English and other disciplines. Additionally, the EWC Learning Assistance Center Specialist is available to visit English classes and share information about services provided. Project Success and Creative Writing instructors also regularly visit classes in English and other disciplines to promote their respective Programs.

A more recent outlet for word-of-mouth promotion is the Week of Welcome (WOW!), an all-campus activities fair in which faculty and staff members from a variety of academic programs and student clubs man information booths and greet new and returning students during the first week of the fall semester. The first of these fairs in 2011 successfully served more than 3,100 students with information about available services and resources. The Creative Writing Program's participation in WOW! is an apt example of word-of-mouth promotion coupled with an organized print media campaign of fliers, posters, and other materials, to encourage attendance of events and build enrollment in courses with instructional links to these events. WOW! also served as an opportunity to cross-promote and connect events and courses with other programs and student activities. The effectiveness of the WOW! fair has prompted other programs and special interest groups within the English Department to participate in future fairs.

Promotional Events and Activities

Additionally, the Department sponsors varied events at which its programs and courses are vigorously promoted. These include the Fall Reading Series of guest authors; the Lester Bangs Memorial Reading; the annual spring Literary Arts Festival; the New Voices Student Reading; the Celebration of Banned Books; and the One Book, One Campus event. These events expose Grossmont College students to the many engaging educational opportunities offered by the English Department, and they emphasize the relevance of these opportunities to their course work in English and in other areas of interest. The Creative Writing Program's seasonal events include workshops, readings, and master classes conducted by celebrated guest authors — all to enhance student opportunities that publicize the Department's commitment to the Humanities and to increase enrollment in its degree program classes in Literature and in Creative Writing. The Literary Arts Festival, a two-week series of readings, lectures, book signings, and writing workshops, is a critical means of promoting the Department's extensive offerings in Creative Writing. The events generally attract standing-room-only audiences and are held in large, centrally located venues such as Griffin Gate and Room 220. Events such as the New Voices Student Reading and At Rise! Dramatist's Showcase spotlight the creative efforts of the Creative Writing Program's courses, generate interest in its workshops, and promote cross-pollination of students among these workshops. The biennial WRITE-A-THON, in raising money for these aims, promotes the sequence of genre-specific courses in the Creative Writing Program by drawing from the repertoires of their instructors and guest writers, who showcase the content of Creative Writing courses through writing exercises and other dynamic presentations.

In addition to promoting its courses and programs on the Grossmont College campus, the Department has made considerable effort to extend its reach beyond the campus. For example, the English Department collaborates with the La Mesa-EI

Cajon branch of AAUW to sponsor the “First Female” contest, inviting high school students to submit their original work. Winning students have been featured at campus events, and their manuscripts have been included in campus publications, including *The Summit* newspaper.

Web-Based Promotion

The fastest growing means of promotion within the English Department is web-based, including instructor webpages and websites, for which Internet links are provided from the Staff Directory, Department Faculty Directory, and Program directories found on the English Department website. Instructors who develop their own course content are especially successful in connecting students online to their course websites and promotional materials. The Department is exploring options to consolidate these resources online and to advertise historically under-enrolled courses, mainly by using the Department website to its potential, including sample syllabi and downloadable course flyers, as well as arrange to have links to websites made available on WebAdvisor.

When feasible, the Department website showcases many resources and programs by using original web design to highlight media-rich content with graphic appeal. On the Department’s main homepage, one English faculty member maintains a seasonal slideshow of activities supporting institutional goals. Individual programs and projects spearheaded by English instructors also have their own websites to promote their resources. For example, the Creative Writing Program maintains a complex, multi-page interactive website providing information about its course offerings, events, instructors, sponsors, readings series, scholarships, and degree program, as well as links to other relevant web-based promotional resources like the GC Lester Bangs Resource Center and the annual Literary Arts Festival website. The Creative Writing Program website also features an on-line companion to the printed program for the New Voices Student Reading, as well as a variety of other downloadable fliers, brochures, posters, program leaflets and handbills, and other ephemera. Similarly, the One Book, One Campus event currently has its own web presence and is designed and maintained by English instructors who populate it with media-rich content, interactive features, and instructional resources; because this website serves in a regional capacity as well as a campus one, it helps to promote the Department’s programs and courses in a broader community context and reach audiences beyond the campus. Other English Department programs also sustain web visibility. For example, the Learning Skills Coordinator regularly updates both the EWC webpage as well as the Reading Annex webpage. In addition, the Project Success Coordinator updates the Project Success webpage each semester.

The English Department’s web presence extends into the social media, with several pages on Facebook: namely, The Creative Writing Program; At Rise!; and The Acorn Review Club. These social media websites serve as learning and discourse communities, and they help students to network and promote the Department’s courses and programs. These sites are interlinked with the campus websites and with non-campus print media to generate enrollment, interest, and “buzz” about department events, courses, programs and degrees, as well as bring awareness of

these to the virtual arenas where the current generation of students are spending more of their time socializing and learning.

In the coming years, the English Department will explore ways to track the success of these web-based resources and capitalize on them in other areas of the Department's promotional strategies, including online distance learning and live streaming video, blogging, and other innovative techniques to expand access to the Department's resources.

4.7 HISTORICALLY UNDER-ENROLLED COURSES

Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Some caution should be used with regard to the term "historically under-enrolled," since this can be revisionist in how it describes elective courses that have often struggled to enroll the requisite 20 students but that at various times may have seen more robust enrollments. During the fiscal crisis of the last three years, departments throughout the College have, of necessity, placed several such courses on indefinite hiatus as they focus instead on essential courses impacting student access to the College and to the Department's Programs as well as courses required to complete General Education packages, CTE Program requirements, or transfer agreements. The College's Enrollment Strategies Committee has asked departments to focus particular attention on two areas of great importance to English: eliminating roadblocks to Basic Skills pathways which culminate in entrance to college-level writing courses and providing access to critical General Education courses in written communication and critical thinking. In order to do that, the Department has had to hold back from offering some historically under-enrolled courses within the Reading, Creative Writing, and Literature Programs. However, for many of the affected courses, instructors continue to develop and discuss curricular and promotional strategies that could help these courses succeed if offered again once the current fiscal climate improves. Below is the rationale for offering such courses as well as some of those strategies for increasing enrollments if some of the classes are once again part of the Department's schedule.

Historically Under-Enrolled Courses

Based on enrollment data from the District's Research and Planning website, the following courses in English have often struggled with enrollments over the course of this Program Review cycle:

- In the Reading Program:
English 105-6-7: College Reading
- In the Creative Writing Program:
English 160-163: Playwriting and English 145-148: The Acorn Review: Editing and Production
- In the Literature Program:
English 201: Images of Women in Literature; English 217: Science Fiction and Fantasy; English 218: Shakespeare; English 276: Major Author: C. S.

Lewis; English 219: View of Death and Dying in Literature; English 225-228: The Bible as Literature; English 236: Chicano Literature; and English 237: American Indian Literature.

Reading

As noted in Section 2.4 of this self-study, prior to 2006, English 105-6-7 were the sole Reading courses in the Department. Taught concurrently, the Department offered twenty or more sections each semester. In 2006, the Department created three new Reading courses: English 90R: Reading Skills Development; English 98R: Reading Fundamentals; and English 110R: Principles of College Reading. Each of these Reading courses was linked to the appropriate Composition course (English 90, English 98, or English 110) within the Project Success learning communities. After the creation of the three Reading courses, only limited sections of English 105-6-7 were offered, and most struggled with enrollment. Therefore, this is an example of a once robustly-enrolled class becoming an historically under-enrolled course. Reading faculty have done some preliminary revision of English 105-6-7 and are planning to discuss whether it has a future in the Department's schedule.

Creative Writing

Among the Creative Writing courses that have routinely demonstrated lower enrollments are English 160-163: Playwriting and English 145-148: The Acorn Review: Editing and Production. These courses are fundamentally designed to facilitate smaller core groups of students because they are product-oriented workshops requiring student collaboration on singular projects. The courses are important to the promotion of the Creative Writing Program and the attainment of the Department's six-year goals in relation to Creative Writing.

Currently on indefinite hiatus as a result of low enrollments and the economic crisis, English 160-163 provides students with the opportunity to work in groups to write, direct, produce, and stage short works of original drama scripted during the four-course sequence of workshops; the product is a showcase of original dramatic works, the At Rise! Dramatists Showcase, presented as part of the annual Literary Arts Festival. Continuing to offer the course sequence despite its smaller enrollments would offer a rare hands-on experience for students to participate in the writing, staging, and production of a multi-media arts event with broad cross-cultural appeal and community outreach possibilities. This is supported by course objectives, which encourage the adaptation of works conceived in English 126: Creative Writing or in other genre-specific workshop courses, such as English 160-163: Poetry Writing, English 134-137: Creative Nonfiction Writing, English 130-133: Short Fiction Writing, and English 134-137: Creative Nonfiction Writing, and by the course product, At Rise! Dramatists Showcase, which requires collaboration with students in other programs and departments such as Theatre Arts, Media Communications, Speech, Music, and Multimedia.

In similar fashion, English 145-148: The Acorn Review: Editing and Production, though historically under-enrolled, is indispensable to the promotion of Departmental programs and the six-year Department goals. The course provides

students with the opportunity to produce a publication: *Acorn Review*, a serial journal of original visual and literary arts and currently one of the only literary arts journals published in San Diego East County. Furthermore, students enrolled in English 145-148 are often concurrently enrolled in other Creative Writing courses, making English 145-148 an important connective force—representing the cross-section of the Creative Writing students and bringing a holistic focus to the Creative Writing program. The publication of *The Acorn Review* has become irregular as the course has gone from being offered each semester to being offered once a year. The effects of this are evident: students whose work is selected for publication or who serve on the editorial committee move on, transfer, or complete their degree programs before their issue of the journal goes to print, and they do not enjoy the product of their labors until well after they are no longer invested in the promotion of the Creative Writing program.

Historically under-enrolled Creative Writing courses help to complete the comprehensive package of courses once offered by the Department. Their periodic omission from the Schedule of Classes does material damage, both to enrollment in other courses and to access to the Certificate of Achievement offered by the Creative Writing Program.

Literature

The Department's core Literature program consists of English 122: Introduction to Literature; English 221: British Literature I; English 222: British Literature II; English 231: American Literature I; English 232: American Literature II; and English 215: Mythology. Enrollment in those courses, which are offered each semester and which meet General Education requirements, requirements of the Major, and articulation standards for both CSU and UC, remains robust, even during recent times of fiscal crisis. However, the elective courses in the Literature Program which are listed at the beginning of section 4.7 under the heading "Historically Under-Enrolled Courses" have struggled. Some classes, such as English 201: Images of Women in Literature and English 217: Science Fiction and Fantasy, have reinvigorated their enrollments by becoming part of the Project Success learning communities. Other classes have been put on indefinite hiatus and will be re-evaluated for inclusion in the Department's schedule as economic circumstances improve and the College authorizes once again offering stand-alone electives. Such courses are part of the Department's comprehensive package of classes that serve English Majors and provide opportunities for all students to enjoy literature in its many guises.

Strategies to Increase Enrollment

The Department as well as individual instructors are proactive in attempting to increase enrollment in many of the courses listed above. For courses currently on hiatus, some of the strategies listed below will be enlisted should the courses return to the Department's schedule.

Linking Courses within Project Success

One option that has proven to be successful to increase enrollment in two historically under-enrolled Literature courses—English 201: Images of Women in

Literature and English 217: Science Fiction and Fantasy—is to link them with an English 110: College Composition course within Project Success. Instructors work collaboratively to develop integrated curriculum. During this period of economic crisis, these two links have alternated semesters, with English 201 linked to English 110 being offered in the Fall semester and English 217 linked to English 110 being offered in the Spring. When the fiscal climate improves, the Department hopes to once again offer both links each semester, as the connection to Project Success learning communities has stabilized enrollment as well as provided students with a supportive environment to succeed in both classes.

Exploring Creative Scheduling

The Department offers courses throughout the day and night, Mondays through Thursdays and on weekend days whenever possible. Experimenting with the times when historically under-enrolled courses might be offered is certainly worth exploring whenever a course that has been on hiatus is returned to the schedule. For example, during this Program Review cycle, English 218: Shakespeare—His Plays and The Theatre of His Times, a key course for the English Major, was canceled on at least two separate occasions due to low enrollment. In 2010, at the suggestion of the instructor, the course was switched from being offered once a week (7:00-9:50 pm) to twice a week in the afternoons; the change made all the difference. The course has filled during the last two fall semesters that it has been offered. With English 219: Views of Death and Dying in Literature, despite the best efforts of the instructor to promote the class and develop course content to reflect changing social, cultural, and ideological concerns, an evening time slot which was once advantageous became a detriment when the needs of students in other disciplines such as Nursing, Psychology, and Philosophy (who often sought out the course) changed; it is unclear if offering this course in the afternoon rather than the evening would increase enrollments in the future. Researching the optimal time to offer a course and then working with the Department Chair and Instructional Operations to secure adequate classroom space might be steps instructors of historically under-enrolled courses could explore.

Flexibility in terms of the time of day when historically under-enrolled classes are offered might make a difference for other Reading, Literature, and Creative Writing classes; however, there are limited prime time classrooms, and full-time instructors must spread their teaching schedule over the course of the day in order to make a full load. Enrollments might also be bolstered by revisiting the concept of weekend classes or by transitioning some historically under-enrolled courses to distance education if the instructors and the Department deem that to be pedagogically viable. However, again, during times of economic duress, sections of even fully-enrolled courses have to be reduced, so the budget will need to improve significantly for the Department to have the latitude to once again offer many of its historically under-enrolled courses.

Advertising

Active promotion of historically under-enrolled classes is another means to encourage students to enroll. English faculty members have already shown a willingness to be creative about promoting such classes. For example, the

instructor for English 276: Major Author—C. S. Lewis visited local churches to encourage people to enroll in a course exploring the writings of Lewis, a Christian lay theologian, novelist, poet, academic, critic, and essayist. Another instructor promoted English 219 to students in English classes as well as in other disciplines such as Nursing, Psychology, Philosophy, and Humanities through posters, flyers, and web-based promotions. It is also important to keep students and faculty in other disciplines informed that such classes as English 201, English 218, English 219, and English 225-238 can all be used to fulfill the C2 requirements in General Education.

Overall, providing opportunities for students to explore all genres and perspectives of life and literature remains an important duty of the English Department. Even though teachers of the “historically under-enrolled” classes create posters, send emails, make presentations in English classes, and inform students at orientations, it is still often an uphill battle to attract students. Nevertheless, these classes must remain in the Catalog so that, when better economic times return, the Department will be in a position to offer the full spectrum of courses in all of its Programs.

4.8 6-YEAR UNIT PLAN AND SPECIAL POPULATIONS

Based on an analysis and a review of your 6-year Unit Plan (Appendix 1), what specific strategies were utilized to address access issues of special populations (e.g., ethnicity, age, and gender).

The Department supports the commitment of the College to identify and remedy various roadblocks to student access to courses and to completion of their stated academic goals. English addresses such access issues in a number of ways including but not limited to increasing opportunities for incoming high school students who fully matriculate; employing creative scheduling techniques to offer a full range of courses for all students; and partnering with the community to advertise courses and programs as well as to address changing community needs.

First-Year Students

Grossmont College has always been committed to encouraging students to fully matriculate—to take the appropriate assessment test, to participate in orientation, to receive counseling services, and to develop an educational plan. During the last three years of budget cuts and section reductions, it has been even more important to ensure that first-year students in particular still have access to the College and to essential courses as they begin their academic careers. From Fall 2009 through Fall 2011, 43-44% of all students at Grossmont College were 19 years old or less, no doubt coming directly out of high school, often with limited understanding of the demands required of college classes. Over the course of this Program Review cycle, the English Department has participated in new student advising sessions and has developed Project Success, the English Express, and The Freshman Academy as ways to increase access to courses for under-represented, under-prepared, and at-risk students as well as to support students who are enrolled in the Department’s courses so that they are retained and are successful.

Creative Scheduling

Although not specifically meant to target students within special populations, the Department's commitment to expansion and creative scheduling of all its courses certainly increases opportunities for all students to access the courses of greatest need to them. The Department schedules courses in Composition, Reading, Creative Writing, and Literature Monday through Thursday, from 7:30 am to 10:00 pm and also offers a more limited schedule on Fridays and Saturdays, usually from 8:00 am to 1:00 pm. English 110 and English 120 are offered online as well as on campus. Of special note is the Department's maintenance of a robust evening schedule; all four Programs in the Department have courses which are offered from 5:30 to 10:00 pm Monday through Thursday. For at-risk students who hold part-time jobs as well as for adult working students and every student in between, access to a flexible schedule of English courses which meets their needs is of paramount importance to attaining their academic goals.

In addition, with regard to access to courses and programs, the College's Enrollment Strategies Committee has focused particular attention on two areas which have relevance to English: 1) eliminating roadblocks to Basic Skills pathways which culminate in entrance to college-level writing courses; and 2) providing access to critical General Education courses in the "Golden Four" areas of written communication, oral communication, critical thinking, and quantitative reasoning. The greatest challenge to providing all students full access to English Department courses is the fiscal crisis the College and state have faced since 2009 and the resultant reduction in class sections. During this time, English Department wait lists have exploded. In particular, as the College Research Liaison reported to the Enrollment Strategies Committee in Fall 2011, the following English Department courses within the Composition Program closed within *8 days* after the start of Fall 2011 registration: English 124; English 120; English 110; and English 98. Clearly, countless students, from Basic Skills to transfer, were prevented from having adequate access to the courses they desperately needed to begin their academic work at Grossmont, to continue their work, or to complete their work. The elimination of Summer Session 2011 also presented problems for students attempting to jump-start their regular semester work or to complete programs and transfer requirements. The Department will continue to advocate for a restoration of its course schedule to pre-2009 levels in order to bolster access for all students, not simply those from special or under-represented groups.

Partnering with the Community

Responding to changing community needs is another way in which the Department addresses issues of access for special populations. For example, one goal of the 6-Year Unit Plan is the expansion of the Literary Arts Festival which includes extending partnerships and alliances with community groups who represent the demographics of special and under-served populations. For the 2009 Festival, which featured keynote author Jimmy Santiago Baca, Creative Writing faculty developed a relationship with Reality Changers, a program that provides inner-city youth from disadvantaged backgrounds with the resources to become first generation college students. Literary Arts Festival organizers have also developed alliances with groups such as The Black Storytellers of San Diego, Veteran Writers

of San Diego County, and the Far East Project (a literary and arts project showcasing the history and diversity of San Diego East County populations).

Another annual Creative Writing event, The Celebration of Banned Books, is presented in conjunction with the American Library Association's campaign and the National Banned Books Week. It is a celebration of the written word which counters efforts to censor authors, particularly representing disenfranchised and censored populations and the cultural issues that characterize them, including their racial, spiritual, gender, and sexual identities. The free Celebration of Banned Books is open to all students, faculty, staff, and community.

Another goal in the 6-Year Plan relates to gender. The "First Female" Essay Contest celebrates and supports young women who are breaking through barriers as a "First Female"—to encourage them to think about themselves and their future in a new light. The project is sponsored by the English Department and the La Mesa-El Cajon branch of AAUW in conjunction with the coordinators of AVID (Advancement Via Individual Determination) in the Grossmont Union High School District to promote a level playing field for minority, rural, low-income, and other students without a college-going tradition in their families. The "First Female" Essay Contest is an important part of this mission and meets long-term community needs of young high school women in East County who may choose to further their academic endeavors at Grossmont College and in the English Department.

Faculty in the English Department believe the aforementioned strategies not only illustrate commitment to access for students who are members of special populations but also evince that within the Department's program goals can be found an intractable and principled philosophy of compassion and service to all students.

SECTION 5: STUDENT SUCCESS

5.1 SPECIAL POPULATIONS

Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g., ethnicity, age and gender).

English Department faculty have always been proactive in their efforts to meet the needs and maximize the success of special populations through varied innovative programs and pilot projects as well as through participation in key committees focused on increasing student success. Highlighted below are some of those activities.

Student Success Committee

Three members of the English Department have been actively involved in the work of the campus-wide Student Success Committee over the past three years (2008-2011). One Department member co-chairs the committee, one has been a member since the committee's inception, and one adjunct instructor is a recent addition to the committee. The Student Success Committee has supported the development of varied initiatives for at-risk student populations across the campus, including the Math Academy, UMOJA, Life Coaching, EOPS Summer Institute, and the Freshman Academy.

Project Success

Within the English Department, the primary strategy to meet the needs of special populations involves ongoing commitment to Project Success. Project Success is a successful learning communities initiative proven to be advantageous for at-risk students (i.e. first generation college students, underrepresented students, and students of diverse ethnic backgrounds). For example, research from Fall 2003 and Fall 2006 indicates that students who enroll in English 98: English Fundamentals and English 98R: Reading Fundamentals are more successful than students enrolling only in English 98. The success rate averages 70% for Project Success students vs. 60% for students taking only English 98. Retention and persistence rates are also higher. While success rates for African-American students do not show a dramatic difference between the English 98 and English 98R link and the stand-alone English 98, success rates are statistically significant for Hispanic students enrolled in linked sections. Retention and success rates for students in Project links involving English 110: College Composition and English 120: College Composition and Reading are also higher than for students enrolled in stand-alone English 110 and English 120 sections. See sections below titled The English Express and The Freshman Academy for additional information on success rates for students in linked courses under the umbrella of Project Success learning communities.

Another important strategy for promoting student success at the English 90/English 90R level is to conduct secondary diagnostic testing. These linked classes constitute the lowest levels in the Composition and Reading programs, and the journey for students from these basic skills courses to the English 120 transfer-level is long and arduous. The Department makes every effort to ensure that students do not have to remain on that path any longer than is appropriate. Since Fall 2009, the College administration has allowed the English Department to set a max of 25 in a limited number of English 98/English 98R links. During the first week of the semester, English 90 and English 90R instructors administer diagnostic tests in both the English 90/English 90R linked sections. Even if a student has assessed into the English 90/90R courses, if instructors deem the student is prepared to enroll in English 98, he/she is transferred to one of the 3 open positions in the English 98/English 98R links.

In addition, at the conclusion of each semester, instructors in English 90/90R and English 98/98R have agreed to institute a policy that gives high-achieving English 90/English 90R students the opportunity to take the Composition Assessment Test (CAT), described in Section 2.5, which is administered to English 98 students at the end of each semester. While failure to pass the CAT does not keep students out of English 110: College Composition, passing the assessment indicates preparedness for college-level work. If an English 90/English 90R student is able to pass the CAT and has completed all the assignments in the English 90/English 90R courses, that student may be waived to English 110 with the recommendation of the English 90 instructor and the approval of the Department Chair. The Project Success Coordinator is in the process of collecting data on the success of students who have made the leap from English 90/English 90R to English 110.

The English Express

The English Department is also piloting an accelerated developmental course sequence to increase student success and help students progress more quickly through their developmental coursework. English 90 and English 98 instructors formed a task force and examined research to determine the viability of an accelerated or compressed course for English 90 and English 98 students. The research study was conducted on the 2005-2010 English 98 cohort of 8,325 students enrolled for the first time (no repeaters). The study (Appendix 17) examines the progress of this cohort, including the number/percent of students enrolling in English 110, the number/percent of students retained in English 110, and the number/percent of students who passed English 110 within two years of completing English 98. The study provides the same information on the cohort's progression to English 120. Of particular interest is the overall success and retention of the summer school students during this five-year period. These students had a nearly 13% higher success rate than fall semester students and nearly 18% higher success rates than spring semester students. This study was disaggregated by ethnicity, age, gender, ability, and by linked versus non-linked courses, thereby allowing the task force to have a comprehensive picture of the success, retention, and persistence of all students, with a particular focus on underrepresented students.

The study provided information that validated the piloting of an accelerated course sequence as a strategy for improving the success and retention of underrepresented students. For example, while the summer enrollments are much smaller than for fall or spring, the study shows that Black non-Hispanic students had a 77% success rate in the summer compared to 51% and 47% in the fall and spring semesters, respectively. Hispanic students had a success rate of 71% in the summer semesters versus 62% and 58% in the fall and spring semesters respectively. Retention rates for Black non-Hispanic and Hispanic students were also much higher in the summer. Again, while the enrollments are much smaller in the summer, the study also indicated that a higher percentage of Black non-Hispanic and Hispanic summer semester students enrolled in English 110 within two years of taking English 98. For instance, Black non-Hispanic summer semester students had a 75% persistence rate versus 53% for fall and 47% for spring semesters. The summer Hispanic persistence rates were nearly the same as the fall rates at 59%, which is significantly higher than spring rates of 50%. In terms of success in English 110, Black non-Hispanic summer semester students from the English 98 cohort had a 56% success rate versus 37% and 34% fall and spring success rate. The rates of success in English 110 for the Hispanic students in the English 98 cohort were not as dramatic.

Based on the impressive success and retention rates for summer students, the task force recommended piloting the English Express during Spring 2012. The English Express was modeled after the summer school 8 week compressed course schedule and consisted of English 90, English 90R, and Counseling 130 for the first eight weeks and English 98 and English 98R for the second eight weeks. The English Department offered the English Express again for Fall 2012.

The 2005-2010 English 98 cohort analysis does raise some concerns regarding the progression of students onto the transfer level course, English 120. The study shows that 63% of all students in the original cohort enrolled in English 110 within two years of taking English 98, and 50% of those who enrolled in English 110 within two years were successful. However, only 36% of the original cohort enrolled in English 120 within two years of enrolling in English 98, and 29% were successful.

Further, the disaggregated information shows that 51% of Black non-Hispanic students from the cohort enrolled in English 110 within two years of taking English 98; 45% were retained in English 110; and 37% were successful in this course. Just 19% of Black non-Hispanic students in the original cohort who enrolled in English 120 within two years of taking English 98 were successful. Fifty six percent of Hispanic students from the cohort enrolled in English 110 within two years of taking English 98; 49% were retained; and 43% were successful. Twenty two percent of the Hispanic students from the original cohort were eventually successful in taking English 120 within two years of taking English 98. Of the White non-Hispanic students in the cohort, 60% enrolled in English 110 within two years of taking English 98; 54% were retained; and 49% were successful. Twenty eight percent of White non-Hispanic students in the original cohort who enrolled in English 120 were successful.

The Freshman Academy

The English Department is clearly aware of the need to address issues raised above; in fact, progress has been made during the writing of this self-study. In Spring 2011, Grossmont College was invited to collaborate with Kingsborough College of Brooklyn, New York, sending the first contingent of instructors, counselors, and administrators to Kingsborough in July of 2011. As a result of a FIPSE grant that Kingsborough received, Kingsborough chose four colleges from across the country to collaborate in their project. The goal of the collaboration was to increase the retention and success rates of students at the developmental level as well as to increase the number of students transferring and receiving degrees and certificates.

At Grossmont, twelve faculty, counselors, and administrators worked for 18 months to develop a project to be piloted in Spring of 2012: The English Academy (later renamed The Freshman Academy). Students in the English Academy enrolled in English 98/English 98R and Counseling 299A. Now under the purview of the English Department and the Counseling Department, the Freshman Academy is designed to assist English 98 students with their academic career goals as curriculum is contextualized. For Fall 2012, 6 cohorts of links, to include transfer level courses, was launched. The basic link is between English 98R: College Reading and English 98: English Fundamentals, but two choices from Math 090, Administration of Justice 110, Child Development 125, Counseling 104, and Communication 122 make up the four-class program. The transfer-level course that is a part of each cohort utilizes content which is contextualized around a common theme or area of interest. The hope is that students discover how to apply reading and writing skills across courses and disciplines. Students choose a class cluster that contributes to their majors or General Education. Students learn about ancillary services, including tutoring and more personalized services with counselors and/or peer mentors, which are made available, if possible. Project Success has proven that learning communities contribute to student success and retention, and the innovative Freshman Academy builds on this premise and promises to prepare first semester students for successful college experiences. Most importantly, enrolling freshmen in English reading and writing courses during their first semesters will enable them to be able to read and write well enough to cope efficiently with the texts and assignments of other disciplines.

Faculty Inquiry Group (FIG)

Next, a new Faculty Inquiry Group (FIG) was initiated in Fall 2011 in order to address the achievement gap: "Using Data and Research to Assess Equity in Student Outcomes: A Reading and Discussion Group." The FIG resulted from collaboration between English and Math developmental faculty concerned about the disproportionate numbers of underrepresented students assessing into developmental courses as well as the retention, success, and persistence of these students. Specifically, the FIG assembled to research data and make recommendations with regard to the needs of Hispanic and Black non-Hispanic students. With institutional support, the Department hopes to improve success for these student populations. The FIG group members also discussed the need for qualitative data gathered via student surveys and focus groups. This information

can supplement quantitative data, such as the English 98 cohort analysis as well as the institution's "Reports" data, in order to determine if current intervention methods are effective in improving outcomes based on student perspectives. The FIG facilitators plan to share campus data as well as published research on best practices in culturally responsive teaching methods with participants. The members of this FIG will soon present their work to English faculty so that discourse will continue at the department level.

Additional Strategies to Maximize Student Success

Another strategy to maximize student success involved the development of a specialized course: English 80: English Study Skills. The 1-unit course was designed to be linked with English 90/English 90R and to teach students the study skills needed to succeed in an English course. The course was taught for 5 semesters but was eliminated when sections were cut in Fall 2010.

The Department's basic skills program has also embedded tutoring into the English 90/English 90R links and a few of the English 98 sections. With Basic Skills Initiative (BSI) funds, the Project Success Coordinator has been able to hire tutors to work inside and outside of the classroom to support students in English 90 and English 98 Project Success linked courses. Some of the tutors recently "graduated" from English 90 and, while taking English 98, returned to the English 90 classroom to help those students. Currently, this assistance is only available in a limited number of sections because of a decrease in BSI funds.

Finally, the Summer Institute Program (SIP) is a summer bridge program designed to assist first-semester freshmen in making a successful transition from high school to college. SIP consists of a reading course linked with a counseling course that teaches students study skills and time management skills and helps them develop an educational plan. SIP gives entering freshmen the opportunity to jump-start their educational goals at Grossmont College. After completing SIP, students qualify to automatically enroll in the Freshman Academy, which continues to provide during the fall and spring semesters many of the same support services and benefits which SIP provides during summer. Many EFFORT (EOPS Financial Aid Foster Youth Outreach and Retention Team) students have successfully participated in SIP and have enrolled in Project Success linked courses in reading and writing upon completion of the bridge program.

5.2 STUDENT ENGAGEMENT BOTH INSIDE AND OUTSIDE THE FORMAL CLASSROOM

Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

The English Department's faculty utilize varied innovative and traditional strategies to keep students actively engaged in the learning process both inside and outside of the formal classroom.

Use of Professional Writers

Both instructors teaching developmental reading and/or writing courses and instructors in Creative Writing create opportunities for all Grossmont College students to learn from professional writers outside of the formal classroom. For example, Kien Nguyen, author of *The Unwanted*, spoke to Grossmont College students in 2004. Students in the Project Success linked Reading courses read his book and were rewarded with a stimulating and motivating experience. In another example, Eric Smith, a former Grossmont College student of African American descent, came to Grossmont in February 2011, specifically to inspire students enrolled in developmental courses. In two different presentations to students, Smith explained how, as a reentry student, he started his education in developmental courses, taking a reading course about 15 years ago, which sparked his desire to pursue his education. He continued taking courses, eventually securing his BA in Human Development and Ethnic Studies. He is now an author, and his book *From Crack to Cocaine* chronicles his life experiences. Through his writing and speaking, he brought a message of hope that people can overcome insurmountable obstacles.

Creative Writing faculty responsible for the Fall Reading Series and Literary Arts Festival have brought a myriad of authors to the campus and given students enrolled in English courses a unique perspective into their literary lives. These events, featuring diverse local and world-renowned practitioners of fiction, creative nonfiction, poetry, and drama, have been attended by thousands of students during this Program Review cycle. The opportunity to read and study literature in the classroom and then engage with authors such as Tim O'Brien, Dorothy Allison, Sandra Cisneros, Jimmy Santiago Baca, and Matt de la Pena outside the classroom is invaluable. Lives are changed through this vital interplay between relevant academic work and vivid cultural experience. Some of the authors who have participated in these literary events have also held Master Classes with select Creative Writing students who benefit tremendously from the experience.

Learning Communities Connections

Beyond bringing in outside presenters to engage students, instructors utilize innovative instructional practices within Project Success linked courses to establish a connection between class assignments and students' career goals. For example, in a Project Success link serving Administrative of Justice cohort of students, English 98 and 98R instructors ask their students to read and write about memoirs, stories, or biographies, such as *Picking Cotton*, *Don't Shoot: I'm the Guitar Man*, and *Under and Alone*, that focus on topics related to crime, justice, the court, the jury system, the prison system, the psychological, social, and mental dimension of incarceration, and the complexities facing investigators, defense and district attorneys. In all these activities, students use their readings to enrich their understanding of the content area of their selected major. Students engage in reading and writing about topics that concern their future work environment rather than about general subjects that may not interest them. Another link targets Allied Health majors and was established more than two years ago. In this link, every book the students read on their own outside the classroom environment (i.e. *In The*

Sanctuary of Outcasts and *The Immortal Life of Henrietta Lacks*) delves into topics relevant to health issues such as contamination, human cell growth, immunization, medical research ethics, and patients' consent to medical research. In addition, every paper written by these students, including their position research paper, is aimed at helping students make deep connections between their studies and their future careers.

Extra Credit Opportunities

Some instructors offer extra credit if students attend a culturally/educationally enriching events outside of class. Students are encouraged to go to campus and regional plays, art exhibits at Hyde Gallery and regional museums and galleries, dance performances, festivals, and workshops that will expose them to new experiences to expand their knowledge, understanding, empathy, and aesthetic appreciation.

Traditional Instructional Methods within English Classrooms

English faculty also use more traditional methods to engage students in active learning within the classroom to include collaborative work groups, peer editing, writing portfolios, classroom presentations, and journaling. For example, instructors who use peer editing in their composition courses allow classmates to review each other's essays and provide constructive criticism, both in written form and orally. Ultimately, this activity is for students to learn to assess if their own writing clearly articulates their thinking and whether or not their claims have adequate, logical support. In addition, by reviewing someone else's written work, students can examine another student's paper for correct grammar, sentence structure, and mechanics.

Reading instructors face unique challenges to encourage student engagement in that most, if not all, students in Reading classes are reluctant readers and/or deficient readers. Reading instructors often require students to make creative presentations on the books that they read. The presentations allow students to share their appreciation for and interpretation of a novel they have read while exploring a character's struggles with a wide variety of social issues. Creative responses to books have included oil paintings, acrylic paintings, ink sketches, poems, poster boards, musical presentations, power points, and sound programs on DVD. The presentations are both "peer" reviewed and graded by the instructor. Other Reading instructors devote class time to "book clubs," where students form study groups and answer discussion questions about their books. This allows them to think more deeply about and become more engaged in what they have read.

Faculty Summer Institute

English Department faculty members actively participate in professional development activities geared toward improving student engagement. In fact, the week-long Faculty Summer Institute was launched in Summer 2009 specifically for this purpose. This professional development activity is sponsored by the Student Success committee and is funded with Basic Skills Initiative grant money. English Department faculty have been instrumental in organizing the series and presenting during many of the half-day workshop sessions, and every Faculty Summer Institute

has featured information on active learning. For example, the Project Success Coordinator launched the series in 2009 with a workshop on the principles of active learning and on designing reading and writing assignments that stimulate intrinsic motivation in students. This series also included a session by one of the college's veteran counselors who presented on using students' learning styles to foster good study habits. During the Summer 2010 Faculty Summer Institute session, Project Success faculty invited a colleague from the California Learning Communities Consortium to present a workshop on using social media in the classroom, another strategy for engaging students. One of the most popular workshops during this series was Skip Downing's one-day "On Course" workshop. "On Course" workshops typically provide learner-centered techniques to enable students to become active, successful learners. During this same summer session, colleagues from Kingsborough College in New York presented information on best practices on active learning techniques that could be used both within and outside of learning communities. The 2011 series featured Dr. Joyce Bishop from Golden West College; Dr. Bishop presented information on using active learning techniques to engage diverse learners. English Department faculty and faculty from other disciplines presented on active learning strategies they discovered at conferences, such as the National Association of Developmental Educators. More information about the Faculty Summer Institute follows in Section 5.3.

5.3 INTRA-CAMPUS PROGRAM COLLABORATION

Explain how the program collaborates with other campus programs to enhance student learning inside and outside of the formal classroom.

In addition to the development of English Department links of Reading and Composition courses, Project Success has also developed links between English courses and other disciplines. Over the past six years, Project has linked English 110 and English 120 with courses in Communication, History, Math, Biology, Humanities, Psychology, Anthropology, and Philosophy. This kind of campus-wide collaboration helps students understand the inextricable links that exist between disciplines. Rather than viewing departments as silos, both faculty and students have opportunities to share their disciplines' similarities with each other. Their real world assignments and innovative teaching strategies provide learning experiences not found in stand-alone courses. Curriculum development highlights integrative assignments that support the reinforcement of concept and skill development while facilitating the understanding of important concepts across disciplines. Using relevant topics as the basis for the curricular assignments motivates students to participate. One extremely successful contextualized link is the collaboration between English and Math instructors along with the Nursing Program to create a 3-way link (English 98, English 98R, and Math 90) for students interested in a profession in Allied Health. Developing a thematic approach and creating integrative assignments that maximize student participation has resulted in greater success rates than normally generated in the basic skills English and Math courses outside of this link. Contextualized learning will continue to be at the forefront of Department efforts during the next Program Review cycle as plans are in place to

integrate curriculum for English classes with that of the Business and Administration of Justice.

Beginning in Spring 2011, English faculty initiated collaboration between several campus disciplines as well as community organizations in celebration of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, a project entitled One Book, One Campus. The collaboration was based on Skloot's national bestseller chronicling how the cells of Lacks, a poor, southern, African-American woman, were used to grow human cells in the lab for the first time without her or her family's knowledge, leading to such discoveries as the polio vaccine. One Book, One Campus featured collaborations of faculty from a wide range of disciplines—English, History, Art, Humanities, Nursing, and Child Development, to name a few. Faculty worked together to design short, discipline-specific lessons that were incorporated into courses at various levels. Furthermore, students participated in several events both within and outside of the classroom. For example, students worked to design, distribute, and analyze results for a Grossmont College Ethics Survey (probing issues stemming from the book). To date, well over a thousand students from disciplines across campus completed the survey. Poetry students collaborated with drawing students by creating poems in response to Lacks-inspired drawings. The poems were displayed alongside the drawings in a student exhibit, and the poets performed their works in the 500-area quad during the campus open house designed to showcase collaborations inside as well as outside the classroom. A local theatre group (Page to Stage) performed a dramatic presentation of excerpted material from the book. Students also had the opportunity to enter campus and regional essay contests on topics related to the book. Finally, students benefitted from the opportunity to attend a film and presentation of *Miss Evers' Boys* with a special guest, the award winning director and cinematographer of the film.

In addition, the Creative Writing Program has integrated interdisciplinary panels into its annual Literary Arts Festival, featuring presentations by faculty from History, Humanities, Counseling, Art, and Music. Because literature is of great value and utilized in courses across the curriculum, faculty are committed to broadening their collaboration with other campus programs to enhance student learning inside and outside of the formal classroom.

Finally, as described in Section 5.2, English faculty use what they learn from their colleagues outside the classroom to enhance student learning in the classroom. English faculty have been largely responsible for hosting the Faculty Summer Institute, a week-long professional development activity sponsored by the Student Success Committee, consisting of workshops open to all faculty from all disciplines. Many Department faculty as well as those outside the Department have presented on topics such as Writing Across the Disciplines, the Reading Apprenticeship Program, and Test Writing Strategies. As a result, faculty who attend the workshop sessions gain innovative ideas for new strategies to enhance student learning, strategies which are available for immediate implementation in the classroom. Furthermore, because most of the presenters are Grossmont College faculty or regional experts in the disciplines, if participants have questions, they can easily

contact a present for clarification. The fifth annual Institute will be held in June 2013.

5.4 **TRENDS IN SUCCESS RATES, ENROLLMENTS, AND RETENTION**

Based on an analysis of “Reports” data, discuss trends in success rates, enrollments and retention, and explain these trends. Provide examples of any changes you made to address these trends.

Enrollments in English courses demonstrate a steady increase overall between 2005 and 2009. Then, in 2010 duplicated enrollment counts fell below 2005 enrollment levels, and unduplicated enrollment demonstrated a similar pattern. This is most likely a result of budget cuts and concomitant section cuts in the Department. However, while overall enrollment declined during this time period, duplicated enrollments by Hispanic students continued to increase from 20% in Fall 2005 to 28% in Fall 2010. At the same time, white non-Hispanic duplicated enrollments decreased from 47% in Fall 2005 to 42% in Fall 2010 (see Appendix 13). These numbers closely mirror the enrollment by ethnicity data provided in the 2012 GCCCD Educational Master Plan. This document notes that “the racial and ethnic composition of the student body has been changing; the percentage of Grossmont College students who are White dropped from 51.2% in 2004 to 45% in 2010, while the percentage of students who are Hispanic increased from 17.2% to 24% during that time period.” The tables below provide a brief summary of the “Reports” data (Appendix 13).

Table 1 provides Fall to Fall data between 2004 and 2010 and shows significant improvement in success rates, particularly between Fall 2007 and Fall 2010 for these three populations: Black non-Hispanic students (51.7% in 2007 to 62.4% in 2010); Hispanic students (62.8% in 2007 to 70.5% in 2010); and White students (69.4% in 2007 to 77.8% in 2010).

5.4 Table 1: Success by Ethnicity Fall to Fall 2004-2010

Year	Black Non-Hispanic	Hispanic	White
2004	52.8	61.0	70.2
2005	58.7	63.2	70.1
2006	47.9	62.0	69.7
2007	51.7	62.8	69.4
2008	58.7	58.8	72.3
2009	60.5	66.6	71.8
2010	62.4	70.5	77.8

While success rates have improved for these three underrepresented populations, Table 1 also indicates that a considerable achievement gap persists between these three student groups, and Department efforts must continue to work toward narrowing this gap.

Fall to Fall data between 2004 and 2010 shows significant improvement in retention rates, particularly between Fall 2007 and Fall 2010, for these three populations:

Black non-Hispanic students (73.1% in 2007 to 84% in 2010); Hispanic students (75.8% in 2007 to 83.9% in 2010); and White students (80.5% in 2007 to 86.4% in 2010)—See Table 2 below.

5.4 Table 2: Retention by Ethnicity Fall to Fall 2004-2010

Year	Black Non-Hispanic	Hispanic	White
2004	76.4	76.7	81.6
2005	75.6	76.8	81.0
2006	65.4	76.7	80.6
2007	73.1	75.8	80.5
2008	75.7	75.1	83.3
2009	79.9	80.6	82.9
2010	84.0	83.9	86.4

Similar gains in success and retention rates for Spring to Spring semesters are evident between 2005 and 2010 (See Tables 3 and 4). For example, Table 3 shows significant improvement in success rates, particularly between Spring 2007 and Spring 2010, for these three populations: Black non-Hispanic students (49.4% in 2007 to 58.9% in 2010); Hispanic students (59.7% in 2007 to 70.5% in 2010); and White students (67.6% in 2007 to 72% in 2010).

5.4 Table 3: Success by Ethnicity Spring to Spring 2005-2010

Year	Black Non-Hispanic	Hispanic	White
2005	54.4	59.5	70.0
2006	48.1	59.8	69.0
2007	49.4	59.7	67.6
2008	49.2	59.7	68.4
2009	54.2	60.7	68.0
2010	58.9	70.5	72.0

Significant improvement is evident in retention rates, particularly between Spring 2007 and Spring 2010 for these three populations as indicated in Table 4: Black non-Hispanic students (68.1% in 2007 to 77.4% in 2010); Hispanic students (72.7% in 2007 to 83.9% in 2010); and White students (76.6% in 2007 to 83.1% in 2010).

5.4 Table 4: Retention by Ethnicity Spring to Spring 2005-2010

Year	Black Non-Hispanic	Hispanic	White
2005	72.8	73.2	79.3
2006	66.3	74.9	78.7
2007	68.1	72.7	76.6
2008	64.2	71.4	77.2
2009	73.7	78.1	79.9
2010	77.4	83.9	83.1

Gains in success and retention are also evident in the “Reports” data on gender. Tables 5 and 6 provide information on success and retention by gender from Fall to Fall. For example, Table 5 indicates that success rates have improved for males,

particularly between 2007 and 2010, from 61.3% in 2007 to 72.1% in 2010. Furthermore, the achievement gap between males and females narrowed significantly during this same time period, from an 8.7% to a 3.1% difference. Female students also demonstrate gains during this time period from a 70% to a 75% success rate between 2007 and 2010.

5.4 Table 5: Success by Gender Fall to Fall 2004-2010

Year	Males	Females
2004	64.1	69.1
2005	62.4	71.2
2006	63.5	68.6
2007	61.3	70.0
2008	62.1	71.2
2009	66.0	72.0
2010	72.1	75.2

Table 6 demonstrates an upward trend in retention for both male and female students as well, particularly between 2007 and 2010.

5.4 Table 6: Retention by Gender Fall-to-Fall 2004-2010

Year	Males	Females
2004	79.4	80.5
2005	77.5	81.0
2006	78.5	79.3
2007	76.0	80.0
2008	76.8	81.9
2009	80.6	83.8
2010	85.2	85.5

Spring to Spring 2004-2010 success and retention rates for male and female students are not as dramatic as Fall to Fall rates. Success rates for males were 62.4% in 2005 and 65.6% in 2010. For females, success rates were 79% in 2005 and 82% in 2010.

The data on success and retention by age also indicates significant improvement between 2004 and 2010. Students between the ages of 20 and 24 in particular demonstrate increased success rates, from 61.4% in Fall 2004 to 71.2% in Fall 2010. The other group to show significant increase in success is the 30-49 age group, who demonstrate an increase from 69.2% to 77.8% during this same time period. Retention rates for all age groups improved as well.

Discussion of “Reports” Data

The economic climate of the state may have played a factor in the increase in both success and retention rates as students enroll in courses with the goal of changing career paths or improving work skills and, once enrolled, are more likely to persist. Students across campus, not simply those in English classes, may be more serious about staying in their classes and achieving in those classes as a result of the

obvious shortages of class sections since 2009. Furthermore, English courses do have prerequisites and are hard-blocked, and higher success and retention rates indicate that cut-off scores on the assessment test are valid in relationship to the curriculum objectives of the sequence of English composition courses.

In the future, the English Department plans to gather qualitative data from all levels to determine what factors—from the students’ perspectives—help to increase success and retention in order to capitalize on those factors in the classroom. In addition, the availability of disaggregated data through the State Chancellor’s office as well as the College’s own institutional resources will continue to inform pedagogical discussions on how to improve teaching and learning for all student populations.

Section 2.4 also provides an in-depth analysis of patterns in retention for English classes as well as patterns of success as measured by grade distribution.

5.5 STATE OR FEDERAL LICENSING/REGULATION

If state or federal licensing/registration examinations govern the program, please comment on student success.

This section is not applicable to the English Department.

5.6 TRENDS IN DEGREES AND CERTIFICATES

Referring to Appendix 8- Degrees and Certificates, if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

The number of English majors has declined over the course of this Program Review cycle. This may have resulted from several factors, including an increased emphasis on technology and business careers during challenging economic times. Another factor may be decreased reading and writing skills of adults as evident by Grossmont College 2007 data that shows that 55% of students taking the assessment test placed into English 98 and 12% placed into English 90. Fewer people enter Grossmont College with the language skills necessary to complete an English degree. The District’s 2011 Educational Master Plan Trends Analysis describes how “federal funding tends to favor workforce training and science, technology, engineering and mathematics (STEM) programs,” so the likelihood of increasing numbers of students majoring in the Humanities does not appear to be on the horizon.

Furthermore, English majors who plan to transfer often see little value in an A.A. Degree in English; they are anxious to begin the upper division work needed to earn a B.A. in the discipline. At the same time, limited fiscal resources and dwindling full-time faculty numbers make promoting the Department’s degrees and certificates difficult—beyond inclusion in Department and program brochures and websites. However, with the implementation of the newly created Associate Degree for Transfer (AA-T), English faculty hope to make progress in this area.

Below is the most current information on the English Degree program:

5.6 Table 1: Associate Degree In English

Year	Count	Percent
2006	2	0.68%
2007	2	0.63%
2008	0	
2009	1	0.38%
2010	1	0.34%

5.6 Table 2: Associate Degree In English, Creative Writing

Year	Count	Percent
2006	0	
2007	0	
2008	0	
2009	1	0.38%
2010	1	0.34%

5.6 Table 3: Certificate In English

Year	Count	Percent
2006	2	2.27%
2007	2	1.98%
2008	0	
2009	3	3.16%
2010	1	0.89%

5.6 Table 4: Certificate In English, Creative Writing Emphasis

Year	Count	Percent
2006	0	
2007	0	
2008	0	
2009	1	1.05%
2010	1	0.89%

5.7 CONNECTIONS TO PRIMARY, SECONDARY, AND POST SECONDARY SCHOOLS
Describe activities your faculty has implemented to provide and maintain connections to primary, secondary, and post-secondary schools.

What follows are brief descriptions of the activities English faculty have implemented, both formally and informally, to provide and maintain connections to secondary and post-secondary schools over the course of this Program Review cycle.

Cal-PASS

Four components comprise Cal-PASS, an initiative to promote a smoother transition for students from high school to college. The components are listed below:

The San Diego East English Professional Learning Council. Over the past two years, this Council has been contributing to a larger Cal-PASS statewide grant/project (called ACCESS—Aligning Curricula and Career Education for Student Success). Prior to that and starting again in Spring 2012 the group has engaged and will be engaging in conversations that are more immediately local. Participants are currently looking at a recent data report about Grossmont Union High School District (GUHSD) graduate's transition to Grossmont and Cuyamaca Colleges and brainstorming what might be done (in addition to the curricular work happening through ECAP) to support more successful student transition.

The English Curriculum Alignment Project (ECAP). This is a partnership between Cal-PASS and GUHSD and involves a number of high school campuses focused on increasing college readiness through curricular work.

The West Hills Pilot Research Project. This is distinct from ECAP but is connected to it in that it is helping Cal-PASS and GUHSD assess the efficacy of alignment efforts at a specific high school. The Project moves students who have received A's and B's in the two-course senior English class sequence directly into the English Department's transfer-level course, English 120: College Composition and Reading.

The Freshman Composition Alignment Project. This project started as a Cal-PASS innovation to facilitate greater alignment between GCCCD and SDSU for the benefit of students. During 2008-2010 it was a Grossmont College Program (funded through the annual Activity Planning process by the Planning and Resources Council); currently the project is in transition. This project aims to support all English 120 students' achievement of English 120 SLOs and to increase the transition success of the 800-1000 students who transfer each year to SDSU.

As of Fall 2012, several of the worthwhile projects described above are in transition, as the Cal-PASS organization undergoes some changes, including a

change of location to northern California, with new sources of funding being explored.

Creative Writing Projects

Creative Writing faculty hold fiction and poetry writing contests for local high school students in addition to working with organizations such as Reality Changers.

The “First Female” Essay Contest

The English Department collaborates with the La Mesa-El Cajon American Association of University Women (AAUW) and local high school Advancement Via Individual Determination (AVID) Programs to sponsor the “First Female” Essay Contest as noted in Section 2.6. The contest invites East County high school women to take the topic of “First Female” and demonstrate how it relates to them in a short essay. While one student may be the first in her family to attend or finish high school, another may be the first to apply for or to be accepted to college. Additional possibilities are “firsts” such as achievement in academics, sports, drama, music, dance, art, and community service, as well as more personal “firsts” such as those related to family, travel, friendship and overcoming adversity. The most recent winner, Daysi Lozano from El Cajon Valley High School, emigrated from Mexico; she is the first in her family to be educated in the United States and plans to attend Grossmont College upon graduation from high school.

Reality Changers

Creative Writing faculty have worked with Reality Changers to bring high school students to the Literary Arts Festival to meet celebrated authors whose work the students might find inspirational and motivational. The mission of Reality Changers is to “provide inner-city youth from disadvantaged backgrounds with the resources to become first generation college students by supplying academic support, financial assistance, and leadership training.” The organization brought students to readings by Matt de la Peña and Jimmy Santiago Baca where students were given front row seats, books, and invaluable one-on-one experiences with the authors.

Helix Charter High School

During this Program Review cycle, a Creative Writing instructor worked closely with a Helix student on his senior project. She mentored the student and provided feedback on his project, which was to write a fantasy novel.

Grossmont Union High School District College Night

Each October, GUHSD holds a college/career night on Cuyamaca College’s campus in which over 500 students and their families participate. English faculty who teach Project Success courses participate in this event with an information table that encourages students to take Composition and Reading courses their first semester at Grossmont College and to enroll in a Project Success learning community.

Kingsborough College

English Department faculty have maintained a dynamic relationship with Kingsborough College through a variety of activities. They include sharing data and

best practices in and out of learning communities and visiting one another's campuses. This dynamic relationship helped to foster The Freshman Academy, a first year academic experience with the goal to improve student graduation and retention rates.

San Diego State University's (SDSU) Department of Rhetoric and Writing Studies (RWS)

Many of Grossmont's Composition faculty were trained to teach rhetoric in SDSU's RWS Program, so it behooves the English Department to maintain a relationship with this Department. Faculty involved in the Cal-PASS Freshman Composition Alignment Project (referenced above) worked directly with RWS faculty to discuss and design curriculum. In addition, scholars from the SDSU RWS Department have been invited to share their academic work and pedagogy with the Grossmont College English Department. Recently, Ann Johns, Professor Emerita in RWS, gave a dynamic presentation on developing a relevant academic writing course at Grossmont's Faculty Summer Institute.

SDSU's Department of English and Comparative Literature

The English Department enjoys an excellent relationship with colleagues in the SDSU English Department. As with RWS, many English faculty graduated from the program, so established contacts already exist; in fact, some Grossmont faculty are still mentored by professors from SDSU's English Department. In addition, Grossmont College English faculty routinely invite SDSU faculty to participate in various Grossmont College English Department activities such as the Fall Reading Series and Literary Arts Festival. Most recently, Victoria Featherstone, who specializes in the Literature of War, participated in a panel discussion on Tim O'Brien, a keynote speaker in the Literary Arts Festival. In addition, Dr. William A. Nericcio, Comparative Literature Professor and Director of the Masters of Arts in Liberal Arts and Sciences (MALAS) Program, presented on stereotypes of Hispanics in popular culture. He will return to Grossmont's upcoming Literary Arts Festival to give a talk based on his book *The Seductive Hallucinations of the "Mexican" in America*.

SDSU's M.F.A. Program in Creative Writing (Postgraduate)

Creative Writing faculty implement several activities to provide and maintain connections to SDSU's graduate program in Creative Writing, one in which many Grossmont College Creative Writing students would like to enroll one day. To begin, English faculty communicate regularly via email and Facebook about literary events at respective colleges. In addition, Grossmont College English instructors have invited SDSU Professors of Creative Writing, including Ilya Kaminsky and Marilyn Chin, authors who publish poetry, creative nonfiction, and fiction, to participate in the Fall Reading Series and the Literary Arts Festival. Informally, when an especially gifted Creative Writing student makes the transition from Grossmont to SDSU, potential mentors are often contacted.

SECTION 6: STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 PROGRAM UTILIZATION

Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services; CATL).

The Library

The Library is a cornerstone of the College, and students taking English courses utilize it in a number of ways. First, students enrolled in English courses can access online library tutorials to understand the basics of research and to facilitate exploration of the library. The total number of students who completed library online tutorials from Spring 2004 to Spring 2011 was 2,655. For some instructors, library service orientations are conducted in the classroom. From Spring 2004 to Spring 2011, 363 face-to-face library instruction sessions took place, reaching 8,189 students enrolled in English classes. Next, many of the literature and composition students are required to complete research in order to compose essays or research papers, and most instructors of English 120: College Composition and Reading and English 124: Advanced Composition-Critical Reasoning and Writing require students to use the library for successful completion of their papers. Students use special databases such as the *Literature Resource Center* to locate books and other media. Students may also request books or articles not owned by the Grossmont College Library from SDSU or Cuyamaca, and requested materials usually arrive at the library the next business day. The Interlibrary Loan Specialist can find almost any book or article nationwide, but that service may take a little longer than securing titles held at SDSU or Cuyamaca. Finally, students complete assignments using computers located in the Library and/or utilize wireless access available in the Library. Students also utilize the scanners, copiers, and printers as well as the study rooms in the Library to prepare for presentations or to work collaboratively.

The English Writing Center (EWC)

Next, there are eight Learning Assistance Centers, some located in the LTRC and others located throughout the campus. All provide students with tutoring and/or computer access. Some of the centers require Basic Skills students to enroll in IDS 198: Interdisciplinary Studies—Supervised Tutoring and to log-in each time they attend in order to track attendance; however, most of the centers serve all students, whether or not they are enrolled in IDS 198. Although it is highly likely that students enrolled in English courses do utilize some of the other centers, at present, data for those students is only available for the EWC. The English Department, through the Learning Skills Coordinator, has direct oversight over the EWC, where the following courses are offered:

- IDS-198: Supervised Tutoring-ESL
- IDS-198: Supervised Tutoring-Writing

- IDS-198: Supervised Tutoring-Reading
- English 51: College Writing Skills (offered for .5 unit)
- English 52: College Writing Skills (offered for 1 unit)

All of these courses are considered “support services” by English instructors, even though English 51 and English 52 are both taught by instructors, and the IDS courses are facilitated by peer tutors. What follows is a brief discussion of the services and courses listed above and how students utilize them.

IDS 198: Supervised Tutoring (ESL, Writing, and Reading)

The IDS courses are peer tutoring “courses,” which were offered in the past to all enrolled students. Even though any Grossmont College student can use tutoring services in the English Writing Center (EWC), since Fall 2010 the College receives apportionment monies only for students identified as Basic Skills students.

Students enrolled in English classes learn about IDS 198 via many avenues. First, instructors who teach Basic Skills courses provide referrals for their students to IDS 198 as part of their syllabi. Other instructors may share information about tutoring in the EWC in their syllabi or verbally in class. In addition, the EWC Learning Assistance Center Specialist makes classroom visitations upon request to talk about IDS 198. Finally, many faculty schedule an appointment to take their classes to the EWC so that the EWC Learning Assistance Center Specialist can give students an on-site orientation.

Since Fall 2010, the average enrollment for IDS 198 has been approximately 900 Basic Skills students per semester, with similar enrollment numbers for each of the subsequent semesters. Both full-time and adjunct instructors are aware of the beneficial courses offered in the EWC. According to the Faculty Survey, approximately 40% of English faculty members require that their students seek tutoring prior to submitting assignments, while other faculty members maintain it as an option or a source of extra credit. Several English instructors who teach Basic Skills reading and writing courses require that their students have a tutor review vocabulary sentences as well as paragraphs/essays prior to their submitting assignments.

The EWC also serves students who are not enrolled in an IDS 198 course (i.e. students in English 110: College Composition, English 120: College Composition and Reading, and English 124: Advanced Composition—Critical Reasoning and Writing). According to the Fall 2011 End of the Semester Report (Appendix 27), 61% of the students who sought tutoring services during that semester originated from a composition or reading class. For that semester, there were 3,203 tutoring sessions for students who originated from composition and/or literature classes and 460 tutoring sessions for students who originated from reading classes, totaling 3,663 tutoring sessions (which equals approximately 59% of all tutoring sessions for the semester). Approximately 56% of the students from the Spring 2012 semester also came from English courses, and past semesters show a similar trend.

Countless students enrolled in English courses receive individualized tutoring help from a peer tutor who focuses attention on issues related to a student's writing and/or reading. Although apportionment is received for only Basic Skills students enrolled in IDS 198, the data collected in the Fall 2011 End of the Semester Report (Appendix 26) revealed the biggest cohort of tutored students originated from English 120 courses followed by students from English 110. That is typical of most semesters. Interestingly, the majority of tutored students received assistance with basic writing skills—punctuation and comma usage—even those enrolled in English 110 or English 120 courses.

English 51 A/B/C/D: College Writing Skills and English 52 A/B/C/D: College Writing Skills

English 51 and English 52, taught by instructors, are pass-no pass courses that were originally designed to help students with any part of the writing process. Students have always been offered scheduling options (open entry/open exit and course repeatability) so that they have flexibility to enroll in either course when they need help. Students generally enroll in a section of English 51 or English 52 after the start of the semester, once their instructor has identified areas of concern. According to the Faculty Survey, almost 90% of the faculty encourage their students to enroll in either English 51 or English 52 if students are experiencing difficulty with parts of the writing process. In the past, nearly 50% of the students who enrolled in English 51 and/or English 52 were concurrently enrolled in an English course. However, for approximately the past three years, all sections of English 51 and English 52 are generally closed by the first day of the semester as a higher percentage of students enrolled in English 51 and/or English 52 are non-native English speakers; they have been enrolling in record numbers mainly because they have been unable to secure ESL courses. A current review of students enrolled in an English class shows that only 10-15% of them are concurrently enrolled in any section of English 51 or English 52. Unfortunately, the true intent of these courses, which was to have served as a “safety net” for students experiencing difficulty with their writing during the semester, has been lost as both courses are generally closed by the first day of the semester.

Student Educational Technology Lab (SETL)

The Student Education and Technology Lab located in the Tech Mall features 179 PC's. Although no specific data exists that links the number of students enrolled in English classes who also use those computers, students self-report that they use those computers to complete writing, reading, or research assignments.

Instructional Media Services (IMS)

IMS supports instruction in the English classrooms by making equipment and technology available to instructors as needed. The IMS Coordinator and his team provide excellent assistance and training to English faculty who regularly use the visual and auditory learning systems in the classrooms. For example, if equipment is not functioning, faculty call for assistance, and a technician is immediately dispatched to solve problems. English faculty have also worked with IMS to schedule and set up audio-visual equipment for special events such as the Literary Arts Festival, the Fall Author Series, and the Celebration of Banned Books.

6.2 **STUDENT UTILIZATION AND SATISFACTION**

Analyze the results of the Student Survey – Appendix 7 and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, relevance).

The Student Survey (Appendix 7) revealed valuable information about campus resources and student satisfaction. Seventy-one percent of students responded that they had used one or more of the following campus resources: Assessment and Testing Center, English Writing Center, Tech Mall, Library (online resources), On-Campus Library, Math Study Center, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.

In order to ensure that students are successful in all their classes, it is important that they take English in their first semester as it is fundamental to all college classes. The Assessment Office plays a central role in that process. Of the students who responded to the Student Survey (Appendix 7), less than half (44.8%) indicated they found the services of the Assessment and Testing Center to be helpful; moreover, more than one-third of respondents (38.6%) reported never having used these services at all, from which one may infer that an unacceptably large number of new students have minimal or no grasp of the benefits of the Assessment Center. Student placement in the appropriate English class is essential, and the Department supports ongoing efforts to offer incentives (such as priority registration) to students who fully matriculate, going through assessment, orientation, and advisement.

Other campus resources, by virtue of the services that they provide, are clearly connected to English courses where writing assignments are the norm. For example, the English Writing Center (EWC) provides individualized drop-in tutoring services to aid students with any part of the writing process. Approximately 56% of students enrolled in English courses were either required or volunteered to use the EWC, while 44% had never used it; approximately 50% of the students found it to be either “Very helpful” or “Helpful.” The Tech Mall is another example of a campus resource that is clearly associated with supporting students in the writing process. Seventy percent of the respondents were either required or volunteered to use the Tech Mall, and the same percentage of students found it to be either “Very helpful” or “Helpful.” To continue, the Library offers both online and on-campus resources, both essential to support assignments requiring research. For online resources, approximately 70% of the respondents reported that they were either required or volunteered to use the online library resource, with 30% never having used online library resources. Satisfaction was higher than average with approximately 60% of the respondents reporting that online library resources were either “Very helpful” or “Helpful.” Both required and voluntary use of on-campus library resources were high as 80% of the respondents reported that they had used on-campus library resources and approximately 73% of the students reported a high level of satisfaction.

A higher percentage of respondents reported that they did not use some campus resources as follows: Blackboard Help Line (63%); Math Study Center (58%); the Tutoring Center (52%); DSPS (85%); and EOPS (82%). As such, the lower “satisfaction” ratings that followed were not particularly alarming because the lack of satisfaction may be directly linked to the lack of use.

Some interesting conclusions can be drawn from the survey results about the resources that support students in their writing for various English courses. A relatively high percentage of respondents voluntarily use at least two of the campus resources—the Tech Mall and online library resources—reflecting that both resources attract students immersed in the writing process. In addition, students appear to be pleased with both resources. However, a significantly lower percentage of respondents voluntarily utilize the EWC (37%), a percentage that is somewhat surprising. Even though the overall satisfaction rating for the EWC is high, students may be reluctant to utilize services for several reasons. First, they may be hesitant to share their writing with peer tutors. Another related factor is that sometimes students experience longer than expected wait times to see a tutor, which may frustrate them. In addition, students may not be able to enroll in any of the English 51 or English 52 sections because they are generally closed before the semester begins. Another factor that might discourage students from utilizing the EWC relates to space limitations as the EWC facilitates concurrent courses (IDS 198 and English 51/52) under sometimes crowded conditions, and students may shy away from using the EWC for that reason alone.

The English Department will continue to be proactive in two areas related to campus resources for students enrolled in English courses. First, the Learning Skills Coordinator will remain diligent about sharing with English faculty the benefits to students who use services offered in the EWC. Second, the Department Chair and the Learning Skills Coordinator will continue to advocate for a larger space for the EWC as it offers both IDS 198 and English 51 and English 52, which continue to be in high demand.

6.3 INSTRUCTIONAL RESEARCH OFFICE

Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The English Department uses the Institutional Research Office to gather data as requested by various English Department faculty members. Research project topics for the English Department have focused mainly on issues associated with Basic Skills and Project Success. Recently, the Department requested an extensive study on the progression of English 98 students as background information to support the need for both the English Express and the Freshman Academy, referenced throughout this document. The study revealed an achievement gap that English and Math faculty have examined. Eventually the Department will be able to use a new benchmarking tool, called the BESSST tool, to help set benchmarking goals to close the gap. The Department has also ordered a longitudinal study that looks at the progression of students from English 90: Basic

English Skills through English 120: College Composition and Reading, in hopes of improving retention, success, persistence, and completion rates.

It should be added that many English faculty who have requested research have been frustrated with the amount of data that is readily available and the time it takes to get results; however, the recent appointment of the College Research Liaison has alleviated some of this concern. English faculty are anxious to see the situation reversed as they recognize the value of statistical analysis of data to help faculty make informed decisions to support student success.

6.4 LIBRARY RESOURCES

Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

The English Department has always had a close relationship with the Library, and English instructors rely on the valuable resources that the Library offers. Both the knowledgeable librarians and the materials are a constant source of support for students enrolled in English courses. Although the trend is towards a digital and paperless age, in general, the Library is keeping English up to date with their purchases. For book purchases, the Library uses an allocation formula based on a number of factors such as subject areas, total number of sections taught, and FTES. Library allocation amounts for English have been as follows for 2004 through 2011:

- 2004/05 - \$3,285.81
- 2005/06 - \$2,054.69
- 2006/07 - \$3,054.02
- 2007/08 - \$2,568.22
- 2008/09 - \$0
- 2009/10 - \$1,596.56
- 2010/11 - \$1,579.59

The Library does not use an allocation formula for media purchases as the main purpose of the media collection is to meet the needs of all College faculty to support student learning in the classrooms. As such, the purchases to augment the media collection are primarily driven by individual faculty requests.

The Library has e-books, periodicals, and printed books in its collection. The 4,160 e-book collection is fairly up to date, with no holdings older than 2003. It has an additional 13,012 print books in circulation, but they are considerably older. The average publication date is 1974, with the oldest title published in 1800 and the newest in 2011. English magazines and journals, mostly in electronic form, appear to be requested and utilized by students more often than books. The Library offers students 287 periodicals in one form or the other. It has 106 focusing on American

Literature and 54 focusing on the English Language. The final 127 focus on English Literature, with only 6 of the total 287 being in print form.

As far as media held in the Library collection, it is difficult to report which DVD titles apply to English because the titles can apply across the curriculum of the College. However, it appears that English instructors have used a total of about 144 titles between 2007 and 2011. Selected titles of films used by English instructors include *A Light History of the English Language*, *Fooling with Words*, *The Eye of the Storm*, and *Mediterraneo*. It should be noted that most films are used more than once during the semester and by different English instructors.

The Library is the main place where students look for reference materials. They are able to ask for assistance from the reference librarians who can refer them to one of many databases that will be specific to their search. *Contemporary Literary Criticism* and a few others can help students select topics for expository and argumentative papers. *The Literature Resource Center* is a current, comprehensive, and reliable online resource for research on literary topics, authors, and their works. It covers all genres and disciplines, all time periods, and all regions of the world. This database contains full-text scholarly articles from more than 360 academic journals and literary magazines—the majority peer reviewed—as well as excerpts from scholarly monographs, literary correspondence, and diaries.

Opposing Viewpoints is a premier online resource covering today's hottest social issues from Offshore Drilling to Climate Change. *Opposing Viewpoints* helps students discover, analyze, and organize a broad variety of data for conducting research, completing writing assignments, preparing for debates, creating presentations and more. It is one of the most popular databases for students enrolled in English 120: College Composition and Reading and English 124: Advanced Composition: Critical Reasoning and Writing.

The "Reserve" section in the Library is primarily a collection of texts put on reserve by faculty. In 2011-2012, the Department Chair and Department Administrative Assistant made every effort to place on reserve each textbook on the Department's recommended list for the five-course Composition program. This is particularly helpful for those students unable to purchase textbooks at the beginning of the semester. There are 118 textbooks on reserve for English courses: 96 from individual instructors and 22 textbooks that are owned by the Learning Resource Center that have been either purchased or donated. One instructor keeps portfolio materials on loan so that students may review them for English 110: College Composition and/or English 120: College Composition and Reading. The English Department hopes that the Library will allocate more resources to selected textbooks for the "Reserve" section of the Library. In addition, some of the Reading instructors have requested that the Library purchase multiple copies of selected novels that numerous instructors assign as required reading.

Although the English faculty were not surveyed to discover their satisfaction with Library services, anecdotally, it appears that the Library is more than adequately serving the needs of both English instructors and their students.

6.5 RELATIONSHIP WITH STUDENT SUPPORT SERVICES

How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

The Counseling Department

The English Department has had strong ties for years with the Counseling Department and the Assessment Office, and that relationship is instrumental in helping students gain access to courses, develop educational plans aimed at improving academic success, and make career decisions.

In the past, English faculty participated in New Student Advising sessions where counselors work with students both to gain access to courses and to develop educational plans. During these sessions, the English faculty shared a general description of each of the English composition courses and the opportunities to take courses within Project Success, developing the groundwork for follow-up counseling. In addition, both counselors and English faculty encouraged students to enroll in an English class during their first semester to support their writing in other courses. Students were also offered a document entitled "ENGLAND" (Appendix 16), which contains information about each of the composition courses into which a student may have been assessed (English 90, English 98, English 110, and English 120). Unfortunately, English faculty are no longer involved with New Student Advisement sessions due to the severe cutback in advising sessions resulting from budget constraints.

Next, to support student academic success and to help students make career decisions, the English Department and the Counseling Department have bolstered the number of English and Counseling linked courses. One counselor has been working to link Counseling 130: Study Skills and Time Management to English 90: Basic English Skills with English 90R: Reading Skills Development. In addition, another counselor is scheduled to link Counseling 120: College and Career Success with English 98: English Fundamentals and English 98R: Reading Fundamentals. Also, for Spring 2012, counselors developed Counseling 104: Introduction to College Success Strategies, a 1-unit course that is linked with identified developmental courses in English, ESL, and Math. If possible, each counselor teaching the course in those links is the counselor with whom students meet during individual advising sessions. In this way, student study skills, time management, and career decisions will become more manageable and, by extension, more attainable. Finally, a Counseling course is linked to each of the courses in the Freshman Academy sequence.

Beyond advising and course offerings, the English Department and Counseling Department work in collaboration through various other means to support students. First, the Department Chair and the Project Success Coordinator communicate

regularly as needed when invited to Counseling Department meetings. Additionally, the Project Success Coordinator keeps counselors apprised of the Project Success links available each semester by providing copies of the advertisements listing the linked courses so counselors can advise students during individualized meetings. Through individual advising sessions, students then learn about the Project Success linked courses, which have expanded to include contextualized learning communities with Administration of Justice, Nursing, and Office Professional Technology. These unique links offer students the opportunity to prepare for prospective career paths into which counselors often advise students.

To continue, the Counseling Department has a designated liaison to the English Department, who serves as a contact person to answer questions that may impact students' access to courses. For example, during the Spring 2011 semester, the liaison initiated a discussion with English 120 faculty and met regularly with them to assist the counselors in evaluating English course work students were bringing with them from other colleges. More recently, the English Department Chair assisted Counseling to revise ENGLAND, a document referenced above. Next, the counseling representative on the Enrollment Strategies Committee regularly supports the need to add more sections of English from Basic Skills through transfer level courses. Such support has bolstered the Department Chair's ability to add sections to both Fall 2011 and Spring 2012 schedules, enabling students access to the courses that they need. Finally, to improve student academic success and to help students be better prepared for the rigors of attending college, several English Department faculty invite counselors to speak to their classes about academic planning while others conduct in-class discussions about the importance of seeing a counselor for career counseling, personal counseling, crisis intervention, and academic counseling.

In 2011, English faculty joined forces with counselors and other faculty in two critical endeavors. First, counselors and faculty from English and Math created and have participated in the Faculty Inquiry Group (FIG) titled "Using Data and Research to Assess Equity in Student Outcomes." Counselors and instructors hope to take action to eliminate or reduce low student achievement in a number of areas. Second, the Freshman Academy, created to improve retention and success rates of incoming freshman, provides English faculty with another opportunity to work closely with Counseling by linking college-skills, English courses, and G.E. courses to improve the success rates of incoming students.

Finally, it is important to mention that the English Department faculty and counselors have collaborated on a variety of literary and interdisciplinary activities. Two recent examples include the One Book, One Campus Henrietta Lacks Project, referenced throughout this document. Additionally, during Spring 2012, Dr. T. Ford joined forces with the Creative Writing Program to bring Tim O'Brien, world-renowned author, to Grossmont College as part of the 16th Annual Literary Arts Festival, also referenced throughout this document.

Disabled Student Services and Program (DSPS) and Extended Opportunity Programs (EOPS)

Historically, both DSPS and EOPS counselors have encouraged their students to enroll in an English course during their first semester, particularly linked courses within Project Success learning communities. Recently, English faculty working with some Basic Skills students have encountered students with greater needs (both behavioral and emotional), requiring instructors to work with students in new and innovative ways. DSPS counselors have responded to all requests for help and have scheduled meetings to share strategies aimed at the maintenance of an academic atmosphere in the classroom.

During summer sessions, rather than simply encouraging students to enroll in Project success links, the English Department and EOPS/CARE and CalWorks/New Horizon have collaborated to develop a Summer Institute Program (SIP). This program prepares disadvantaged students for the fall semester. Included among the EOPS students are foster youth, a specific cohort that struggles with the demands of college life. At age eighteen, these students are no longer in the foster care system; therefore, they may be economically disadvantaged and also in need of transportation, housing, and medical care that makes it extremely difficult for them to continue their education. At first, the link available in this learning community was English 98: English Fundamentals and English 98R: Reading Fundamentals. However, now the linked courses are English 98R and Counseling 120. Since 2008 the success and retention rate for these students has been steadily rising; the 2008 success rate was 12% and has risen to just over 30%, which may still seem low. Unfortunately, foster youth prior to these efforts had success rates of less than 1%.

To continue, instructors also regularly fill out EOPS progress reports to indicate the grade the student is earning and note whether there are problems with performance, attendance, and punctuality. In this way, EOPS counselors provide additional support to English faculty by reinforcing what it takes to be successful while advising students of additional support services.

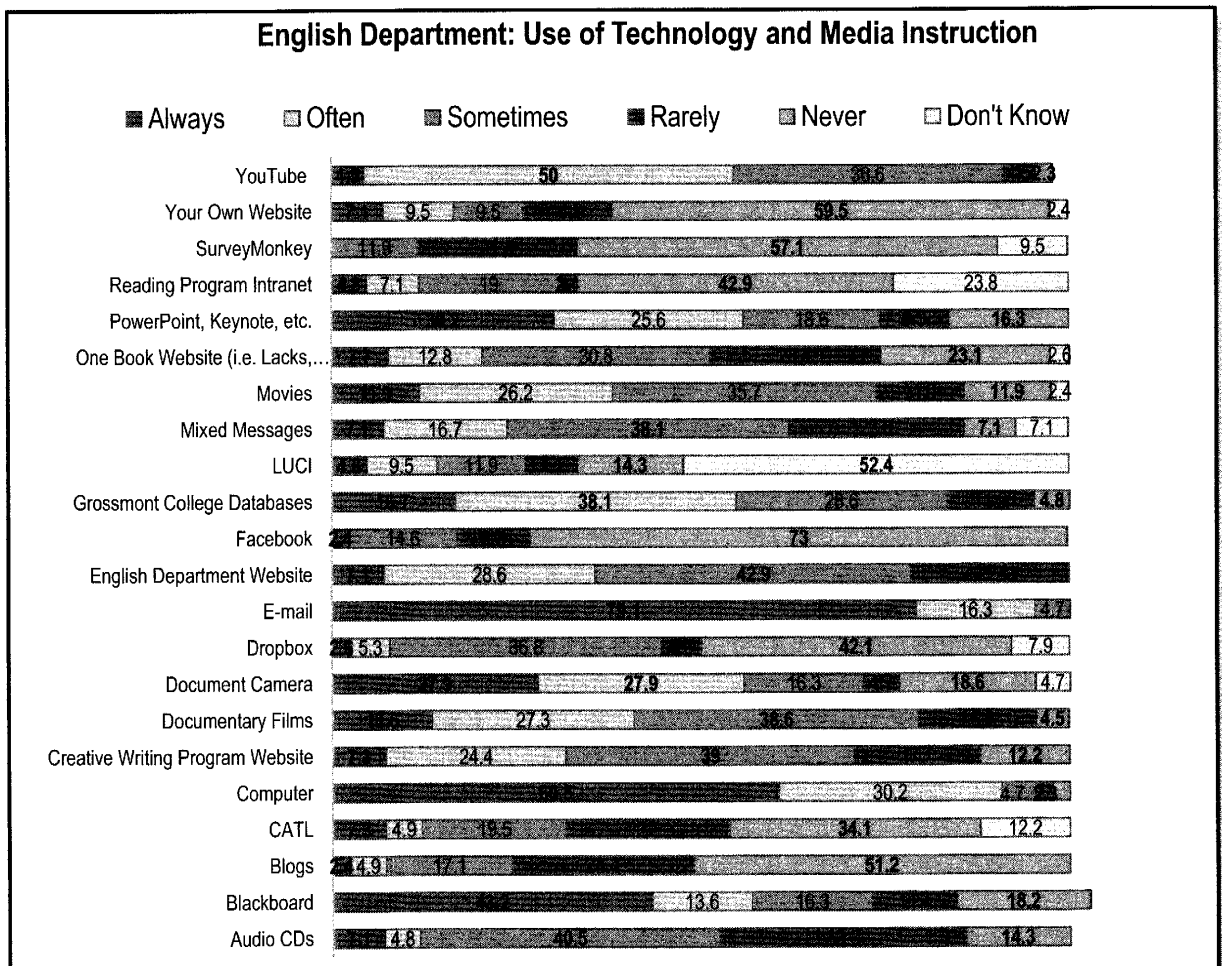
Further, English instructors work with the DSPS office to offer students with special needs the necessary accommodations. By listing contact information on their course syllabi, instructors refer students to various other student services, i.e. EOPS, Assessment Office, and Counseling, as well as DSPS. When a student is in crisis, instructors may even walk him/her over to a service that can provide help. It should be noted that some English faculty express concern relative to the inability for EOPS and DSPS to operate in the virtual environment. Access to both support systems is crucial for students who need the immediacy of face-to-face counseling and individualized attention in order to complete courses they are taking in the English Department.

6.6 TECHNOLOGY: TEACHING AND LEARNING

Describe how the department uses available technology to enhance teaching and learning and to communicate with students. According to the Student Survey in Appendix 7, how do students respond to the use of technology?

The following chart illustrates how 45 of 78 full- and part-time instructors responded to the “Use of Technology and Media in Instruction Survey” (Appendix 25), a Departmental survey that was distributed during Spring 2012. As illustrated in the results below, the use of Blackboard is noteworthy in the English Department, with 73.1% of faculty using it, and 43.2 % using it “Always.” While the use of established technology such as PowerPoint, Grossmont College Databases, film, and email remains consistent, over half of English faculty use newer technology such as YouTube, Dropbox, Survey Monkey, and Blogs. It should also be added that the document camera, which has revolutionized classroom teaching and the “teachable moment,” is used by 72.1% of faculty. The survey also highlights the success of *Mixed Messages*, the newly-created online Department news and resource website. One concern emerging from the survey is the low number of faculty who use the *Library User Computer Instruction* (LUCI) technology. A discussion of the results of this survey in a recent English Department meeting revealed that many faculty were unfamiliar with the acronym LUCI but would appreciate receiving future orientation in LUCI and other technological improvements and innovations in the Library.

6.6 Chart 1



Note that instructors also listed other technologies they use, including Microsoft Word, publisher websites for grammar practice and vocabulary quizzes, laptop connectors, and campus Wi-Fi hotspots.

While the above survey provides a helpful snapshot of specific technology utilized by English faculty, it is also important to discuss Department usage of the technological resources offered in and through the Library. *Grossmont Gateway to Research*, the newly-streamlined search engine featured on the Library homepage, has greatly improved the teaching of research in English 110: College Composition and English 120: College Composition and Reading. While plans are in the works to present this technology to the Department, many English faculty already use it to teach responsible and practical research. Relevant categories include: Controversial Issues, Education, Literature, and Writing. Some of the indispensable databases connected to the *Grossmont Gateway to Research* include *EBSCO*, *CQ Researcher*, *Opposing Viewpoints*, *Gale Academic*, *Literature Resource Center*, and *MasterFile Premiere*. Access is available both on and off campus, using a simple log-in system, so instructors often create assignments related to these valuable tools. For example, students in English 110 may need an introduction to doing basic research. To help those students, the Library offers an online tutorial called LUCI, which stands for "Library User Computer Instruction." Students can review the information and submit a quiz at the end, which instructors may choose to grade. Further, students in English 120 may be required to write research papers on environmental topics requiring up-to-date scientific findings; the *Grossmont Gateway to Research* provides access to relevant and current academic and scientific scholarly work as well as newspapers and magazines. Most undergraduate papers are written utilizing the types of databases to which Grossmont subscribes, and English faculty are aware of the need to teach students how to use this technology to enhance their research.

In addition to using LTRC research technology to enhance teaching and student learning, English faculty take advantage of the *Quick Search Media Desk*, a fully online multimedia search engine for DVDs and VHS tapes, streaming videos, music and language CDs, audio recordings, and CD-ROMs. Literature and Creative Writing faculty often play dramatic readings of poetry and fiction and show lecture and performance DVDs and VHS tapes as well as filmic adaptations of great literary works to augment teaching and learning. Composition instructors take advantage of the wide variety of documentary films available, sometimes placing them on reserve for students to view or review on their own time.

Outside of the LTRC, the English Department has created its own venue for sharing information. *Mixed Messages*, an online site created and managed by the English Department, serves as a repository for a short list of articles on teaching and learning, course book lists, course outlines, SLOs, syllabi information, and a few unit lesson plans. For example, *Mixed Messages* houses a variety of materials for English 120 such as recommended texts, handouts, detailed day-to-day instructional plans (sometimes on PowerPoint), and sample homework assignments. *Mixed Messages* also provides links to online teaching and learning

resources, Grossmont policies, a list of frequently used campus phone numbers, and a handful of Blackboard tutorials. Looking to the future, the website offers unlimited capacity for sharing lessons, presentations, assignments, and course outlines. Organized by course, topic, levels, or SLOs, the site could grow into a robust storehouse for the Department, especially useful for instructors new to teaching Grossmont College English courses. Finally, the “Comment” feature allows for collegial, asynchronous interaction and reporting of tips and successes using certain materials.

Similar to *Mixed Messages*, the Reading Department’s Intranet has served as a repository for a vast amount of information and guidance for all of Grossmont’s reading instructors, including book lists, sample assignments, and course outlines. During Spring 2012, the Learning Skills Coordinator who oversees the Reading Program transferred the Reading Department Intranet resources to Blackboard. Switching to Blackboard has facilitated off-campus accessibility to materials, as well as functionality, i.e. quizzes that can be copied to instructors’ individual Blackboard pages for students to complete online.

WebAdvisor is another campus system that allows instructors to email students regarding absences, instructions, assignments, and due dates. In addition, WebAdvisor provides faculty with constant access to up-to-the-minute rosters, including wait lists, adds, and drops. Instructors are also able to drop students, submit census rosters, and turn in grades via WebAdvisor. This tool has greatly simplified faculty’s record-keeping tasks, enabling them to focus more attention on student learning.

Computer resources extend even into the classroom. SmartCarts equipped with document imagers have become indispensable for a myriad of classroom activities, including textbook exercises (projecting the relevant page alleviates/mitigates problem of students without textbooks) and annotation (of articles, texts, essays, exercises). Instructors demonstrate active reading strategies (marginal comments, underlining, highlighting), cross-disciplinary note-taking (e.g., using sample sections from a Nursing, History, or Psychology textbook), and textbook reading (finding main ideas, using an index, and so on). Additionally, instructors can parse essay questions, diagram sentences, and create vocabulary visualizations, projecting them on a screen for all students to see. To illustrate brainstorming activities, instructors can demonstrate mapping techniques, clustering, outlining, and generating thesis statements, claims, and topic sentences. In addition, faculty use the document imagers to expand the “teachable moment.” For example, when a student asks a question about a specific writing assignment on which he/she is working, perhaps an issue with academic voice, a weak introduction, or an abrupt transition, the instructor, with the student’s consent, can place the student paper on the imager and make the question relevant to the entire class.

Also available on the SmartCarts are CD and DVD players, used for certain classes and lessons (such as controversial selections when discussing banned media); author readings (such as a poem read by its author); lyric analysis (such as Kurt Cobain lyrics in tandem with *Heavier than Heaven*); and rhetorical analysis of famous speeches (such as the “I Have a Dream” speech). DVD players are used to

show media that provide historical frameworks of units/texts/novels (such as an overview of the history of Vietnam prior to reading *The Unwanted*); cinematic translations of books/stories (such as *The Kite Runner*, an often used reading selection made into a major motion picture); and thematic programs (such as a video on the Milgram Experiment in a unit on obedience to authority).

SmartCarts also offer classroom computers equipped with Internet access, allowing instructors to integrate sites like *YouTube*, and its snippets of films, documentaries, and presentations. Grossmont College now has its own “corner” of *YouTube* where instructors can upload or save digital media. Computers also allow for quick searches of dictionaries, encyclopedias, and Google—all now at students’ and instructors’ fingertips in the classroom. Instructors can demonstrate how to navigate and use instructive websites for students outside of class such as an online writing lab, “The Purdue OWL,” or the campus’s database search features, essential for any type of online research. Some instructors are exploring *Facebook* as a venue to communicate and collaborate with students as indicated by the “Use of Technology and Media in Instruction Survey” (Section 6.6: Chart 1). Students may use *Facebook* to set up study groups, and instructors may use it to remind students of upcoming due dates or to clarify assignments.

All SmartCart computers are equipped with PowerPoint, enabling both dynamic group presentations by students and engaging lecture supplements for instructors to enhance their teaching. For example, a course providing an overview of “The Rime of the Ancient Mariner” may integrate Dore’s nineteenth-century illustrations of the text alongside key points of the instructor’s lecture, allowing students to visualize some of the key scenes in the poem. A grammar lesson may be underscored by a PowerPoint illustrating the use of parts of speech in the context of model sentences.

PowerPoint presentations are also made accessible to students via Blackboard, Grossmont’s course management system which also includes an integrated email feature that allows students and instructors to collaborate within the same class. Even if a class is not held online, instructors using Blackboard may choose to post a PowerPoint, lecture notes, and course calendars. For students who have missed class, extra copies of worksheets, essay prompts, or assignments can be made available in organized folders and sub-folders on Blackboard. Blackboard also allows for the online administration of timed essays, multiple-choice exams, true-false questions, and short answer responses. Even for classes that are not online, some instructors are using Blackboard to host exams/quizzes in order to save more time for in-class instruction. Articles, essays, and student samples can be uploaded so that students have constant access to them. Both for necessary materials and supplementary readings that instructors may not want to print for an entire class, the ease and availability of Blackboard is a fantastic option. Blackboard’s asynchronous message board system known as the “Discussion Board” allows for group discussion, general questions for instructors or peers, peer reviews, feedback, and small group collaboration. Some instructors who do not choose to use Blackboard’s grading feature use MicroGrade; this software allows recording of student grades and the option to print individual reports to disseminate to students.

Alongside Blackboard, the webpage software program FrontPage, now labeled SharePoint, is available on instructor computers throughout campus, allowing individuals to develop their own webpages. Information is generally presented with an intended student audience but is also often relevant for college and community use. One of the Department's instructors created a three-page list of instructions that faculty can follow in order to set up their own webpages; currently, all full-time faculty may choose to maintain an individual webpage.

The cutting-edge Creative Writing Program website appeals to creative and technologically savvy students and enhances teaching in a variety of ways. Creative Writing and other English students are directed to explore its various pages to augment assignments pertaining to literary events. The site provides general information on the Creative Writing Program and faculty, sponsors, scholarships, grants, the Fall Reading Series, *Acorn Review*, New Voices Student Reading, WRITE-A-THON, and the Lester Bangs Archive. Students wishing to work on an assignment or learn more about an author appearing in the Fall Reading Series or Literary Arts Festival use the website regularly. Faculty who want to integrate these literary arts activities and visiting authors into their curriculum use the website to determine which book or excerpt to adopt. In addition, Creative Writing faculty encourage students to visit the Lester Bangs Archive to learn about Grossmont's most famous writer; it is a helpful tool when seeking to encourage and nurture young writers. Finally, the Creative Writing Program has a page on Facebook, and students are able to link to Facebook on every page of the Creative Writing website.

The same Creative Writing faculty member created the website for the One Book, One Campus Henrietta Lacks Project, based on Rebecca Skloot's *The Immortal Life of Henrietta Lacks*. The dynamic site offers innovative ways to enhance teaching and learning, a general overview of the project, research links to curriculum and sample student work, as well as a yearly writing contest and calendar of events.

On the Program Review Student Survey (Appendix 7), students were asked three pertinent questions relevant to technology. The first queried students about what modes of communication were available to them by their instructors. Approximately 84% reported that they communicate via email while about 39% communicate through voicemail. Not surprisingly, approximately, 94% reported that they communicate face-to-face with the instructor. The second question asked students to identify where they check for course information and/or messages. Approximately 23% responded that they check information on email, with the same percentage of responses sharing that they check their Blackboard announcements. Once again, the instructor appears to be the main source for students to check on pertinent information with 55% of responses sharing that they check with the instructor. Finally, 22% of the respondents indicated that their classroom instruction relied on PowerPoint presentations and the Internet. One might assume that the classroom environment continues to trend in the direction of greater dependency on electronic media and technology, including more regular and required use of on-line resources, e-books, YouTube, and electronic textbook course-packs. This shows a

significant increase in computer literacy among instructors, from which it may be extrapolated that students possess even greater computer literacy and hold higher expectations for integration of these familiar technologies into their classroom instruction.

6.7 **TECHNOLOGICAL RESOURCES NEEDED**

Identify and explain additional technological resources that could further enhance student learning.

Several technological resources could further enhance student learning. To begin, English faculty have requested PowerPoint remote controls (including the laser pointer feature) that could be checked out by individual instructors or ordered upon request. This tool would facilitate freedom for the teacher to move around the classroom. Some instructors have requested Bluetooth “clickers” to advance PowerPoint slides for this same reason. In addition, it appears that better hotspot technology is available, and it would be helpful to have faculty-only connections so that instructors with wireless portable devices in the classroom do not have to compete with students. Some other resources needed in instructional space include, but are not limited to, the following:

- desks/tables that have the capability for power and data cabling
- a local router/switch for Room 571 connected to the main computer system
- surface mount raceway for electrical conductors plus cabling
- ergonomic SmartCart cabinetry and/or replacement of locks on SmartCarts
- student access to Blackboard Mobile
- software support and updates for Apple products (for instructors who have Macs)
- online supplemental reading software
- upgraded computers and software in Room 545

Finally, a few years ago laptop computers were purchased to meet the lab component of the English 90: Basic English Skills course outline as a solution to the loss of dedicated lab space in the Tech Mall (Room 70-122). However, the existing wireless laptop system in Room 571 has been unreliable as the wireless signal in that area is inconsistent because it is near a “dead zone” without signal strength. As a result, the lab requirement for English 90 often is compromised. In fact, English 90 instructors hardly used the laptop computers in Fall 2011 because of several technological issues caused by the faulty wireless network.

In 2011-2012, the Department Chair and the Project Success Coordinator explored the option of converting Room 571 back to its former designation as a lecture/lab facility. However, costs were prohibitive. The Department hopes to once again utilize lab space within the Tech Mall. Also, Proposition V’s passage in November 2012 will, in several years, lead to a new multi-story building in the 500-area; the Department will lobby for lab classrooms within that building (or within the English Writing Center should it move into the new building).

6.8 **ADEQUACY OF FACILITIES**

Comment on the adequacy of facilities that your department uses (e.g., does the room size and configuration suit the teaching strategies?).

Most facilities in which English faculty teach are functional, but instructors have appreciated the opportunities to teach in the new Health and Science Building because those rooms are more updated than 500-area rooms in which English faculty often teach. Even with the reduction in courses due to the statewide financial crisis, a limited number of classrooms are available at prime times and often rooms that are available are too small or outdated. New furniture has helped, but some classrooms are used to store extra furniture and folding tables, inhibiting movement in the classroom for both instructor and students. Moreover, in some rooms, students have trouble finding the space needed to get into peer groups. Faculty report that in Building 53, Rooms 527 and 528 often have a chronic stench and are not properly insulated. Additionally, it is common for voices of instructors (especially those who project well) and other sounds (from multimedia presentations) to be heard through the walls. Clearly, this does not contribute to effective teaching as students are often distracted by these sounds while taking tests or writing in-class essays.

For Reading faculty, facilities are especially inadequate. Rooms 547 and 548, both dedicated to reading instruction, are too small, making movements around the rooms challenging. These classrooms are equipped with specialized desks that provide a “quiet study area” for each student. They are large and serve the purposes of Reading students perfectly; however, they are bulky and make group work nearly impossible. Moreover, the Reading courses are skill-building courses, and nearly all of the individualized instructional materials are maintained on the walls of the classrooms. When students are assigned to complete activities, they first must secure the materials, and then, after completing activities, they must return them to their proper place. As is apparent, there is more student movement during class time than in a traditional classroom setting. Both rooms are equipped with SmartCarts, which take up space, and students and instructors are constantly negotiating their way around the tight spaces between desks and SmartCart(s). Able-bodied students can maneuver more easily than some of the disabled students. For example, wheelchair bound students are unable to get materials independently, and hearing-impaired students, accompanied by two sign language interpreters, are especially crowded. The good news is that during the writing of this self-study, a 500-Building Remodeling Task force is working to give the classrooms in the 500 building a much-needed facelift over the break between Fall 2012 and Spring 2013 semesters. Also, the College is committed to purchasing new “privacy desks” for Rooms 547 and 548. Finally, Room 545 (the Reading Annex), which adjoins Rooms 547 and 548, doubles as a computer assisted space for students enrolled in reading classes to complete assignments and as a space to store instructional materials for the reading classrooms. Although the Reading instructors have made the most out of space, Rooms 545, 547, and 548 are overcrowded.

All classrooms in which English courses are taught have access to technology as they are equipped with SmartCarts. The machines are re-cloned every year but

sometimes sooner if there is a significant update to one of the programs or if some major problem needs to be fixed. Unfortunately, some of the re-cloning sessions have not been completed in a timely manner and have left faculty scrambling during the semester to get programs either restored or working properly. The machines may also be re-cloned during the semester if they are infected by a virus or malware which cannot be quarantined/deleted by the antivirus program even though antivirus software checks for updates every 10 minutes. Although some of the programs installed like QuickTime and RealPlayer only get updated yearly, Windows components are updated every week. Most projector filters are cleaned every two to three months. SmartCarts and document cameras, however, are not cleaned on a regular basis. Clearly, these conditions could be improved.

Finally, the English Department's Creative Writing Program does not have an adequate venue to offer its well-received literary events every semester. The events are created for and appeal to Grossmont students, faculty, and staff, as well as the local community, and there is often standing-room only for the audiences. While these events could easily pack a 500-seat performance space, this is not a reality at Grossmont College. In lieu of the dream space, two rooms are identified as being appropriate for these events: the renovated Room 220 and the new Griffin Gate. The new Griffin Gate is a lovely room, but it is not a performance space. It was originally touted as a venue that could seat over 400 people theatre style; however, in reality it is a conference and meeting space that can seat only around 250. In fact, eager attendees have been turned away or sent to the Student Center to view speakers and presentations on a large screen—certainly not the same experience as being in the same room with the authors. Since it has been renovated, Room 220 is now a fabulous theatre setup; the raised stage has been removed, and the seating is in amphitheater style with great acoustics. A SmartCart contains all the necessary projection and electronic devices available. However, access to that venue is often limited as several different departments also schedule classes within the space. The Department is actively continuing discussions with other departments to collaborate on usage of Room 220. Also, the Department's representatives on the Facilities Masterplan Committee (which is consulting on best use of Proposition V funds) are working with representatives from other departments, particularly those in the arts, to secure adequate access to the new 500-seat performing arts facility which will be built in the north quadrant of the campus within the next 3-5 years.

SECTION 7: COMMUNITY OUTREACH AND RESPONSE

7.1 LOCAL, STATEWIDE, AND NATIONAL INTERACTION

How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

English Department activities implemented to provide and maintain connections to primary, secondary, and postsecondary schools were described in 5.7, but there are countless other ways in which the Department interacts with the community and extends the connections and influence of the Department beyond Grossmont College. Highlighted below are some of the successful community outreach activities undertaken during this Program Review cycle.

Project Success and The California Learning Communities Consortium

The very essence of Project Success is the notion of community for students as well as for faculty. Because Project Success is nationally-recognized for excellence, Project leaders have been asked to provide professional development to learning community program coordinators and educators at local, state, and national conferences and workshops.

For example, English faculty members presented two-day workshops at Southwestern Illinois College in August 2009 and in May 2011 to Kaskaskia College in Kaskaskia, Illinois. Both workshops were designed to help educators and program coordinators improve the learning communities on their respective campuses. The workshops focused on the intentional curriculum design of integrative assignments. While these workshops were geared primarily toward developmental level course design, information was provided on designing curriculum for transfer links as well.

Between 2007-2010, the Project Success Coordinator also made trips to campuses around the state, including Chaffey College in 2008, College of the Desert in 2010, San Diego City College in 2010 as well as to colleges in the Los Angeles Community College District. Project leaders also served as resource mentors at Washington Center's National Summer Institute on Learning Communities in June of 2009. The weeklong institute serves teams from colleges across the country who submit applications and are then selected to attend the summer workshops at Evergreen College in Olympia, Washington. At these workshops, college teams have the opportunity to learn from the mentors and, with their guidance, develop and/or refine their learning communities. At the June 2008 Institute, Project leaders shared the unique and innovative techniques developed at Grossmont College to weave reading instruction and reading skill development with developmental writing instruction. Furthermore, they were assigned to work with individual campuses, answering and asking questions designed to improve their respective programs.

Project Success faculty have also been very involved on the California Learning Communities Consortium (CLCC), including serving on its advisory board. The

CLCC is a collaborative project of California colleges committed to improving the quality of student education through collaborative learning. The organization seeks to do the following:

- Create professional development opportunities across the state;
- Collect and highlight a diverse range of teacher materials and practices;
- Assist in the development of new learning communities statewide; and
- Procure funding for statewide and regional conferences.

Faculty from the Grossmont English Department and the other community colleges within the CLCC created the CLCC Advisory Board, and the first CLCC curriculum workshop was held at Grossmont College in 2008. The CLCC's membership continues to grow, and English faculty continue to be ambassadors for change relative to innovative teaching and curriculum design to enhance student success. An English Department Project Success instructor who is also on the CLCC Advisory Board maintains a website highlighting the CLCC goals listed above, college membership in CLCC, and, most importantly, research pertaining to learning communities and innovative teaching techniques.

The Henrietta Lacks Project

The Henrietta Lacks Project, designed and coordinated by English faculty, was a yearlong One Book, One Campus event which explored *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. The immensely successful project involved fifteen disciplines and twenty different Grossmont academic departments as well as colleges and universities in the San Diego Area (UCSD, USD, SDSU, Cal State San Marcos, Point Loma Nazarene, and Grossmont College). The ways in which the project involved collaboration that extended beyond this academic consortium and into the community will be the focus here.

To begin, English faculty partnered with organizations in the community. The consortium agreed that each campus would collaborate with the San Diego Center for Ethics in Science and Technology and the Fleet Science Center to host one month of an on-



The **HENRIETTA LACKS** Project

October 24, Monday • 2:00 pm
Faculty Panel: Panelists: Dr. [Name], Dr. [Name], Dr. [Name], Dr. [Name]

October 25, Tuesday • 6:00 pm
Student Debate: Topic: [Topic]

October 26, Wednesday • 2:00 pm
Interdisciplinary Presentation: [Description]

October 27, Thursday • 7:00 pm
"Page To Stage" Performance: [Description]

October 31, Monday • 10:00 am - 3:00 pm
Campus Open House: [Description]

November 1, Tuesday • 6:30 pm
Film Screening & Guest Speaker: [Description]

November 2, Wednesday • 2:00 & 6:00 pm
Guest Lecture by Rebecca Skloot: [Description]

going, once-a-month series devoted to exploring ethical issues raised by the book. These events were hosted at the Fleet Center and were free and open to the public. Also, English and other Grossmont faculty partnered with *Voice of San Diego* (an online newspaper) to produce monthly content in conjunction with the Fleet Center talks. This content, available to the general public, includes ethical opinion polls, op-eds, and audience reaction pieces.

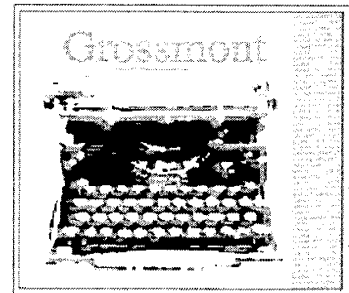
As further evidence of community partnerships, the English Department invited the Black Storytellers of San Diego to present a dramatic reading of excerpted materials from *The Immortal Life of Henrietta Lacks*, and the Department funded the hiring of a local director to facilitate that process. In addition, Donald Morgan, the Emmy Award winning cinematographer, was scheduled to talk as part of a screening of the film *Miss Evers' Boys*. All of these events were free and open to the community.

An English faculty member created an outstanding website for the event which included numerous sources, information, and a complete calendar of related activities in and around San Diego, and Department faculty integrated Skloot's book, or excerpts from it, into their curriculum. In addition, One Book, One Campus offered many opportunities for further community participation: a writing contest, discussions, lectures, a debate, a campus open house, works of art, poetry performances, health posters, a film screening, and a "Letters to Lacks" wall project (featured on the cover of this Program Review document). The project culminated in Rebecca Skloot's appearance at USD and at SDSU, with her presentations broadcast via live feed to Room 220 on the Grossmont College campus.

The Creative Writing Program's Activities

The Department's Creative Writing Program regularly engages in a variety of community outreach endeavors. At the heart of its outreach activities is a two-week Literary Arts Festival, now in its 17th year, as well as a Fall Reading Series. These events include readings and book signings featuring nationally and internationally acclaimed authors as well as talent from the local community. Events are always free and open to the community.

To engage people from throughout San Diego County, Creative Writing faculty utilize a variety of mediums. The Creative Writing Program regularly advertises its events in area publications including the *San Diego Union-Tribune*, *The San Diego Reader*, and *San Diego CityBeat*, and it distributes flyers and posters to area coffee shops and bookstores. The Program even has an active Facebook page. Press releases and press kits publicizing literary events are also sent out to local media. An exciting result of these outreach efforts occurred in May of 2011 when one instructor and several of her poetry students were featured in the front page article "Grossmont Students Live for Poetry" published in the *San Diego Union-Tribune*.



Additionally, the Creative Writing Program has collaborated with local radio station KPBS to broadcast and solicit community involvement in its events. The KPBS radio program *These Days*, hosted by Maureen Cavanaugh, featured a Grossmont College Creative Writing instructor and author Matt de la Peña (Spring 2009) and the same instructor and author Dorothy Allison (Spring 2010). In these broadcasts, representative Grossmont faculty along with Grossmont Creative Writing students generated community interest and participation in upcoming literary events as well as in the English Department and Grossmont College.

Sponsoring a wide range of literary activities is costly, so it is necessary to engage the local community in fundraising. One such activity that the Creative Writing Program has undertaken is its biennial sponsorship of the Creative-WRITE-ATHON. This fundraising event provides students, faculty, and community members with an inspiring full day of writing and creativity. Participants solicit a minimum of \$50 in pledges and in return receive practical, motivating writing prompts from working writers in the four genres: fiction, poetry, creative nonfiction and drama. Raffles, contests, and prizes throughout the day keep participants inventive and involved in the spirit of a writers' community. Proceeds from the event are used exclusively to fund Creative Writing and literary events at Grossmont College.

Another effort to reach out to the community occurred in 2009 when the English Department began collaborating with the La Mesa-El Cajon American Association of University Women (AAUW) in holding the annual "First Female" Essay, open to East County female high school students.

To continue, many Creative Writing faculty are active participants in community and writing organizations throughout San Diego County. Through collaboration with the La Mesa-El Cajon chapter of the American Association of University Women (AAUW), Grossmont faculty have been invited to speak, and Creative Writing students have been invited to read their original work at AAUW functions. A part-time faculty member serves as Program Director for *San Diego Writers, Ink*, a nonprofit organization offering classes, groups, workshops, readings and other literary events at The Ink Spot and various locations throughout San Diego County. Some Creative Writing instructors have volunteered or taught classes for *San Diego Writers, Ink*. In addition, Creative Writing faculty engage with the community by performing at various spaces and events throughout San Diego and East County, including, but not limited to, Literary Death Match, So Say We All, Ink Spot, San Diego Museum of Art, San Diego Art Institute, The Whistle Stop, and San Diego City College International Book Fair. It should be added that the Creative Writing Program's poetry students give a performance twice a year at Cosmos Coffee Cafe in downtown La Mesa.

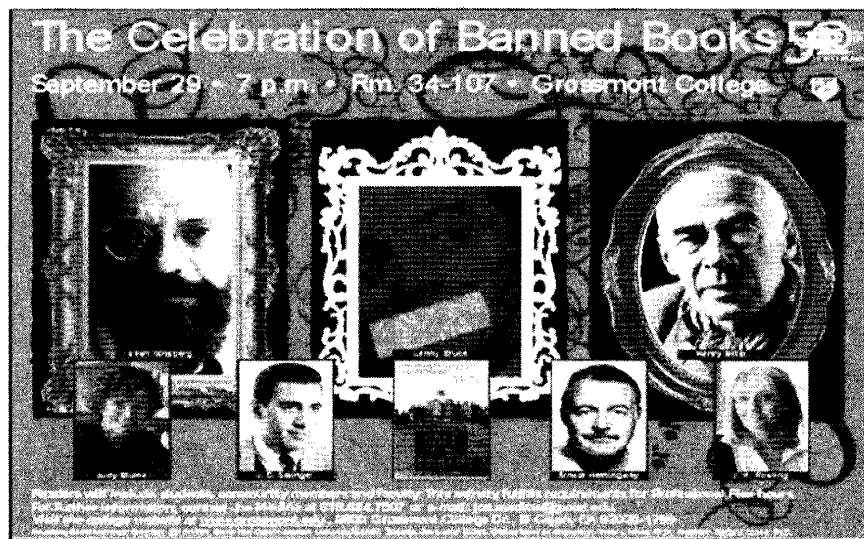
In addition to performing throughout the community, Creative Writing faculty collaborate regularly with *City Works Press*, a nonprofit collective, committed to publishing a diverse range of San Diego's emerging voices in fiction, poetry, and nonfiction. Grossmont faculty and students have appeared in several of the City Works' publications, including *Mamas and Papas: On the Sublime and Heartbreaking Art of Parenting*; *Lavandería: A Mixed Load of Women, Wash, and*

Words; Hunger and Thirst; and Sunshine/Noir. As a result of having been selected for these publications, faculty and students have been invited to read their work throughout the community. In addition, *City Works Press* authors, such as Jim Miller, Mel Freilicher, Adrian Arancibia, Jimmy Santiago Baca, and Ella deCastro Baron have participated in Grossmont's Fall Reading Series and Literary Arts Festival.

In an ongoing effort to stay connected to the state, national, and international writing communities, Creative Writing faculty frequently attend writing conferences and participate in retreats. One such activity is the annual conference sponsored by the Association of Writers and Writing Programs (AWP). At these conferences, faculty members are provided with the opportunity to network with the statewide and national literary arts community as well as interact with potential visiting authors. One Creative Writing instructor has been accepted regularly to the prestigious Bread Loaf Writer's Conference and recently completed a residency at the Byrdcliffe Art Colony in Woodstock, New York. Additionally, this faculty member has participated in writing conferences and communities in St. Petersburg, Russia. Creative Writing faculty have, for the most part, funded these professional development and outreach efforts themselves as financial assistance for faculty attendance at conferences has been, until recently (2012), difficult to secure.

The Annual Celebration of Banned Books

Banned Books is an event held at Grossmont College each September in honor of National Banned Books Week. This event, now officially part of the Fall Reading Series, is in its 20th year at the College and includes presentations by community members, students, and faculty. Topics change annually, but its mission to increase awareness of banned books and literacy remains the same. This event is free and open to the public and is aggressively promoted in area publications as well as local coffee shops, libraries, and bookstores. The standing room only crowds consist of not only students, faculty, and staff, but also community members.



SECTION 8: FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 PARTICIPATION AND RESULTS

Highlight how your program's participation in professional development activities, including sabbaticals (listed in Appendix 10), has resulted in improvement in curriculum, instruction, and currency in the field.

Members of the English Department have been active participants in professional development activities both on and off campus. The complete list of activities is provided in Appendix 10. Below are highlights.

Sabbaticals

In Fall 2005, Stephanie Mood created a multifaceted project featuring website design for English full-time faculty, a manual for faculty to maintain websites, research of online and hybrid courses, development of a hybrid course, and the writing of a textbook for English 124: *Arguing on Planet Earth: New Patterns of Thought for the 21st Century*, now in its 4th edition.

In Fall 2007, Marilyn Ivanovici conceptualized and wrote a manual outlining the principles upon which the English Department's Reading Program is based. One result of this sabbatical was the development of an all-inclusive way to train new Reading instructors and to provide permanent instructors with extensive supplementary materials.

In Fall 2007, Sydney Brown undertook a broad-based, interdisciplinary project identifying, researching, surveying, and contextualizing pedagogical issues in the first-year college writing course. The results of her work helped inform revisions to the official course outline and Student Learning Outcomes (SLOs) for English 120: College Composition and Reading.

In Fall 2008 and Spring 2009, Ryan Griffith researched the features of critical thinking across the disciplines in order to discover and design short assignments and activities that could be implemented to foster critical thinking in students enrolled in English classes. This sabbatical led to the development of a Cross-Disciplinary Critical Thinking Faculty Inquiry Group (FIG).

Conferences and Workshops

The English Department is comprised of four areas of disciplinary focus: Basic Skills, Composition, Literature, and Creative Writing. English faculty actively pursue opportunities to maintain currency in their respective fields. Appendix 10 outlines most but not all of the conferences, workshops, continuing education opportunities, and other professional growth activities that full-time and part-time Department members have attended and/or have helped to organize.

English Department faculty are members of numerous local, statewide, and national organizations that promote professional learning: National Association of Teachers of English, California Association of Teachers of English, Cal-PASS, National

Association for Developmental Education, American Association of University Women, Association of Writers and Writing Programs, English Council of California Two Year Colleges, and California Learning Communities Consortium. All of these professional organizations hold annual conferences which are widely attended by English faculty, as reported on the Program Review Questionnaire, though faculty participation has subsided recently due to budget cuts. English faculty members actively seek out alternative funding sources, including paying for conferences themselves, in order to learn more about their discipline and about strategies to improve instruction. What instructors learn at various conferences, they implement in the classroom.

While all of these avenues allow English faculty to remain current in the fields of Composition, Literature, Creative Writing, and Reading, there is one that is particularly worthy of mention. Since 2007, English faculty who teach developmental education courses have attended one or more of the California Learning Communities Consortium (CLCC) conferences, where developmental education instructors from across the state share best practices about developing learning communities to improve student learning. The CLCC annual conference started locally due to the efforts of Sue Jensen and Linda Mitchell. Both faculty members have been leaders in the CLCC and have shared the value of learning communities at numerous workshops. During this past Spring 2012, a team of 15 instructors attended the conference, which was held locally.

Professional Development through SLO Work

Faculty efforts to participate in professional development activities have influenced the development of the Department's program and course SLOs. Many Department faculty members participated early on in regional SLO conferences for SDICCA colleges as well as in retreats sponsored by the statewide Academic Senate. English faculty members were also key participants in developing the Institutional SLOs for the College and have also participated in pilot activities to track the relationship of course SLOs to General Education SLOs. Many English instructors cite SLO development, implementation, and assessment as effective professional development opportunities (Appendix 21b). In 2008, the English Department created an off-campus all-day retreat to establish SLOs for key basic skills and transfer-level classes, and a second retreat occurred in 2009 to develop strategies for SLO assessment. In addition, a significant portion of the full Department meetings during Professional Development week is devoted to developing and refining common assessments for the SLOs; this happens at a time when the greatest number of adjunct instructors are available to participate. In fact, in the Grossmont College Faculty Survey, a majority (77.5%) of part-time faculty members strongly agreed or agreed that they had opportunities to collaborate with colleagues on SLOs, and in a Department questionnaire, many mentioned SLO development and assessment as a professional development activity that contributed to their growth and improvement as instructors.

Professional Development for Basic Skills Faculty

Instructors who teach in Basic Skills courses (English 90: Basic English Skills; English 90R: Reading Skills Development; English 98: English Fundamentals; and English 98R: Reading Fundamentals) work to keep current in the field of developmental education by attending conferences and workshops and by participating in leadership institutes in order to learn more about best practices for working with developmental education students. For example, during the summer of 2009, Cindi Davis Harris attended the Leadership Institute for Reading Apprenticeship to discover methods for infusing meta-cognitive thinking into developmental reading and composition instruction. She has presented workshops to the Reading program faculty, to larger audiences during Professional Development Week, and to faculty across campus during the annual Faculty Summer Institute. In 2011, Jenny Nolen attended the National Association for Developmental Education Conference and returned with improved strategies for teaching vocabulary. In 2011, Janice Bellinghiere attended the California Reading and Learning Association conference, and she brought back to Reading instructors ways to encourage African-American males to become engaged readers. In order to learn more about teaching basic skills courses, several instructors have attended National Association for Developmental Education (NADE) Conferences and a number of Basic Skills regional workshops held at Mesa and Cuyamaca Colleges.

Of particular note is the expertise that Joan Ahrens now brings to the English Department. Joan was certified in May 2011 as a Developmental Education Specialist through the Kellogg Institute for the Training and Certification of Developmental Educators at Appalachian State University (ASU). The institute is a four-week residential program held on the campus of ASU. It consisted of four week-long seminars on these topics: Assessment and Placement for Developmental Educators, Designing Learning Environments, Student Support Systems, and Outcomes Assessment and Program Evaluation. Each seminar involved 32 contact hours and an additional 10-20 hours of student preparation each week. Upon completion of the seminars, participants were expected to produce a project or paper demonstrating their mastery of the concepts and techniques presented with an emphasis on ways the project would benefit the home campus. For her practicum, Joan Ahrens co-facilitated a FIG, detailed in Section 5.1, with Shirley Pereira from the Math Department, which met monthly to examine various institutional data sets on retention, success, and persistence disaggregated by race and ethnicity and to discuss research in best practices on ways to address gaps in equity. In May 2011, Joan completed her practicum by writing a paper: "Faculty Inquiry Groups: Using Data and Research to Assess Equity Student Outcomes." Her work was deemed exemplary and is archived in the National Center for Developmental Education's library at Appalachian State University. She plans to resume FIG discussions in Spring 2012, strategizing with Grossmont faculty methods for implementing what she learned.

English 90 instructors meet during Professional Development Week as well. During these meetings, they developed a common assessment strategy that is used to ensure proper placement of students in English 90: Basic English Skills. One of the findings of Joan Ahrens' work is that developmental education students need

multiple pathways to exit developmental education courses. Therefore, in the fall of 2010, English 90 instructors began giving selected students in English 90 classes the opportunity to take the English 98-level CAT. Students who pass the exam are given the opportunity to skip English 98 and go straight to English 110 once an instructor's recommendation reaches the Department Chair.

The Reading instructors also meet during Professional Development Week in order to share best practices, review curriculum, and discuss findings from the most recent SLO assessments. In addition, Reading instructors generally meet one Friday during each semester to work on developing SLOs, to discuss SLO assessment results, and to refine and/or revise course outlines.

Professional Development for Composition Faculty

Composition instructors have attended conferences and/or have done sabbatical work that has resulted in improved instruction in Composition. These include Sydney Brown's sabbatical and Ryan Griffith's sabbatical as described earlier in this section. In addition, from 2008-2011, English 120 instructors met regularly in the Cal-PASS Freshman Composition Project (described in Section 5.7), working with instructors from SDSU who teach RWS 100, the articulated transfer level course. Also of note, in 2009 Kamala Balasubramanian attended the Critical Thinking Conference in Berkeley.

Professional Development for Creative Writing Faculty

Creative Writing faculty meet formally at the beginning and end of each semester and informally throughout the semester in order to produce the Fall Reading Series, Literary Arts Festival, and WRITE-A-THON, facilitating both personal and professional enrichment and growth. In addition, Sydney Brown attended the Jackson Hole Writing Conference and, as a result, completed a manuscript of poetry. Julie Cardenas regularly attends the Association of Writers and Writing Programs (AWP) Conference, the gold standard conference for instructors of fiction, poetry, creative nonfiction, and drama. Finally, Ryan Griffith attends national and international conferences and retreats and shares information about teaching and learning with his colleagues.

Professional Development for Literature Faculty

Literature faculty members have the opportunity, as do all faculty, to attend literary events featuring contemporary authors and sponsored by the Creative Writing Program. In addition, Literature faculties make presentations at these events, including the Celebration of Banned Books (now part of the Fall Reading Series). Tony Ding, Oralea Holder, and Karl Sherlock have given unforgettable presentations on banned authors including D.H. Lawrence, Walt Whitman, Alice Walker, Sherman Alexie, and Terrence McNally. In addition, Lisa Ledri-Aguilar presented a workshop at the California Association of Teachers of English Convention on the contributions of C.S. Lewis to academia and ways to incorporate his ideals regarding rhetoric and literature into high school and college classrooms.

8.2 INNOVATIVE PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe any innovative professional development activities your program has created.

The Grossmont College English Department has a legacy of innovation and demonstrated creativity in developing activities that have benefitted the Department, the College, and the community.

Learning Communities

The English Department, due to the insight of retired faculty members Mary Donnelly and Sue Jensen, created the first Learning Community on campus by linking a reading course with a writing course so that the same students took both courses and instructors taught integrated lessons. This “learning community,” known as Project Success, has grown, and Grossmont College now has one of the largest and most well-respected learning community programs in the country. Grossmont College currently has over 30 linked courses with approximately 40 instructors involved in this interdisciplinary and/or contextualized approach to teaching English and other subject matter.

As the learning community concept has developed, so has the need for professional development on integrating curriculum in linked courses. As noted in Section 8.1, Grossmont College hosted the first California Learning Communities Consortium (CLCC) in 2007. Since then, the CLCC has grown to include almost 40 colleges in California, and the list continues to grow. The CLCC conference is held every year in either Northern or Southern California and is a professional development option that many English faculty members participate in routinely.

Faculty Summer Institute

Using Basic Skills Initiative monies, Department faculty have addressed the need for further professional development related to improving instruction in basic skills linked courses and to providing ongoing professional development on best practices in instruction at all levels. In the summer of 2008, Grossmont College began its first faculty Summer Institute, a week-long event that is now an annual opportunity for professional enrichment. This on-campus professional development option resulted from the vision of Sue Jensen and has been interdisciplinary from its inception. Some examples of workshops that English faculty have created and presented at this conference include “Introduction to Learning Communities,” with presentations by Sue Jensen, Joan Ahrens, and Linda Mitchell; “Reading Across the Disciplines Using the Reading Apprenticeship Approach,” presented by Cindi Davis Harris; “Working with Basic Skills Student,” presented by Cathy Harvey; “Writing Across the Curriculum,” presented by Tate Hurvitz and Joan Ahrens; and “Teaching Vocabulary Across the Curriculum,” presented by Cindi Davis Harris and Linda Thomas.

Alignment Projects

Many English faculty members have been involved in the creation of two professional development projects with the goal of aligning curriculum with two educational partners—Grossmont Union High School District and San Diego State

University—through what became known as the Professional Learning Council (PLC). The Cal-PASS PLC began in 2004 with Micah Jendian and Ryan Griffith as Grossmont College leaders who facilitated inter-segmental conversations about curriculum and alignment of the exit outcomes of one educational segment with the entrance expectations of the next. In 2009 and 2010, the PLC worked on the ACCESS Grant Project. In this two-year project, high school teachers from the GUHSD, Grossmont College English instructors, and instructors from Administration of Justice (AOJ) worked to create a curriculum guide that aligned writing standards with Career/Technical Education Standards. Cindi Davis Harris was one of the final editors of that document, which is now available on the Institute for Evidence Based Change (IEBC) website. Also growing out of the Cal-PASS PLC meetings was the creation of a series of workshops held on 11/4/09, 12/3/09, 2/24/10, and 3/24/10. These workshops, titled “Academic Literacy Across the Curriculum,” were supported by BSI funds. Invited instructors from across campus engaged in a series of facilitated talks about the nature of academic literacy across the disciplines.

Another effort that grew out of those early 2004 conversations became known as the English Curriculum Alignment Project (ECAP), mentioned in Section 5.7. Through ECAP, English faculty, including Micah Jendian, Cindi Davis Harris, and Tate Hurvitz, provided professional development workshops and acted as mentors to high school English teachers at several feeder high schools, helping them to create a series of reading and writing assignment sequences designed to prepare students for college-level reading and writing tasks. The results of such efforts have been notable.

Related to this effort was a project undertaken with West Hills High School, a school that had been communicating with Grossmont College English Faculty for five years. Students earning an A or B in their senior English classes at the high school have been given the option to place directly into English 120: College Composition and Reading. While the number of students involved in the pilot study was very small (N=35 in 2009; N=14 in 2010), the results suggest that this type of alignment work is worth continuing. Approximately 84% of the students in the study were successful in English 120 (compared to an approximate success rate of 68% for comparison groups of students in those two years).

On the other end of the spectrum, in a project that works to align English Department curricular goals with SDSU, in 2006-2008, instructors who taught English 120 at Cuyamaca and Grossmont Colleges met with instructors at SDSU who taught RWS 100, the articulated course. Instructors at both institutions reported that these inter-segmental conversations gave them much greater clarity about the goals, focus, and pedagogy employed in English instruction at both campuses and that such understanding has improved instruction.

All of the professional development efforts focused on alignment have helped Grossmont English faculty work more cohesively with their colleagues to improve the transition of students from high school to community college and from community college to the university. Unfortunately, as of Fall 2012, Cal-PASS is no longer a locally-funded entity, so some efforts are currently on hiatus; however,

local partners are seeking alternative funding sources to continue these important and valuable projects.

Faculty Inquiry Groups (FIGS)

Leadership of FIGS is another way that English faculty have created innovative professional development activities for Grossmont instructors. After his sabbatical in 2010, Ryan Griffin spearheaded a FIG that included instructors from across the disciplines. They discussed and implemented lessons designed to improve critical thinking skills of their students. In another instance, after attending the Kellogg Institute (described in detail in Section 8.1) in the summer of 2011, Joan Ahrens began a FIG that examined disaggregated data about student achievement, especially in basic skills classes. The College Research Liaison Shirley Pereira provided data and assisted with the analysis of data, and the FIG met throughout the year with participation from not only English instructors but instructors from other disciplines. Their work is ongoing.

8.3 SHAPING THE DIRECTION OF THE COLLEGE AND DISCIPLINE/S

Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Given the size of the English Department, it is not surprising to find its faculty members represented on virtually every committee on campus. However, perhaps more significant is the number of English faculty who have assumed leadership roles on committees and/or task forces. Appendix 10 identifies this in further detail. This wide representation has been integral in helping to shape the direction of the College. English faculty formulate various Faculty Inquiry Groups and task forces and serve on a wide range of campus committees including but not limited to Accreditation, Council of Chairs and Coordinators, Academic Senate, Program Review, Curriculum, Student Success, Academic Rank, Planning and Resources Council, Institutional Excellence, Facilities, Room Utilization, Division Council, Scholarships, and World Arts and Culture. In addition, they supervise San Diego and Imperial Counties Community College Association (SDICCA) interns, totaling over 10 interns during the course of this Program Review cycle.

With respect to helping to shape the direction of the College, of note are Sue Jensen and Joan Ahrens and many others who have worked to build campus awareness of students in need of basic skills courses. It is well-established that the growth of linked courses, within the English Department and between English and other disciplines, is facilitated through Project Success and now further supported by the Student Success Committee. Several initiatives and programs designed by English Department faculty to meet the needs of these at-risk students have now become institutionalized.

One project with especially far-reaching implications was the English Department's proposal to be one of four schools nationwide working with Kingsborough College to

create a first-year experience program. In the summers of 2011 and 2012, instructors from various disciplines traveled along with administrators to Kingsborough College where they envisioned a first-year experience, the goal of which was to improve retention and graduation rates.

After examining College data on student achievement, retention, and success, the Kingsborough team noted several trends. A large number of students who test into developmental-level English and Math courses do not persist. The Kingsborough team concluded that this phenomenon occurs because students feel that the road to a degree is too long. Since over 50% of Grossmont College students test into a developmental English course (English 98: English Fundamentals), the Freshman Academy was created. Comprised of English 98, English 98R, a counseling course and a GE course, the program offers students the opportunity to be part of a rigorous and supportive academic environment during their first year at Grossmont. The focus is on building students' connections to one another, to their instructors, and to the College by developing a comprehensive, flexible, and adaptable first-year program. This program coordinates several best practices from around the campus that have been shown to improve student learning, including learning communities, contextualized learning, and counseling. The Freshman Academy model is a promising practice that will grow in the future with the participation, support, and leadership of those in the English Department.

Members of the English Department have also shaped the way the Department and the College conceptualize other cross-curricular efforts. For example, in 2010-2011, Tate Hurvitz, Joan Ahrens, and Sue Jensen conceptualized and coordinated the two-week long One Book, One Campus celebration of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (described in Section 7.1). Department Chair Oralee Holder secured initial funding for the project via the annual activity planning process for the Department, and English faculty leaders developed the successful cross-disciplinary project that eventually involved instructors from Art, Biology, Chemistry, Creative Writing, Culinary Arts, English, History, Humanities, Nursing, Sociology, Speech and Debate, and UMOJA. This project sparked interest about the potential for other cross-disciplinary teaching and professional development activities. It also established a precedent for future collaborations with other colleges, universities, and community organizations in the county as ties with this event were established with UCSD, USD, SDSU, Point Loma Nazarene, CSU San Marcos, and the Fleet Science Center and the Center for Ethics in Science and Technology. The program was so successful that it is being continued for 2012-2013 with another One Book, One Campus project under the coordination of Tate Hurvitz and centered on Rachel Carson's *Silent Spring*.

The efforts of Creative Writing and Literature faculty have also helped establish Grossmont College as a leader in developing exceptional literary events. Much of this is due to the labor and persistence of Creative Writing Program faculty who work endless hours to raise funds, primarily through the biannual WRITE-A-THON, brainchild of Sydney Brown. Three separate WRITE-A-THONS have been held, with the CW Program raising over \$20,000 to help support the Fall Reading Series and spring Literary Arts Festival. For this Program Review cycle, the Creative

Writing Program was coordinated by Stephanie Mood and Sydney Brown. With the retirement of Stephanie Mood, Karl Sherlock became co-coordinator in Fall 2012. The success of the above-named literary events results from the collaborative efforts of many English faculty members: the Creative Writing coordinators identified above, Ryan Griffith and Julie Cardenas, full-time faculty in the Creative Writing program, part-time faculty Rob Williams, Lisa Shapiro, Michelle Tucker, and Adam Deutsch, and the Department Chair, Oralee Holder. Working together with the support of the rest of the English Department, these faculty have created a slate of high-quality literary events featuring local and world-renowned authors. This past year the widely-acclaimed writers Sandra Cisneros and Tim O'Brien read from their works in events that packed Griffin Gate to capacity and overflowed into the Student Center.

It should also be mentioned that Karl Sherlock and Adelle Schmitt work tirelessly to maintain several integral English Department websites. Karl Sherlock maintains both the English Department website and the Creative Writing Program website. Both are artistically intriguing as well as useful to anyone who wants to learn more about the history of the Department, the faculty members in the Department, and the authors featured at each year's Fall Reading Series and Literary Arts Festival. The website also provides curricular links. Adelle Schmitt maintains *Mixed Messages*, the Department's online newsletter. The site is a repository for the Department's SLOs, for articles on pedagogy, and for recent publications by Department faculty members.

Every fall for over a decade, Joe Medina has championed the Celebration of Banned Books, now officially part of the Creative Writing Program's Fall Reading Series. Librarians, counselors, English professors, and faculty from many disciplines are invited to read selected passages from famous and powerful books that have been banned or continue to be banned in the United States. Now that Griffin Gate has been expanded and remodeled, Joe Medina and his colleagues and student volunteers look forward to continued expansion of this event which attracts students, faculty, and guests who share a commitment to free speech and the arts.

Not only do English Department faculty members develop programs and initiatives that shape the vision and direction of the campus, but many English faculty are also active in presenting at local, state, national and international conferences, helping to inform and shape the direction of the discipline. For example, Joan Ahrens has presented work related to learning communities, student success, and the needs of basic skills students at many local, regional, and national conferences. In 2011 Micah Jendian and Cindi Harris presented their research related to the English Curriculum Alignment Project (ECAP) at the California Educational Research Association Conference. In 2007, Lisa Ledri-Aguilar presented her paper entitled "The Power of the Tao in Biographical Non-Fiction to Affect and Teach Students at the Community College" at the C.S. Lewis Faculty Forum in Boulder, Colorado. In July 2008, she presented a paper entitled "Love and Knowledge: The Keys to Being All That We Are Intended to Be" at the internationally-renowned Oxbridge conference held every three years at Oxford and Cambridge Universities. Later, in

January of 2011, this paper was published in the online journal *In Pursuit of Truth*, published by the C.S. Lewis Foundation. Most recently, in July 2011 at the Oxbridge Conference, Lisa Ledri-Aguilar presented a paper entitled "The Plight of French Huguenots and Their Path to Transform Culture World-Wide" at Robinson College, Cambridge University. In 2008, Micah Jendian was invited by the Ministry of Culture in the Republic of Armenia to present a paper titled "Armenian or American? Both and Neither: The Significance of William Saroyan's Armenian-American Identity in Understanding His Work" at the International Conference devoted to the 100th Anniversary of William Saroyan's birth. Janice Bellinghiere made a presentation at the California Reading and Learning Association Conference in 2011 titled "Retaining the African-American Male." And, finally, Tate Hurvitz is a regular contributor to the Science and Ethics Center newsletter *Voice of San Diego*.

SECTION 9: STAFFING TRENDS AND DECISION-MAKING

9.1 TRENDS AND CHANGES IN FACULTY STAFFING

Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

The tables below clearly indicate a number of trends: the growth and then stabilization of full-time faculty numbers over the course of this Program Review cycle; the significant increase in full-time faculty reassigned time, especially to do College rather than Department work; and the reduction of adjunct faculty numbers. What is not as apparent from the tables is the impending crisis in the numbers of full-time faculty, with up to eight retirements expected to occur prior to the time of the next Program Review report. In fact, five faculty retired in 2011-2012.

9.1 Table 9a: Staffing Trends Data, Fall 2004 through Fall 2010

	Fall 2004*	Fall 2005*	Fall 2006*	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT Faculty	21	24	26	22	23	23	23
English (E) English Second Language (ESL)	(17 E; 4 ESL)	(20 E; 4 ESL)	(21 E; 5 ESL)				
# of PT Faculty	65	65	66	70	76	70	60
Total Full-Time FTEF (FT FTEF + X-PAY)	19.13	21.548	21.997	21.481	22.979	23.295	22.879
Total Reassigned Time**	2.15 FTEF	1.94 FTEF	1.99 FTEF	2.09 FTEF	2.00 FTEF	2.65 FTEF	2.85 FTEF
Total PT FTEF	29.246	31.046	32.506	32.527	32.974	30.914	26.991
Total FTEF	48.376	52.594	54.503	54.008	55.953	54.209	49.87
Total WSCH	15,777	16,541	17,000	17,390	19,554	20,986.5	19,598

*After Fall 2007, ESL became its own department. Numbers reported here for FTEF, WSCH, and Reassigned Time are for English only.

**More extensive information on Department Reassigned Time follows in Table 9b.

9.1 Table 9b: Department Reassigned Time, Fall 2004 through Spring 2011

Note: Reassigned time for the **Department** (measured as full-time equivalent faculty or FTEF/LED) includes such positions as Department Chair, Project Success Coordinator, and English Writing Center/Learning Skills Coordinator. Reassigned time for the **College** includes such positions as Chair of Council of Chairs and Coordinators, Assistant to the SLO Coordinator, and Student Success Committee Co-Chair.

	Fall 2004 FTEF	Fall 2005 FTEF	Fall 2006 FTEF	Fall 2007 FTEF	Fall 2008 FTEF	Fall 2009 FTEF	Fall 2010 FTEF
	2.15	1.94	1.99	2.09	2.0	2.65	2.85
Department	(1.90)	(1.84)	(1.89)	(1.99)	(2.0)	(2.05)	(2.05)
College	(.25)	(.10)	(.10)	(.10)	(0)	(.60)	(.80)
	Spring 2005 FTEF	Spring 2006 FTEF	Spring 2007 FTEF	Spring 2008 FTEF	Spring 2009 FTEF	Spring 2010 FTEF	Spring 2011 FTEF
	2.09	1.89	2.04	2.14	2.60	2.45	2.85
Department	(1.99)	(1.89)	(1.94)	(2.04)	(2.10)	(2.05)	(2.05)
College	(.10)	(0)	(.10)	(.10)	(.50)	(.40)	(.80)
Total FTEF for Academic Year	4.24	3.83	4.03	4.23	4.60	5.10	5.70

Reassigned Time Trends

Faculty members within the English Department have a long history of service, not only to Department programs but to the College and District as well. In previous Program Review cycles, two English faculty members served as Academic Senate Presidents, and two have served as Accreditation co-chairs/editors. English faculty have co-chaired the Student Success Committee as well as provided assistance to the Student Learning Outcome Coordinator, organized Puente, and participated in the Travel Abroad program. The ongoing reassigned time provided to the Department Chair, the Project Success Coordinator, and the Learning Skills Coordinator allows key functions of the Department to run smoothly.

In any given semester of this current Program Review cycle, the equivalent of 2-3 full-time faculty loads are devoted to such service, with the amount of reassigned time increasing significantly in the last two years. Reassigned time for Fall 2011 constituted the highest in the cycle at **3.067 LED/FTEF** (with that expected to be duplicated for Spring 2012 for an annual 6.134 LED/FTEF).

Department reassigned time over the current Program Review cycle has remained relatively stable (at around 2.00 FTEF/LED), but the number of faculty in the Department released to do work for the College (as Faculty Chair of the Student Success Committee, as Chair of Council of Chairs and Coordinators, as assistant to the SLO Coordinator, as Freshman Academy Co-Coordinator, etc.) has increased. Even as this reassigned time obligation has increased for certain members of the Department, the Department has successfully backfilled the teaching assignments

of all of those faculty members, in part because of the robust, committed cohort of adjunct faculty members. After having cut sections overall, the Department still has had sufficient adjuncts to cover courses that might be vacated by faculty serving college needs, but with adjunct ranks declining as sections are reduced, it is doubtful that the English Department can sustain such service to the College.

Staffing Trends

The first recommendation from the 1998-2004 Program Review Report was to “immediately replace any full-time faculty members who separate” and to “add four new full-time faculty positions.” The Department fortunately was able to do that. At the start of this 1998-2003 Program Review cycle, Fall 2004, the Department was comprised of 17 full-time faculty members, and, following three rounds of hiring, reached 23 full-time faculty in 2008 and stabilized at that number for 3 years. That would be good news if it were not for the fact that 8 of those 23 instructors are 60 years or older. In fact, 1 instructor retired in December 2011 and an additional 4 took the Early Retirement Incentive and retired in July 2012; therefore, for the 2012-2013 academic year, the Department now has 18 full-time faculty members. The expectation is that several more faculty will retire in the next few years. For Fall 2012, the Department will barely have the same number of full-time faculty as in 2004, yet the Department is serving vastly greater numbers of students. For example, the earned WSCH (weekly student contact hours) from Fall 2004 was 15,777 whereas, in Fall 2010, the earned WSCH was 19,598. Therefore, it is essential that the English Department continue to receive support for hiring new full-time faculty and for immediately replacing all retiring faculty.

The English Department relies heavily on adjunct English faculty, usually stabilizing at an average of 65 part-time instructors each year. However, as the state’s economic crisis continues to take a toll on the College and on the English Department’s ability to offer as many classes and sections as students would like, the Department has had to scale back the adjunct instructor pool. (The numbers fell below 60 for the first time in Fall 2010, and in 2011, the Department is down to 55.) Nevertheless, the Department continues to be able to offer most veteran adjunct instructors 1-2 courses each semester and continues to recruit and bring new adjuncts into the mix. On the Faculty Survey, the overwhelming majority of adjuncts felt the manner in which the Department schedules classes is fair, consistent, and clearly communicated. The Department will continue to support adjunct instructors in hopes that, as the economy improves, a restoration of a full schedule of English classes for both full-time and adjunct employees will be in place.

9.2 PART-TIME VS. FULL-TIME RATIOS AND ISSUES

Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

9.2 Table 9c: Full-Time (FT) to Part-Time (PT) Ratios, Fall 2004 - Fall 2010

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Total # of Faculty	82	85	87	92	99	93	83
# of FT Faculty	17	20	21	22	23	23	23
# of PT Faculty	65	65	66	70	76	70	60
Total FTEF	48.376	52.594	54.503	54.008	55.953	54.209	49.87
Total FT + XP FTEF	19.13	21.548	21.997	21.481	22.979	23.295	22.879
Percent of Total FTEF	39.79%	41.50%	40.00%	38.88%	41.07%	42.97%	45.88%
Total PT FTEF	29.246	31.046	32.506	32.527	32.974	30.914	26.991
Percent of Total FTEF	60.41%	58.49%	60.00%	61.11%	58.93%	57.03%	54.12%

As noted in section 9.1, the English Department relies heavily on a solid cadre of veteran adjunct instructors. That group has remained stable for the entire period of this Program Review cycle, averaging around 65 adjunct faculty (or around 75% of the total number of faculty in the Department). However, as is apparent in Table 9c above, the actual number of adjunct faculty is dwindling; in Fall 2010, there were 60 adjuncts, and by extending the table into 2011, there were only 55 adjuncts in Fall 2011. Compared to the high of 78 adjuncts in the Fall of 2008, it is quite apparent that the current economic crisis and the reduction in overall sections within the Department as a result of that crisis has taken a severe toll on adjunct faculty employment. Several long-term adjuncts have moved out of the state or out of the profession in the recent past, unable to find sufficient work at Grossmont or other area schools.

Nevertheless, the Department has been able to continue to add at least 1-2 new adjuncts to the ranks each year, even during this downturn, and the Department keeps an active file of resumes for prospective adjunct instructors (in anticipation of building the ranks whenever the economy turns around). English faculty provide an informal mentoring program for all new adjunct instructors, linking them with veteran full-time faculty teaching the same course(s). Ideally, those full-time mentors also serve as the first peer evaluators for new adjuncts, so that there is an opportunity to build bonds and integrate new adjunct faculty into the Department.

One issue that emerges regarding the availability of adjunct instructors involves having adequate preparation to teach the full range of composition courses offered in the Department. Almost all prospective adjuncts have had experience with the English 110: College Composition and English 120: College Composition and Reading because those courses correspond to RWS 100 and RWS 200 at SDSU,

the graduate school a majority of our adjuncts attend. Most adjuncts also have had experience with some type of basic skills course (English 98: English Fundamentals) or basic skills tutoring. However, the lowest and highest end of the composition spectrum, English 90: Basic English Skills and English 124: Advanced Composition: Critical Reasoning and Writing, are fairly specialized. English 90 is an entry-level open admissions course, and the students who are enroll often exhibit a range of issues linked to their not being fully ready for a college environment or the expectations of a college class. On the other hand, English 124 presents its own problems for new instructors, most of whom have not had to construct a course based solely on argumentation, including work with logic. In Fall 2011, the English Department solicited adjuncts who would like to receive training and/or mentoring to be able to teach these two courses. Having more faculty prepared for English 90 and English 124 means adjuncts have an even better chance to receive an assignment during times when course reductions are still occurring; it also means the Department is building full cadres of qualified instructors at each of the five levels of composition. As a result of this need, two adjunct instructors will be teaching English 90 for the first time during Spring 2012, and the Department Chairperson hopes to have new adjuncts ready to teach English 124 for the first time in Fall 2012.

9.3 DUTIES OF CLASSIFIED STAFF, WORK STUDY, AND STUDENT WORKERS

List and describe the duties of classified staff, work-study, and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

The English Writing Center – Classified Staff and Student Workers

The Learning Skills Coordinator in English has oversight over the English Writing Center (EWC), which is staffed with a full-time classified EWC Learning Assistance Center Specialist, student workers, and work-study students.

EWC Learning Assistance Center Specialist

The EWC Learning Assistance Center works collaboratively with the Learning Skills Coordinator on all matters pertaining to the EWC. However, the EWC Learning Assistance Center Specialist oversees the day-to-day operation of the Center, implementing policies and procedures set in place through discussion with the Learning Skills Coordinator. In addition, the EWC Learning Assistance Center Specialist interviews, hires, and trains all new tutors; manages the computers in the EWC; oversees the reports that must be written; budgets for and schedules the tutors; and facilitates the supply of resources for the English 51 and English 52 courses.

English Skills Peer Tutors and Computer Tutors

Although the number of student workers varies from one semester to another, the EWC is staffed with both English Skills Peer Tutors and Computer Tutors for approximately 225 hours per week. The EWC always welcomes the opportunity to

have work-study students as well, and those numbers vary from two to five workers per semester based on availability.

All of the English Skills Peer Tutors must be able to help students with punctuation, grammar, and brainstorming composition ideas. They also assist students with other aspects of the writing process to include the effective construction of topic sentences and thesis statements as well as the development of introduction, body, and conclusion paragraphs for college-level essays. Additionally, they must have some familiarity with MLA in-text citations and the formulation of a Works Cited page. Further, they must have a basic understanding of special problems that ESL students face as ESL students compose essays in English. Some of the English Skills Peer Tutors also help students improve their reading and study skills so that they can better succeed in their college studies. Specifically, those tutors assist students (one-on-one or in groups) who need help in textbook reading comprehension, vocabulary and basic study skills, note-taking skills, textbook reading techniques, test preparation, and outlining. Some of the English Skills Peer Tutors serve as lead tutors and assume additional responsibilities beyond those listed above; they have oversight over other tutors when the EWC Learning Assistance Specialist is not present. Ideally, the English Skills Peer Tutors should already have taken English 120 and English 124 and received a grade of "A" or "B" in both courses. Although most English Skills Peer Tutors are Grossmont College students, the EWC welcomes graduate students from local universities as well as faculty to serve as tutors.

Job functions of the Computer Tutors are different from those of the English Skills Peer Tutors. Computer Tutors greet students and interpret their needs, directing them to appropriate resources. They also attend to assigned clerical duties and assist the EWC Learning Assistance Center Specialist and the English 51 and English 52 instructors as needed.

Personnel in the Reading Annex (Room 545)

The Learning Skills Coordinator has oversight over the one tutor/instructional assistant in the Reading Annex. The tutor/instructional assistant performs a variety of specialized duties related to organizing instructional and testing materials for the reading classes as well as coordinating student assistance services in the Reading Annex.

Administrative Assistant —Part Time

In the fall of 2003, the Department was able to convert the short-term hourly position to a permanent part-time position. The Administrative Assistant currently has an 80% clerical position, reporting to both the Department Chair and the Project Success Coordinator. She works closely with the Department Chair to perform necessary functions as directed by maintaining job records and files, updating and revising hire letters and other employee information, preparing and processing purchase requisitions, coordinating the duplication and distribution of materials, and, most importantly, assisting with the Schedule of Classes as it relates to Project Success by preparing the line sheets and the ads for the class schedule. She also

works with the master scheduler to resolve room conflicts, to close waitlists, and to establish links in the computer.

The Administrative Assistant is also the first line of defense with respect to handling student concerns and frequently resolves problems that may have required attention from the Department Chair or Project Success Coordinator. The Administrative Assistant also must deal with confidential information, both student and faculty. She communicates with full-time and adjunct instructors on a variety of matters from submitting syllabi to posting absence reports and maintaining a library of textbooks for loan to faculty. She also assists with compiling requests for adjunct office space and helps facilitate the evaluation process.

Moreover, she helps with ancillary activities that support other English programs and Department activities as needed to include the CAT and the Literary Arts Festival.

9.4 DECISION-MAKING WITHIN DEPARTMENT

How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

Collaboration, collegiality, and mutual respect for one another are hallmarks of the relationships established between faculty members in the English Department. Throughout the course of an academic year, faculty within the Department must make a variety of decisions relevant to staffing, curriculum, creative presentations, and departmental administration. Without trust and a willingness to collaborate with one another, the business of the Department would grind to a halt. The Department has discovered valuable ways to reach consensus, even when it means agreeing to disagree.

What follows are several examples of ways the English Department has established a culture of collegiality.

The Department elects strong leaders to be Department Chairs.

Once a Chair is elected, that person is entrusted to make necessary unilateral decisions with regard to personnel issues, adjunct hiring, and course/section scheduling. In addition, the Department supports their Chair, which has resulted in English Department Chairs staying in place for more than the 2 years for which they are initially elected. In return, the Department depends on the Chair's expertise and experience to lead the Department to make sound decisions. In the past 25 years, the Department has had only four Chairs: Mary Donnelly, Homer Lusk, Gary Phillips, and Oralee Holder. The English Department Chair has always been a facilitator, not a dictator, and the Department as a whole has given each Chair unreserved respect. The Department has been rewarded by leaders who have helped create and foster a cherished collaborative climate.

Recently, as the state, College, and Department have faced difficult economic circumstances, the Chair has made every effort to share information openly so that

difficult decisions (such as the requirement to cut 50% of summer session 2011 or to cut 15% of 2011-2012 offerings) are understood by both full- and part-time English faculty. Faculty input was also solicited relative to the number of recommended section cuts for both online and on-campus courses to help the Chair make the best decision possible in a difficult situation.

The Department honors independence as much as it values consensus.

The following examples demonstrate this value. While there is a 10-member SLO Steering Committee to oversee work on SLOs, the Department as a whole allows faculty latitude to develop assignments to assess SLOs even as they work together to create assessment options that can be used in multiple sections like the CAT. In addition, while the Department supports decisions by the various course level composition coordinators and their committees with regard to textbook recommendations, the Department also accepts choices not on the textbook list if a faculty member, full-time or adjunct, articulates a valid perspective on appropriate course materials to achieve outcomes and objectives.

The Department values the autonomy of various programs just as it supports the independence of various faculty members.

Faculty in Department programs and faculty involved in Project Success learning communities often reach decisions on matters relevant to their needs, and the Department trusts the soundness of those decisions without always requiring full departmental approval through voting. Generally, the decision-making process starts at the “Point of Need.” A recent example relates to instructors who were teaching English 90: Basic English Skills. They formed an English 90 committee to meet regularly to discuss two issues: one related to the laptop computers and the second related to the goal of developing guidelines for teaching the course in a compressed timeline, a strategy for success that is reinforced by current research. Because the needs of the English 90 students are best discussed and analyzed by those instructors most frequently teaching the course, the decision-making process began at their “point of need,” moving to the Department level as necessary. Ultimately, they resolved the laptop issue as a committee; however, they asked that the issue related to offering the course in a compressed timeline be moved to the Department for further discussion and endorsement. After other English faculty members discussed and analyzed research, this committee of instructors created the English Express, a concept of compressed courses similar to the Math Academy, which received department approval.

When there are curriculum decisions that will eventually require a full department response, the Department follows a fairly standard set of procedures to finalize decisions.

In recent years, the Department has reached some major decisions together. For example:

- During 2011, the Department completed the Prerequisite Review process and approved revisions of course outlines for English 110: College Composition and English 120: College Composition and Reading;

- During 2007-2008 the Department created and then approved all course SLOs; and
- During 2009, the Department developed and then approved the Department's 6-year Plan and the Department's 6-year SLO Assessment Plan.

The following comprise the steps for implementing all of these decisions:

- Breaking into subgroups, subcommittees, or taskforces to gather information;
- Announcing the committees and soliciting participation from both full-time and adjunct faculty;
- Conducting retreats or special professional development sessions as needed;
- Presenting progress reports at Department meetings (sharing all information with the faculty to ensure transparency); and
- Engaging in full Departmental discussion and then voting.

The team-teaching phenomenon of the Project Success learning communities enhances decision-making.

Partnered Project Success instructors often sit in on one another's classes and meet in one another's offices to make decisions about curriculum and to discuss student progress. The culture of the learning community has infused many decision-making processes on other levels, which has led to increased collaboration within and outside of the Department. Because it is much easier to make decisions on matters related to a specific link while working together, this collaborative practice also fosters greater understanding between faculty from different disciplines across campus. Often, decisions the English Department makes with regard to Project Success only occur after significant input from colleagues in other departments. This, for example, has resulted in successful links of English classes to content-courses in Allied Health, Administration of Justice, and Psychology.

The Department values the input of part-time faculty in the decision-making processes.

The English Department has always been populated by a large number of adjunct instructors. Full-time faculty members value and encourage their participation at Department meetings, SLO workshops, and on department and college-wide committees. If the Department is to maintain both vertical and horizontal curriculum alignment, adjunct faculty input, collaboration, and cooperation are as essential as the input of full-timers. Adjuncts participate in the CAT, Fall Reading Series, WRITE-A-THON, Literary Arts Festival, Project Success, Reading Program, Faculty Inquiry Groups, and other professional development opportunities. Adjunct faculty have also written curriculum as a part of grant activities in the Administration of Justice Department and have played a primary role in developing curriculum for contextualized learning communities.

Finally, in reference to the opening comments of this section about a department culture of collegiality, the Department takes pride in the fact that they have many informal contacts with one another.

The Department parties together each semester, when at all possible, as well as at retirement parties when a colleague leaves. As friends, they go to movies, plays, lectures, concerts, ball games, conferences, vacations, book signings, tea parties, and pool rooms with one another. As colleagues, they pop in and out of one another's offices throughout the workday. As a result, as friends, colleagues, and faculty, the English Department members informally talk and share ideas about classes, students, long before decisions need to be made or formal voting needs to occur on any given issue.

SECTION 10: FISCAL PROFILE AND EFFICIENCY

10.1 TRENDS IN ENROLLMENT, SECTIONS OFFERED, CLASS SIZE, AND EFFICIENCY

Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Trends in Enrollment

Enrollment is evaluated as unduplicated and duplicated. **Unduplicated** refers to headcount, with each student enrolled in the English Department counted only once even if he or she is enrolled in more than one English class. **Duplicated** refers to those students enrolled in multiple English Department courses, with students enrolled in more than one class being counted in each of those classes.

From the 1998-2004 Program Review in Fall 2004 to fall semester 2010, the Department has seen unduplicated enrollment grow from 4,673 to 5,058. (Prior to the recent budget cuts, in Fall 2009, unduplicated enrollment was 5,834.) Duplicated enrollment during the same period has decreased from 6,550 to 6,088. (In Fall 2009, prior to budget cuts, duplicated enrollment was an astounding 7,851, so the decrease is even more marked.)

Because the core composition courses are essential to the programs of virtually every Grossmont student, it is not surprising that the Department would continue to attract new students as well as continuing students, as the Department provides access to foundational courses, classes that allow students to enter into college-level work, as well as courses required for their majors or programs and for transfer out of the College. Even more encouraging, however, is the fact that once students are enrolled in English courses for basic skills or transfer-level composition, many students also enroll in literature and creative writing offerings.

The astonishing figures for Fall 2009, before the severe budget cuts took full effect, suggest that students were not only taking the core English writing and reading courses but multiple additional courses in literature and creative writing. After Fall 2009, duplicated enrollment figures began to decrease significantly. One assumption is that students were paring back on electives and focusing on securing their core transfer courses across campus, feeling the pressure to find required courses and streamline their pathway to their A.A. or A.S. degrees or their transfer completion. Also, the reduced number of elective literature and creative writing courses during this same period affected enrollments as there were far fewer options for students to couple electives along with their core composition and reading courses.

Trends in the Number of Sections Offered

In terms of number of sections offered, using fall sections as the baseline, in Fall 2004, English offered 179 sections and in Fall 2010 offered 185 sections. By any measure, that suggests stability in the Department's course offerings over the

course of the 6-year Program Review cycle. However, extending beyond the window of the current Program Review, it is clear that English has significantly reduced sections offered, down to 160 sections in Fall 2012. That is a horrific reduction—particularly when compared to Fall 2008, before the course reduction scenarios started and the Department offered 212 sections.

To clarify, several subplots emerge when specific years within the current Program Review cycle are examined and when offerings prior to budget cuts and course reductions in Fall 2009 are compared to offerings after those reductions started taking effect. For example, 2006-07, 2007-08, and 2008-09 were banner years for English in terms of sections offered. In Fall 2006, the Department offered 206 sections, in Fall 2007, 195 sections, and in Fall 2008, 212 sections. Fall 2010's figures of 185 sections, barely more than the number offered in Fall 2004, now clearly indicate the impact of course reduction scenarios during difficult economic times. Without the cuts that have occurred since 2009, the Department might have continued to grow and could be offering as many as 250 sections in Fall 2012 when, in fact, there are only 160 sections.

The number of sections offered is important, but equally important have been the choices the Department has had to make regarding which classes to offer during difficult economic circumstances. In terms of managing the sections offered, even as reduction scenarios are being played out, there are several factors to consider. For example, over the current Program Review cycle, more students have been assessing into the developmental English courses. In 2010, approximately 50-55% of students taking the assessment test placed into English 98: English Fundamentals, which is the composition course two levels below transfer level. Approximately 8-12% of students taking the assessment test placed into English 90: Basic English Skills, three levels below transfer. This led the Department to increase the number of sections of English 90 and English 98 as well as increase the number of English 90R: Reading Skills Development and English 98R: Reading Fundamentals, courses that are linked to many of the English 90 and English 98 courses. While the Department has attempted to safeguard the Basic Skills program, even during times of economic crisis, the Department has been forced to cut at least some English 90 and English 98 sections in 2010-2011 in order to meet reduction targets. In an effort to maintain the English 90/English 90R links most crucial to the least-prepared students, the Department has instead cut other reading courses such as English 105-106-107: College Reading, as well as English 110R: Principles of College Reading, the most recent addition to the Reading Program.

In an effort to maintain the core Composition Program, safeguard General Education offerings, and meet the needs of English majors, other choices have had to be made regarding the sections offered. For example, the Literature Program has been severely impacted over the last three years. The Department once offered two sections a semester of English 215: Mythology (needed for the major); however, the offerings are now down to one section a semester, and, in Fall 2012, the Department did not offer English 215 at all. Similarly, the Department once offered each semester elective courses such as English 112: Essentials of Literature; English 217: Science Fiction and Fantasy; English 219: Views of Death

and Dying in Literature; and English 201: Images of Women in Literature. Currently, only English 217 and English 201 remain as courses linked to English 110 classes within Project Success, and even those links are now offered in alternate semesters rather than every semester. Similarly, in the Creative Writing Program, English 145-148: *The Acorn Review*: Editing and Production and English 134-137: Creative Nonfiction are currently on an alternate-semester plan rather than being offered each semester, and English 160-163: Playwriting has been placed on hiatus. The popular English 175-178: Novel Writing was on hiatus during 2011-12, though the Department hopes to restore this class to the schedule in 2013-14. The Department has maintained the core courses of both the Literature Program and the Creative Writing Program, and further cuts to either program will be cataclysmic.

Trends in Average Class Size and Efficiency

All of the English Department's courses have a maximum enrollment of 35 students (a negotiated figure that supports the academic integrity of courses focused on evaluated writing). Certain classes, particularly those in the basic skills Reading program (90R: Reading Skills Development and English 98R: Reading Fundamentals), have a course maximum of 28 due to space limitations in the dedicated reading classrooms (Rooms 547 and 548).

All English Department faculty are aware of course maximums (vs. room maximums) and strive to enroll up to that maximum but not beyond it. However, the pressure from students needing the Department's foundational classes as course reduction scenarios play out has made it increasingly stressful for English instructors to turn away countless students in need. With over 70 instructors in the Department, even adding one or two students per section over the course maximums creates a significant problem, illustrated in recent efficiency rates.

Efficiency for all English courses has increased as a result of fewer sections being offered: 99.2% of Maximum in Fall 2010 and over 100% of Maximum in Fall 2012. Another factor to consider is that those students registering early in the process are usually the more motivated and goal-driven. Hence, instructors have seen classes reaching their course maximums earlier and remaining high for the entire semester. Students are not dropping with the frequency seen in the past, and instructors who take "just one or two" students above the class maximum during the first week, assuming some students will drop, are often left with an over-enrolled section when all students remain enrolled. Faculty remain concerned that, while success rates are currently holding steady during these times of high efficiency, there might be a long-term impact, particularly at the developmental level, where over-crowding and less personal interaction with the instructor may take a toll.

All Programs: Fall and Spring Percent of Maximum Graphs for 10.1

The series of graphs, which follow this analysis, illustrate the efficiency rates for Fall 2005-Fall 2012 and for Spring 2006-Spring 2011 for the four programs that comprise the English Department—Composition, Creative Writing, Literature, and Reading—by comparing the Percentage of Maximum for the programs to the English Department as a whole as well as to Grossmont College. The Department's efficiency has grown significantly over the course of this Program

Review cycle, at a rate higher than that of the College in general. The rates for the College in general have increased from 79.62% in Fall 2005, remained in the 70% range for the subsequent four years, and then jumped to 92.7% in Fall 2009 and 95.21% in Fall 2010 as the impact of course reductions began to take effect. In Fall 2005, the English Department's Percentage of Maximum was 86.38 and remained in the 80% range for the next few years. As the Department started to feel the impact of section cuts, that percentage grew: 96.05% in Fall 2009 and 99.22% in Fall 2010. Beyond the period of the current Program Review Report, Department efficiency rate stands at over 100% in Fall 2012. Students hoping to get into English Department classes are unable to find open sections.

Looking at the four individual programs within the Department, the efficiency rates mirror that for the Department in general, with a few notable differences.

Composition Program

The 5-course core Composition Program is more efficient than any of the other programs (99.71% in Fall 2010 vs. 99.22% in Fall 2010 for the Department and 95.21% for the College; 96.18% in Spring 2011 vs. 96.33% for the Department and 92.22% for the College). This is no surprise, as the majority of sections offered in the Department are composition courses, and these courses are the foundational and transfer-level classes virtually every student needs in order to complete a program, to transfer, and to graduate. Many more students need these courses than the Department is able to serve.

Creative Writing

The robust Creative Writing Program, with an introductory course as well as a series of workshop classes, has a Fall efficiency rate that is less than the Department and the College (87.23% in Fall 2010 vs. 99.22% in Fall 2010 for the Department and 95.21% in Fall 2010 for the College). However, the Spring efficiency rate is right in keeping with both the Department and the College: 92.14% in Spring 2011 vs. 96.33% for the Department and 92.22% for the College. The Department has reduced some courses and offered others on an alternate-semester rotation, so there is a need to examine individual course offerings to be able to speculate about the Fall-Spring differences. Most impressive is that the Creative Writing Program has dramatically improved its overall efficiency rates since Fall 2007 and Spring 2007. Fall 2007 had an efficiency rate of 59.55%, and Spring 2007 had an efficiency rate of 58.73%. Efficiency has improved dramatically as a result of reducing some of the lower-enrolled courses and improving advertising tactics. Also, the quality of instruction from Creative Writing faculty has attracted more students to the Program. The Department is confident in being able to build on the 87.23% rate achieved in Fall 2010 and 91.14% in Spring 2011.

Literature

The Literature Program, with multiple sections of introductory courses as well as a series of courses for the major and for enrichment, has seen its efficiency rate increase dramatically over the last years under the course reduction scenarios, though rates remain less than the Department or College. Prior to budget cuts in Fall 2009, the Percentage of Maximum for this program in Fall averaged 62%; after

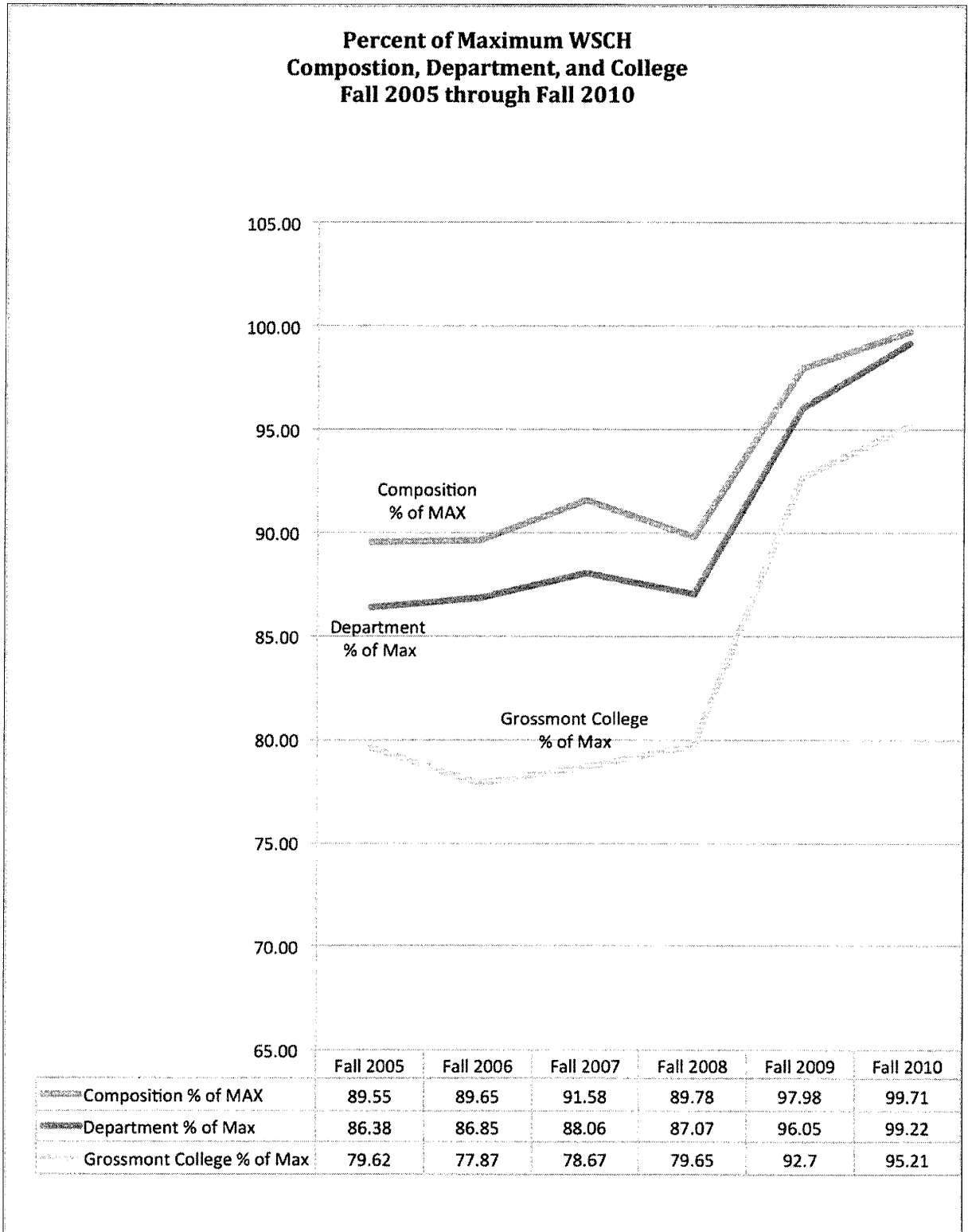
the cuts starting taking effect, those rates rose to 85.79% in Fall 2009 and 86.42% in Fall 2010. The spring semester figures are similar. The average prior to Fall 2009 was 67%; after the cuts starting taking effect, those rates rose to 90.29% in Spring 2010 and 86.67% in Spring 2011. By limiting some of the elective offerings and some lower-enrolled classes and by focusing on courses for General Education, the Major, and transfer, the Department has clearly increased efficiency (but lost many of the courses that enriched the intellectual lives of students).

Reading

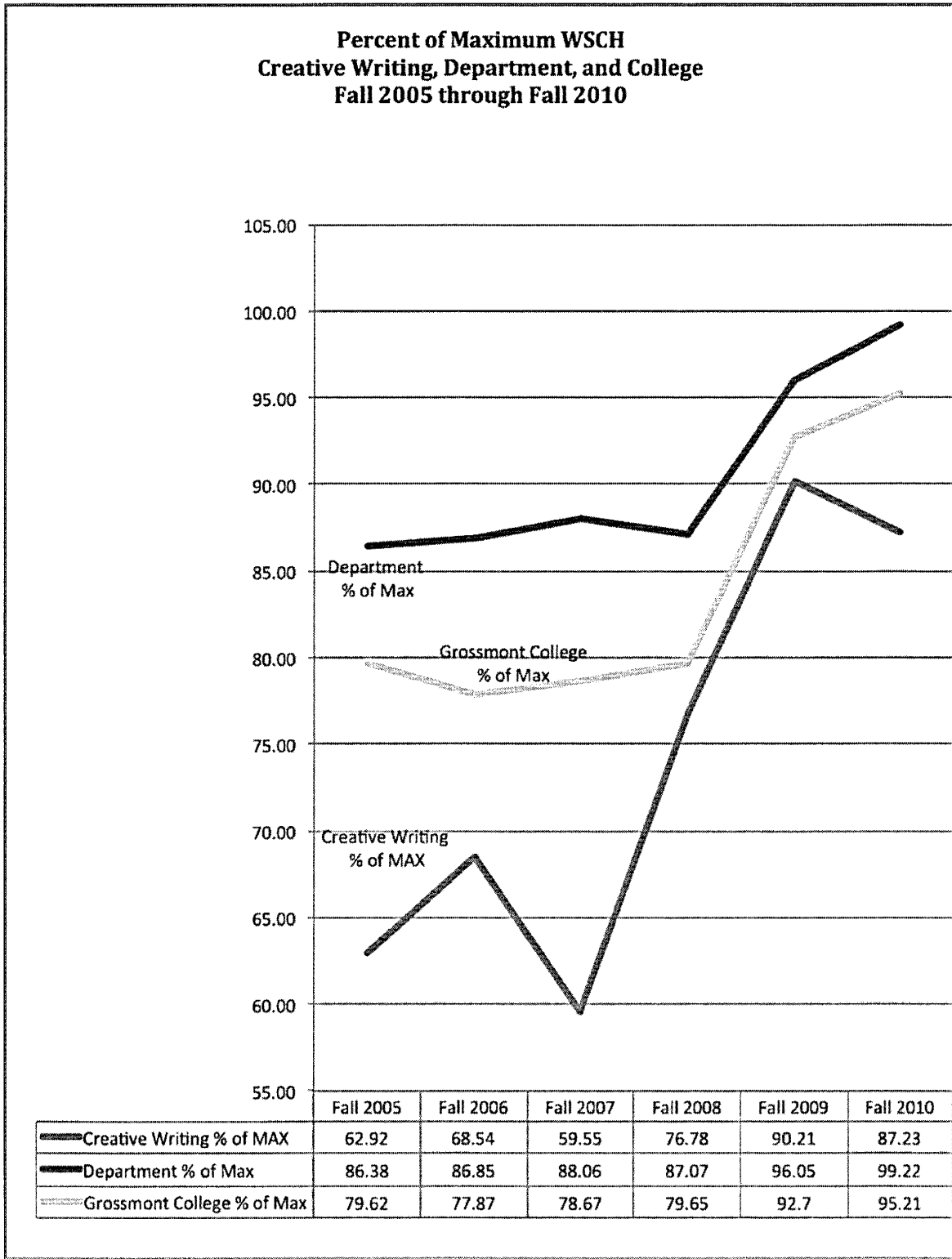
The Reading Program, with most courses linked to composition classes within Project Success, has always had phenomenal fill rates. Not offering many sections of Reading (with the exception of English 98R: Reading Fundamentals) perhaps explains why, in the last two semesters, Reading has over-enrolled its courses. Prior to the budget cuts taking effect in Fall 2009, the Fall program averaged 90% of Maximum; after the course reductions, the rates were 104.09% in Fall 2009 and 106.42% in Fall 2010. Spring figures are similar, averaging 83% prior to the budget cuts, 92.93% in Spring 2010, and 98.38% in Spring 2011. In the future, the Department will continue to strive for no more than 100% of Maximum in Reading courses during both semesters.

ALL PROGRAMS: FALL PERCENT OF MAX GRAPHS

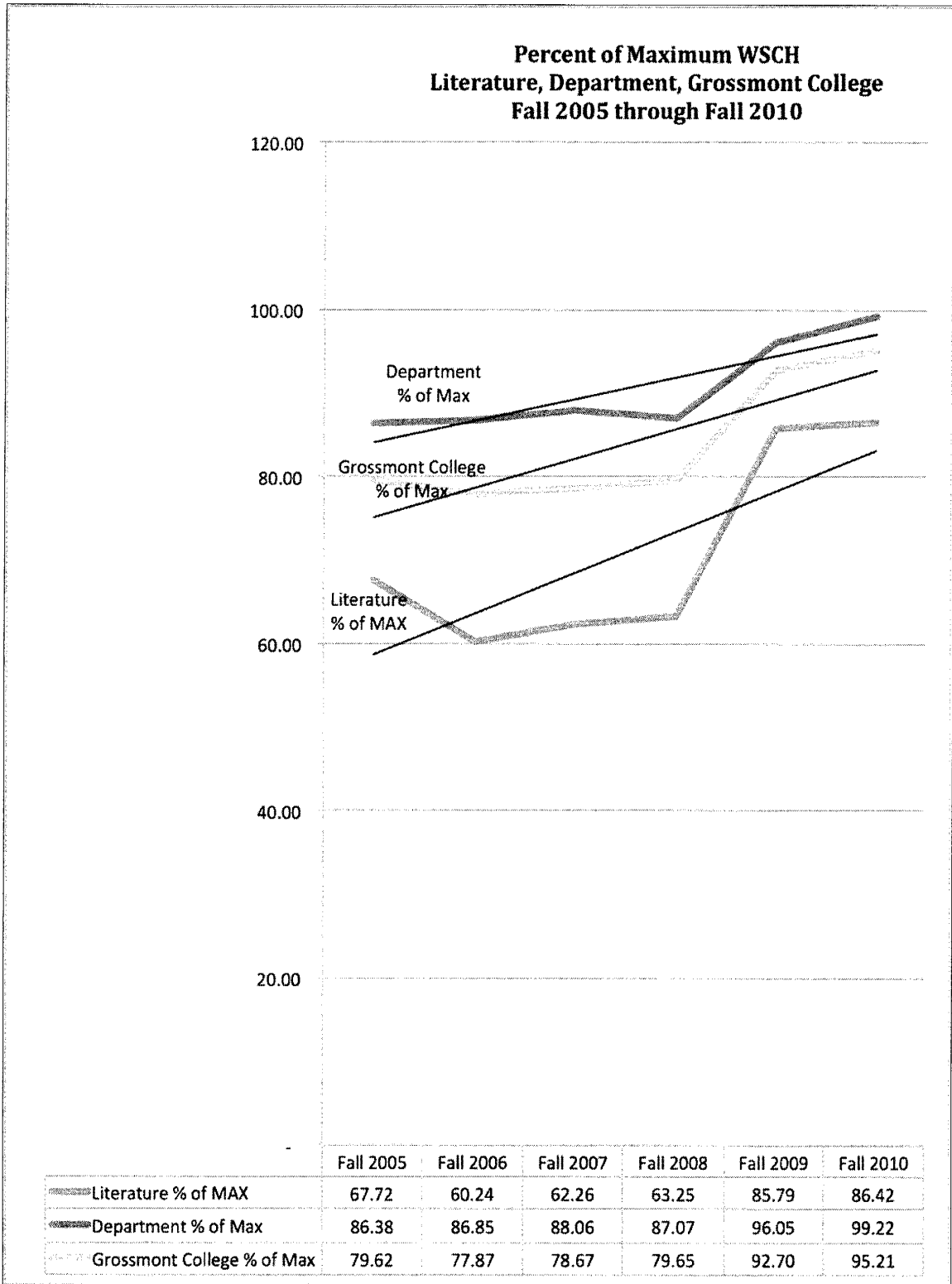
**10.1 Graph 1:
Percent of Max for Composition, Fall 2005 to Fall 2010**



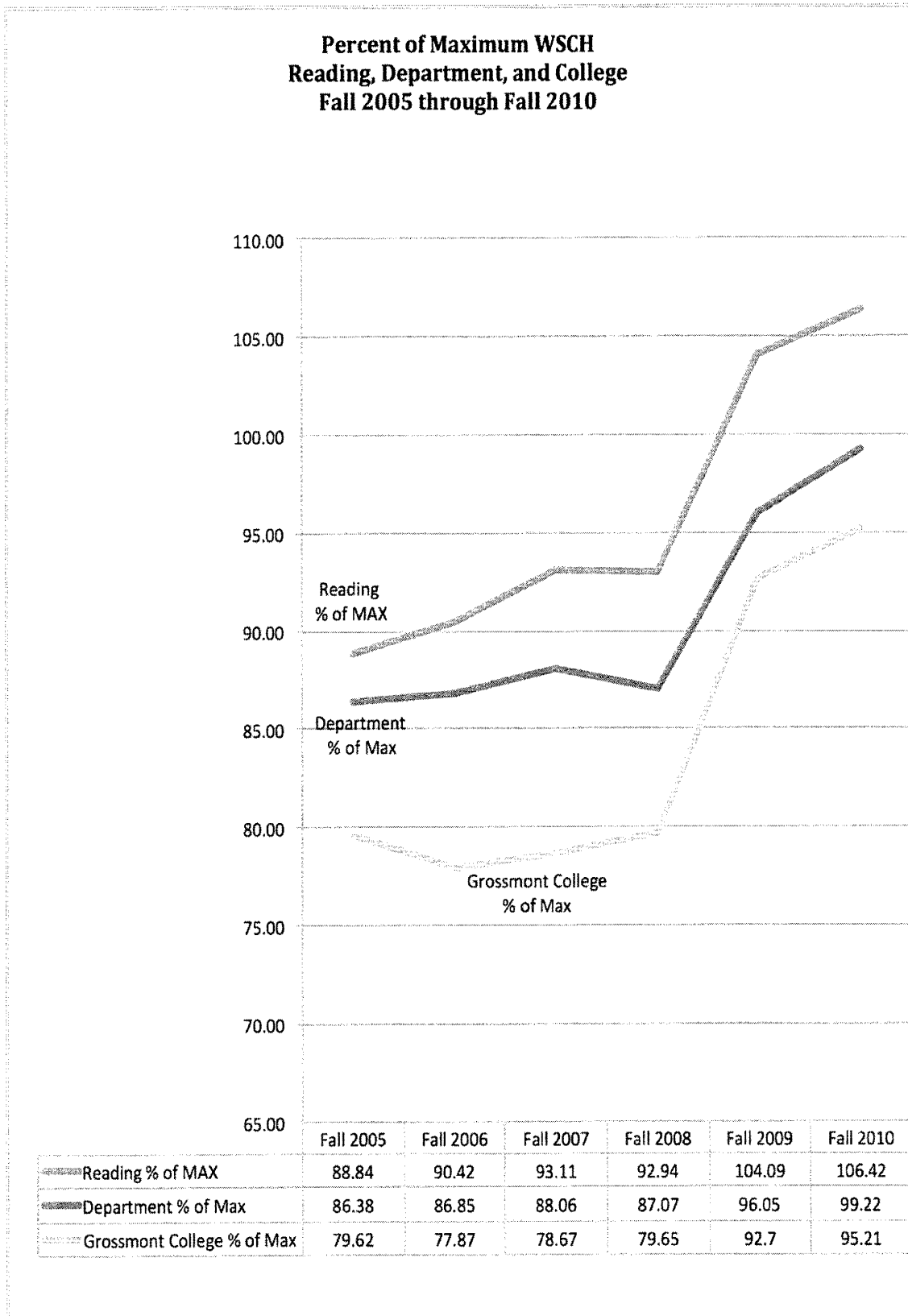
**10.1 Graph 2:
Percent of Max for Creative Writing, Fall 2005-Fall 2010**



**10.1 Graph 3:
Percent of Max for Literature, Fall 2005 - Fall 2010**

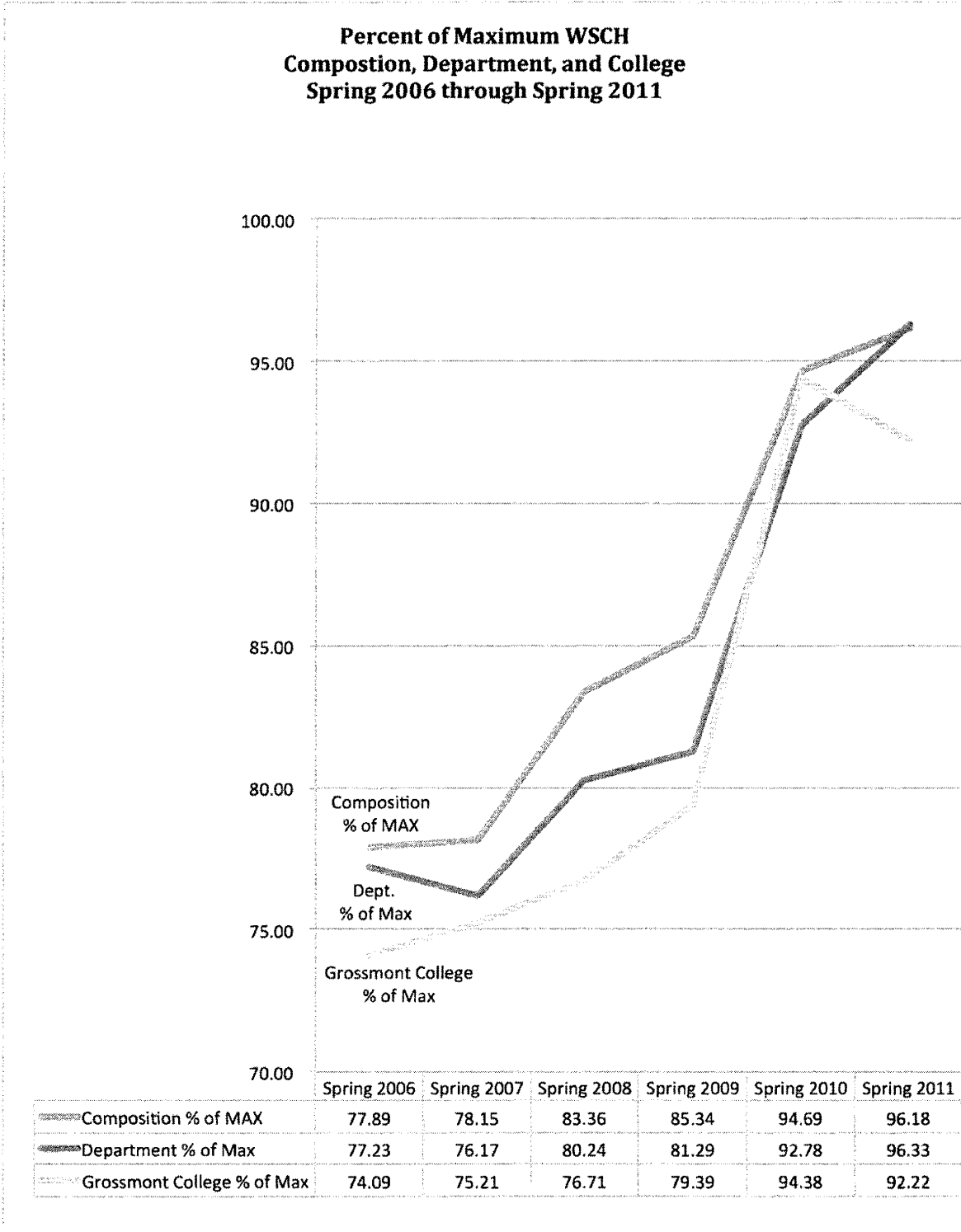


**10.1 Graph 4:
Percent of Max for Reading, Fall 2005 to Fall 2010**

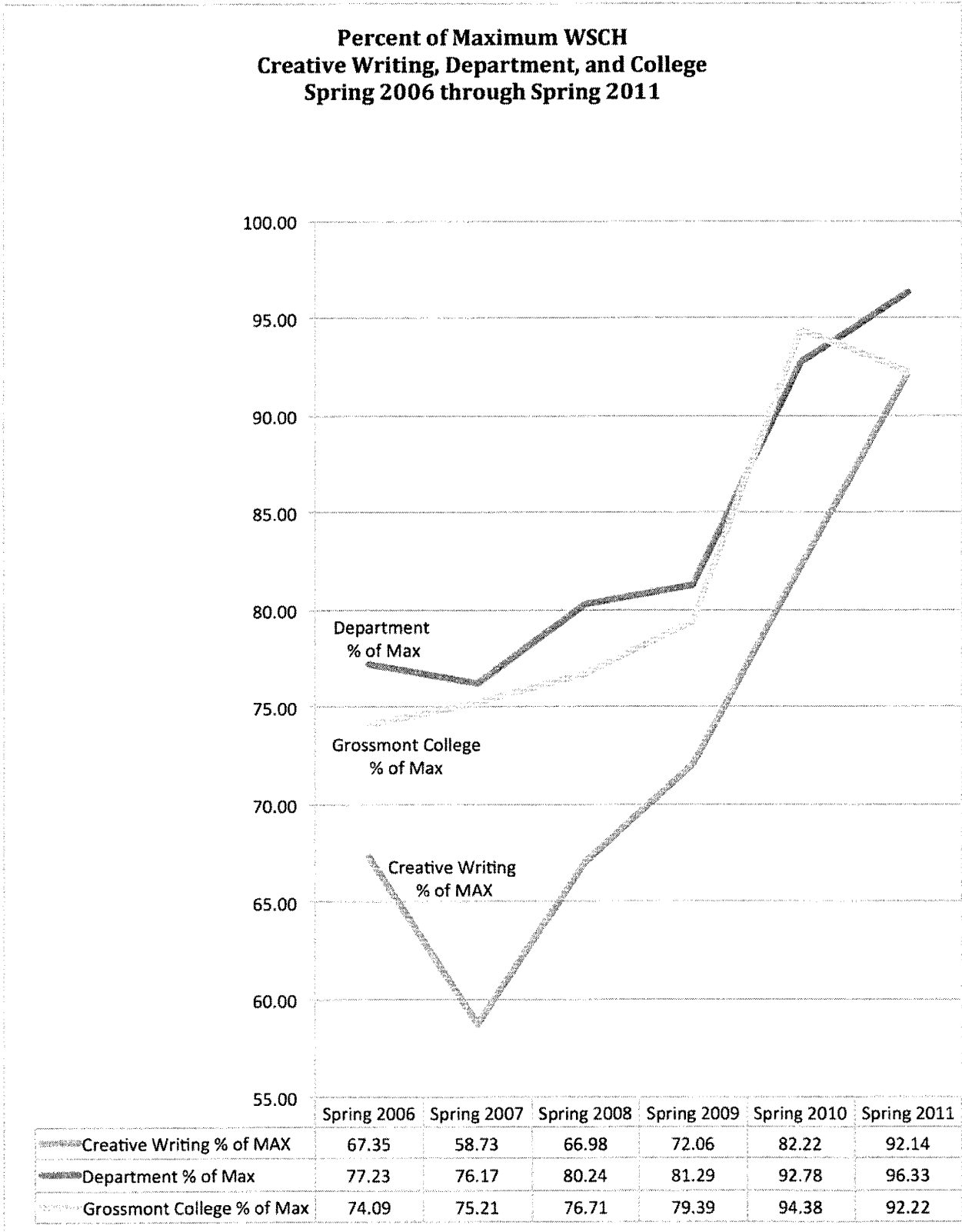


ALL PROGRAMS: SPRING PERCENT OF MAX GRAPHS

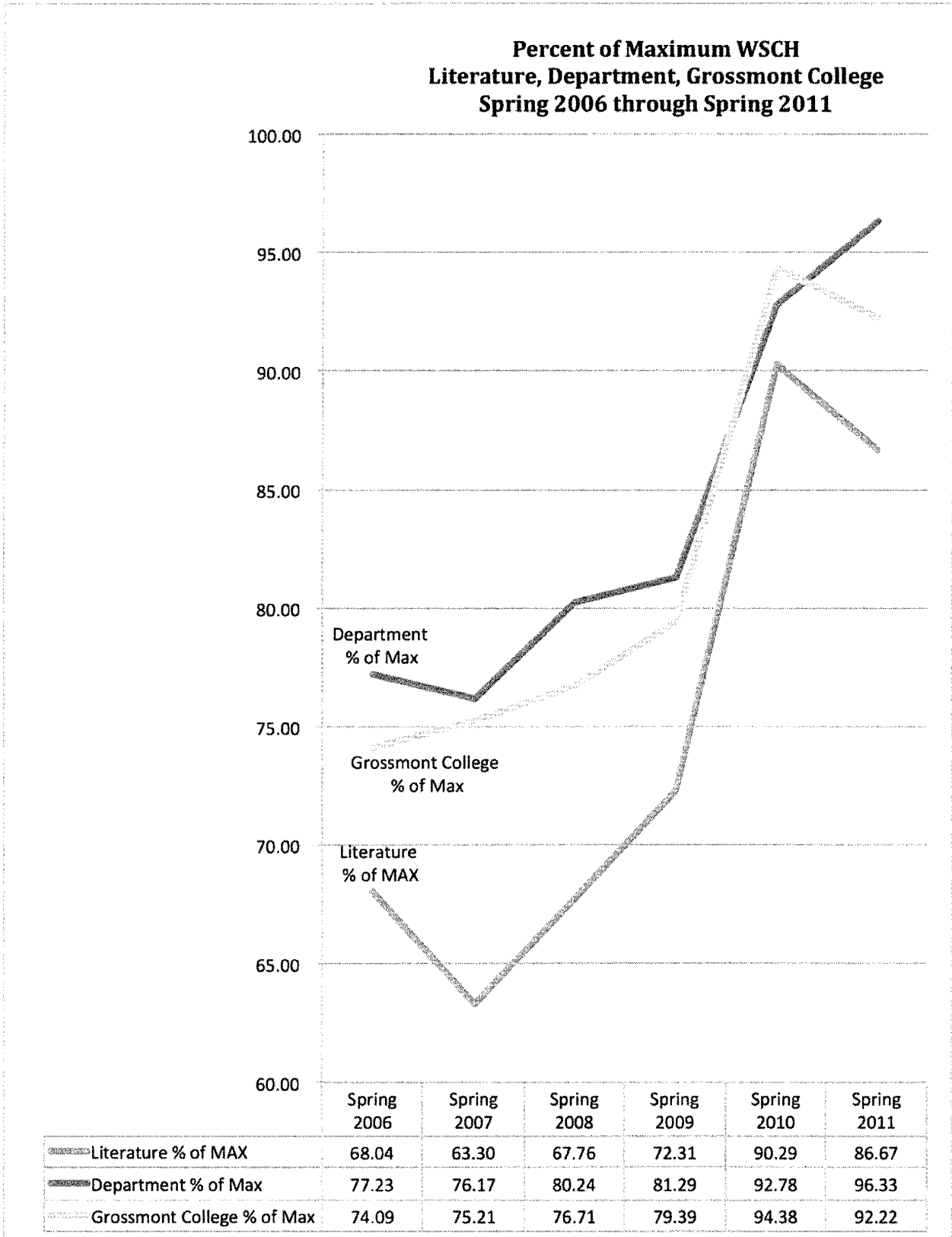
**10.1 Graph 5:
Percent of Max for Composition Spring, 2006 to Spring 2011**



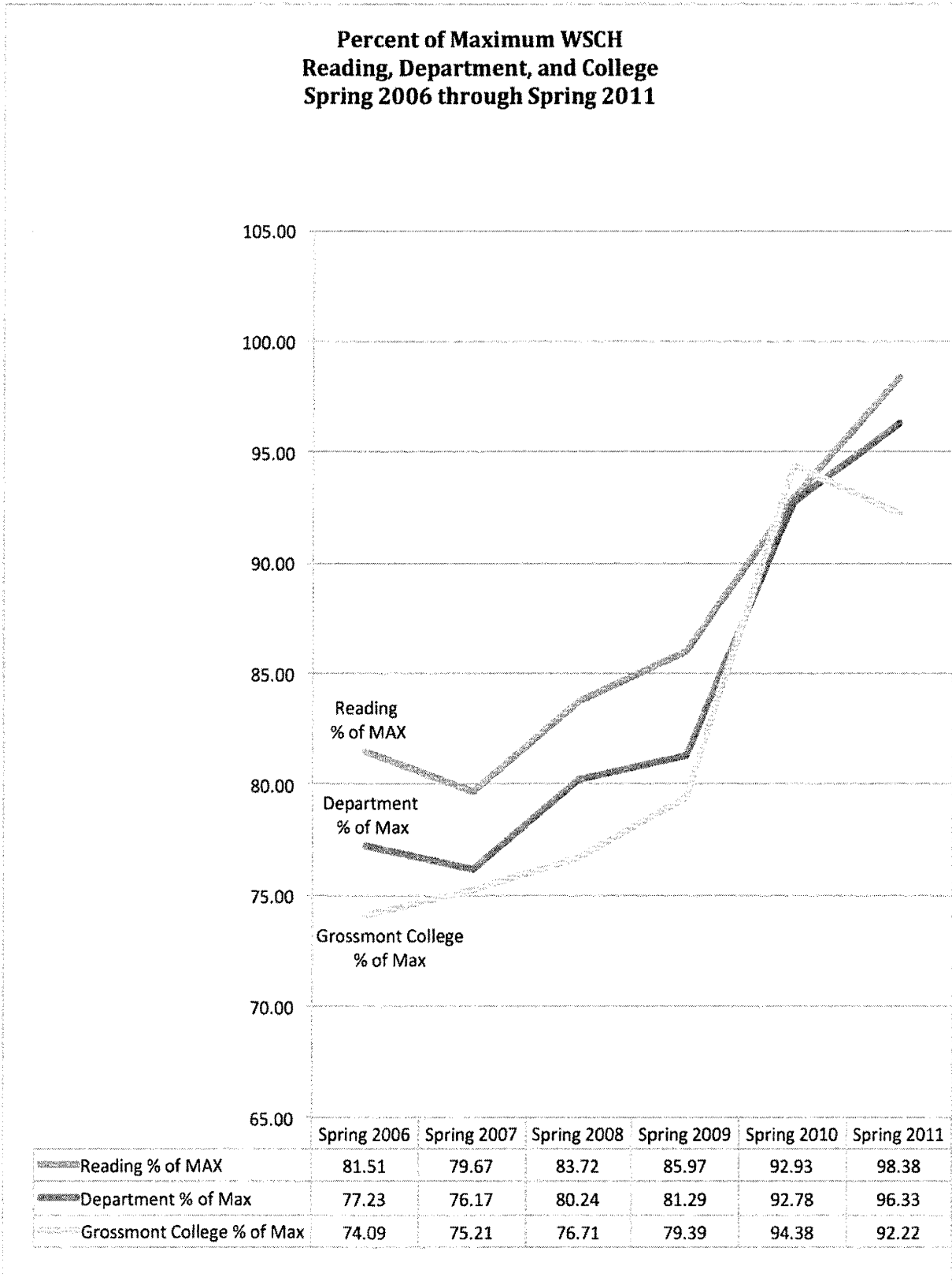
**10.1 Graph 6:
Percent of Max for Creative Writing, Spring 2006 to Spring 2011**



**10.1 Graph 7:
Percent of Max for Literature, Spring 2006 to Spring 2011**



**10.1 Graph 8:
Percent of Max for Reading, Spring 2006 to Spring 2011**



10.2 OVERALL PROGRAM TRENDS IN EARNED WSCH/FTEF

Analyze the Earned WSCH/FTEF data in Appendix 11—Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

What follows is a detailed description and analysis of trends for Fall semesters (overall and by specific courses) and for spring semesters (overall and by specific courses).

Trends for the Overall Program Fall Semesters

Over the Fall semesters 2005 through Fall 2010, an interesting phenomenon has occurred: while both the Maximum WSCH/FTEF for the College as a whole and for the English Department has dropped, the Earned WSCH/FTEF for the College and the English Department has increased (12.24% for the College and 9.98% for the English Department). That is, the weekly student contact/class hour per full-time faculty is more intense. This phenomenon is largely created by budget constraints that have reduced the number of sections and the number of adjunct faculty coupled with the retention of students in a higher percentage than in years past.

Focusing on the Fall 2009 and Fall 2010 semesters, the Earned WSCH/FTEF for the College dropped 3.29%, from 511.29 in Fall 2009 to 494.35 in Fall 2010. In contrast, the English Department for those same semesters increased 1.51%, a shift from 387.14 in Fall 2009 to 392.98 in Fall 2010. Though 1.51% is not a large number, using the college Earned WSCH/FTEF as a base, the difference between the College and the English Department is 4.84%. In short, the English Department is showing growth.

The English Department's growth is further confirmed by the increase in the Department's Earned WSCH of 3,057 from 16,541 in Fall 2005 to 19,598 in Fall 2010—an 18.48% increase that in a normal budget situation would justify the request and hiring of three full-time English Department faculty members. And, as noted in several sections of this report, as a result of additional retirements in 2011-2012, a total of five, the need for full-time faculty has increased even more dramatically.

Trends for Specific Composition Courses, Fall 2005 to Fall 2010

The Composition Program in the English Department is comprised of English 90, 98, 110, 120, and 124. As a single group, the Earned WSCH/FTEF increased 12.23% for the Fall 2005 to Fall 2010 semesters (see the table below). Specifically, the Earned WSCH/FTEF of 355.99 for Fall 2005 increased to 399.51 in Fall 2010. The slope of the trend line for this increase is fairly steep since the increase is about 8.70 WSCH/FTEF per fall semester.

An interesting point to note is that while the overall Composition Program increase was 12.23%, there were dramatic differences among the five Composition courses (see Table 1 below).

10.2 Table 1

Earned WSCH/FTEF	Fall 2005	Fall 2010	Difference	% of Change	
Overall Composition	355.99	399.51	43.52	12.23%	Increase
English 90: Basic English Skills	390.85	452.00	61.15	15.65%	Increase
English 98: English Fundamentals	370.34	387.90	17.56	4.74%	Increase
English 110: College Composition	342.97	400.46	57.49	16.76%	Increase
English 120: College Composition & Reading	374.00	395.65	21.65	5.79%	Increase
English 124: Advanced Composition	307.50	398.00	90.50	29.43%	Increase

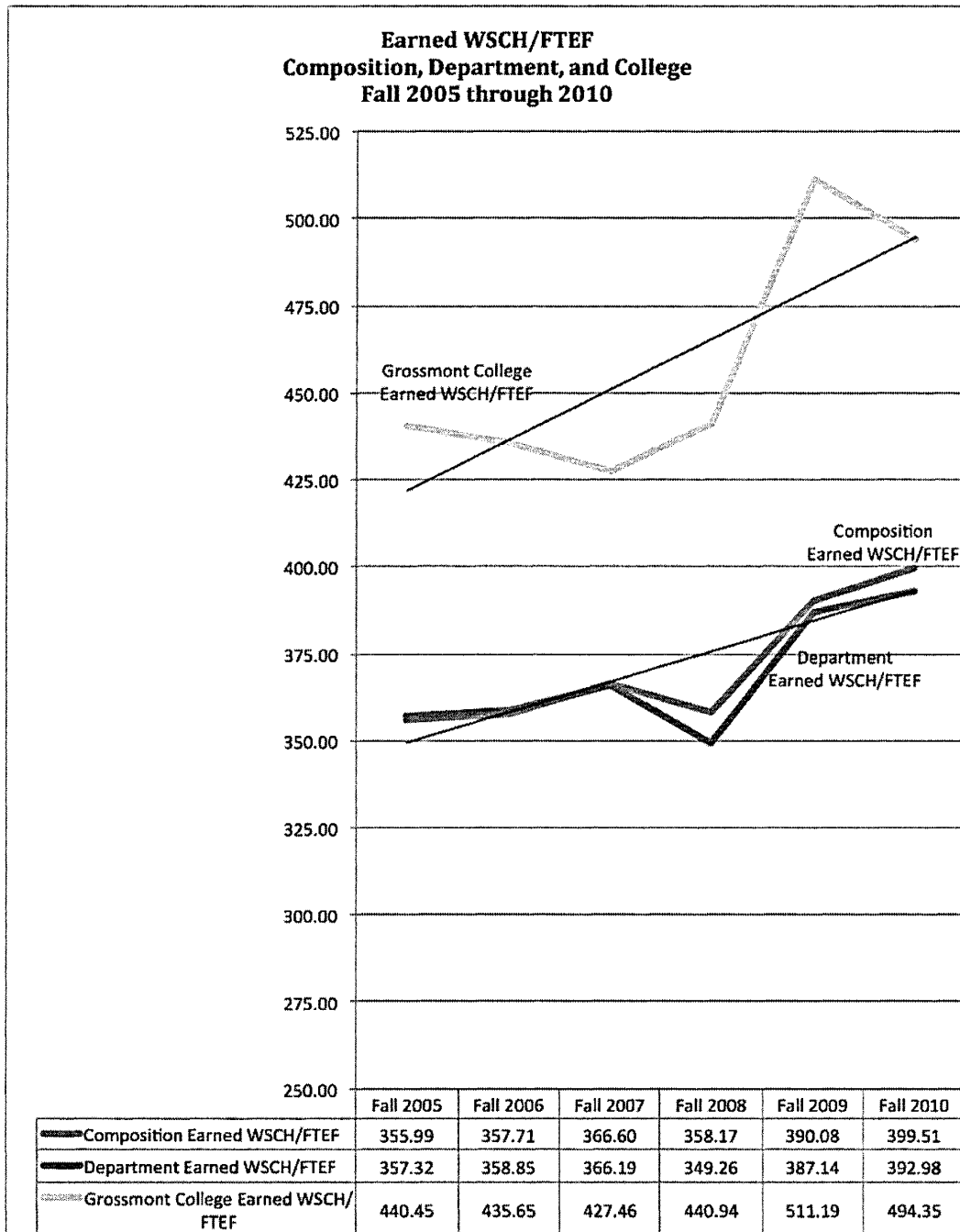
Three courses, English 90, English 110, and English 124 stand out. The growth in Earned WSCH/FTEF in English 90 (15.65%) and English 110 (16.76%) is healthy. English 90 has seen growth as a result of more ESL students enrolling in this course when they are no longer able to enroll in the appropriate ESL sections (the result of section cuts in ESL). As well, many ESL students may misinterpret the number of courses needed to reach transfer composition, as well as their transferability, and believe that the native speaker program will move them through the program with more alacrity. Or, they simply do not want to be seen as ESL students. The growth of English 110 may be a result of the growth of English 98 course offering from 2005-2007. Additional English 98 sections were also linked to English 98Rs, and students taking the linked English 98 and English 98 courses tend to be more successful and are also more likely to enroll in and succeed at English 110 than their counterparts taking only English 98. When the Department began cutting sections of English 98, the Chair made cuts in the stand-alone sections first. Therefore, more English 98 students were taking English 98R (along with English 98), thus increasing the probability that they would succeed in English 98, enroll in English 110, and succeed in English 110.

The increase in English 124 (29.43%) was most surprising. The increase for English 124 is coupled with its efficiency (Percent of Maximum) of 101.08% as English 124 remains, in Fall 2012, the Department's most impacted course. The Department is unable to offer enough sections to meet student demand. Presumably, students are focusing on their transfer requirements and are completing a higher percentage of their course work at the community college because the 4-year colleges and universities are also impacted by section cuts. More students may be waiting to transfer until they have both English 120 and English 124 whereas in the past they might have transferred after having completed only English 120. Clearly, the Department needs to offer more sections of English 124 to create a better balance of offerings at the 110, 120, and 124 levels.

The following graph shows the overall trend of Composition courses. When Earned WSCH/FTEF for Composition is plotted against the English Department, the plot lines fall on top of one another. In other words, the Composition Earned

WSCH/FTEF and the Department Earned WSCH/FTEF are almost identical as they increase and decrease semester to semester during the Fall 2005 to 2010 semesters. The Composition Program clearly drives the Department.

**10.2 Graph 1:
Earned WSCH/FTEF in Composition, English Department,
and Grossmont College**



Trend for Specific Creative Writing Courses, Fall 2005 to Fall 2010

An interesting element in examining the Creative Writing Program for Fall 2005-Fall 2010 is that the Max WSCH/FTEF is statistically flat. That is, Max WSCH/FTEF remained at 421.58 for fall semesters 2005 through 2008 and then took a small jump to 427.27 for fall semesters 2009 and 2010. Though there exists a slight upward movement (from 421.58 to 427.27), statistically speaking the trend line is flat. In contrast, the Creative Writing Program's Earned WSCH/FTEF soared from 265.26 in Fall 2005 to 385.45 in Fall 2009. Then, Creative Writing Earned WSCH/FTEF dropped to 372.73 in Fall 2010.

Overall, the Creative Writing Program's Earned WSCH/FTEF increased 40.51% (see Table 2 below). However, looking at specific Creative Writing classes, the net change in Earned WSCH/FTEF varied from an increase of 26.62% in English 126 to an increase of 72.22% in English 140. English 175 experienced a tremendous growth as indicated by the 150% growth from an Earned WSCH/FTEF of 144.00 in Fall 2005 to an Earned WSCH/FTEF of 360.00 in Fall 2010.

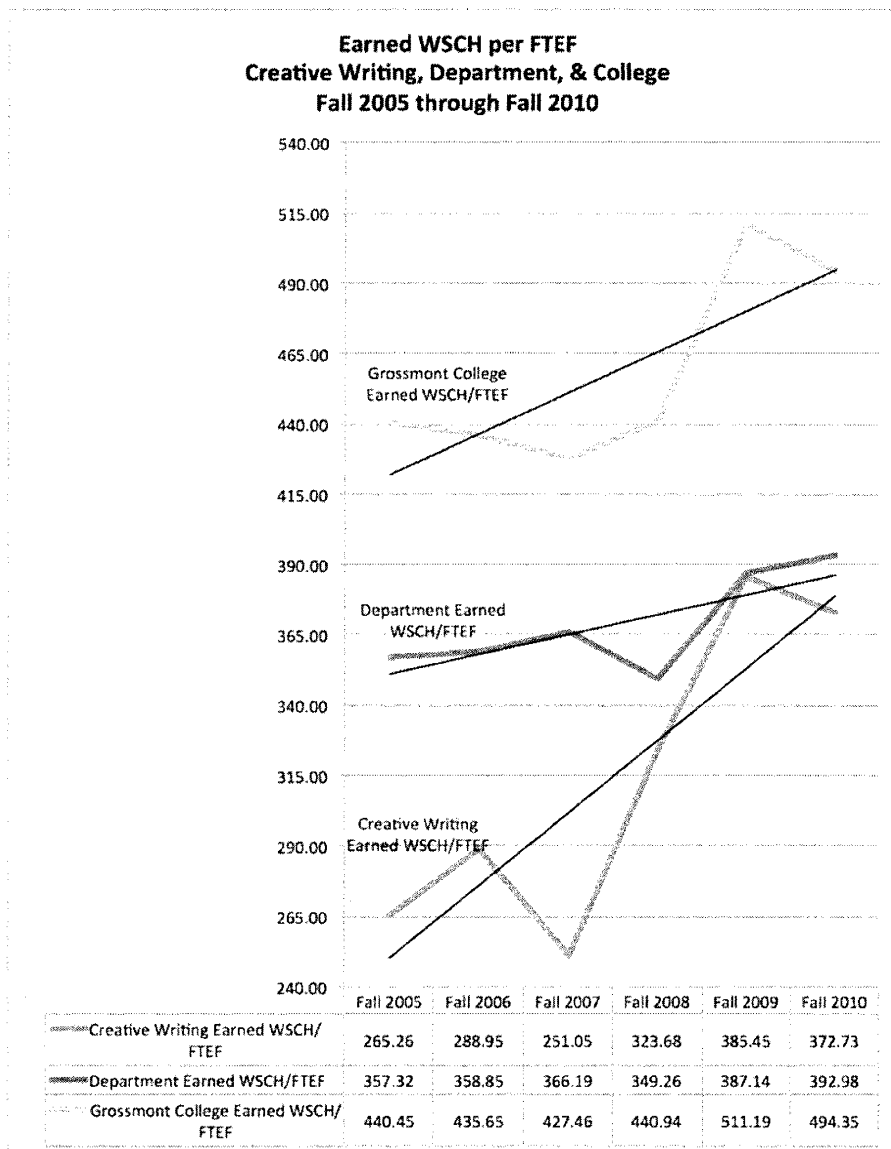
10.2 Table 2

Earned WSCH/FTEF	Fall 2005	Fall 2010	Difference	% of Change	
Overall Creative Writing	265.26	372.73	107.46	40.51%	Increase
English 126: Creative Writing	308.00	390.00	82.00	26.62%	Increase
English 130: Short Fiction Writing	228.00	336.00	108.00	47.37%	Increase
English 134: Creative Nonfiction Writing	264.00	264.00	-	0.00%	Decrease
English 140: Poetry Writing	270.00	465.00	195.00	72.22%	Increase
English 145: The Acorn Review	300.00	435.00	135.00	45.00%	Increase
English 175: Novel Writing	144.00	360.00	216.00	150.00%	Increase

English 175 offers an interesting window into the Creative Writing Program. It was a new addition to the Creative Writing Program, so some natural growth would be expected if the course were to remain in the program. As students, counselors, other college staff, and faculty became familiar with the course, it grew from a small class that barely made the minimum number of students to remain open to a strong class consistently at Maximum. It is this growth pattern that makes placing a class on hiatus for budgetary reasons a very difficult decision (made for 2012-2013). It took over eight years to build English 175 into an effective and viable class (both in student benefit and in cost of operation). It grew from an efficiency rate (percent of Max) of 34.28% in Fall 2005 to 80% in Fall 2009, and it will be the first Creative Writing course added back into the schedule as soon as there is improvement in the state's economy.

The rise and fall of the Earned WSCH/FTEF for Creative Writing can be seen below in 10.2 Graph 2: Earned WSCH/FTEF in Creative Writing as compared to the English Department and Grossmont College. The Creative Writing Program rose steeply from Fall 2007 to Fall 2009 while the trend line for the English Department paralleled the trend line for Grossmont College for the fall semesters 2005 to 2009. The numbers for Creative Writing dipped in Fall 2010, in part as a result of reduction of courses and of the number of adjunct instructors who had been teaching some of the Creative Writing classes.

**Section 10.2 Graph 2:
Earned WSCH/FTEF in Creative Writing
as compared to the English Department, and Grossmont College**



Trend for Specific Literature Courses, Fall 2005 to Fall 2010

English 122, 201, 215, 217, 218, 219, 221, 222, 231, 232, 236, 276, and 277 comprise the group of Literature classes regularly offered during the period of Fall 2005 to Fall 2010, with English 237 offered occasionally.

A note on methodology: English 217, 219, 236, 237, 276, and 277 are not included in the data used in this section. The criterion for inclusion in the discussion was that each course was offered in both the Fall 2005 and Fall 2010. Several of these classes did not meet that criterion because they were placed on hiatus during the course of this Program Review cycle, victims of budget and course reductions.

Earned WSCH/FTEF for Literature makes an interesting upturn in Fall 2009. The Earned WSCH/FTEF in Fall 2005 opened at 346.15, but by Fall 2006, it dropped to 316.25, then flattened out in Fall 2007 and Fall 2008 when Earned WSCH/FTEF was 320.00 in Fall 2007 and 316.25 in Fall 2008. Then it shot up, reaching Earned WSCH/FTEF of 436.36 by Fall 2009 and 448.50 for Fall 2010. As a result, the Earned WSCH/FTEF for the Literature classes as a single group increased 29.57% for the period Fall 2005 to Fall 2010. For a more visual explanation, see Graph #3 entitled Section 10.2 Graph #3: Earned WSCH/FTEF in Literature as compared to the English Department, and Grossmont College.

The change in Earned WSCH/FTEF for the various classes can be most easily be seen in Table 3.

10.2 Table 3: Fall Semesters

Earned WSCH/FTEF	Fall 2005	Fall 2010	Difference	% of Change	
Overall Literature	346.15	448.50	102.35	29.57%	Increase
English 122: Introduction to Literature	400.00	360.00	(40.00)	-10.00%	Decrease
English 201: Women in Literature	405.00	495.00	90.00	22.22%	Increase
English 215: Mythology	412.50	525.00	112.50	27.27%	Increase
English 218: Shakespeare	195.00	465.00	270.00	138.46%	Increase
English 221: British Literature I	525.00	540.00	15.00	2.86%	Increase
English 222: British Literature II	330.00	375.00	45.00	13.64%	Increase
English 231: American Literature I	360.00	495.00	135.00	37.50%	Increase

Looking at specific classes, English 218 is of particular interest for it struggled during the period Fall 2005 through Fall 2010. What cannot be seen in Table 3 is that English 218 struggled to remain open in Fall 2005, with an Earned

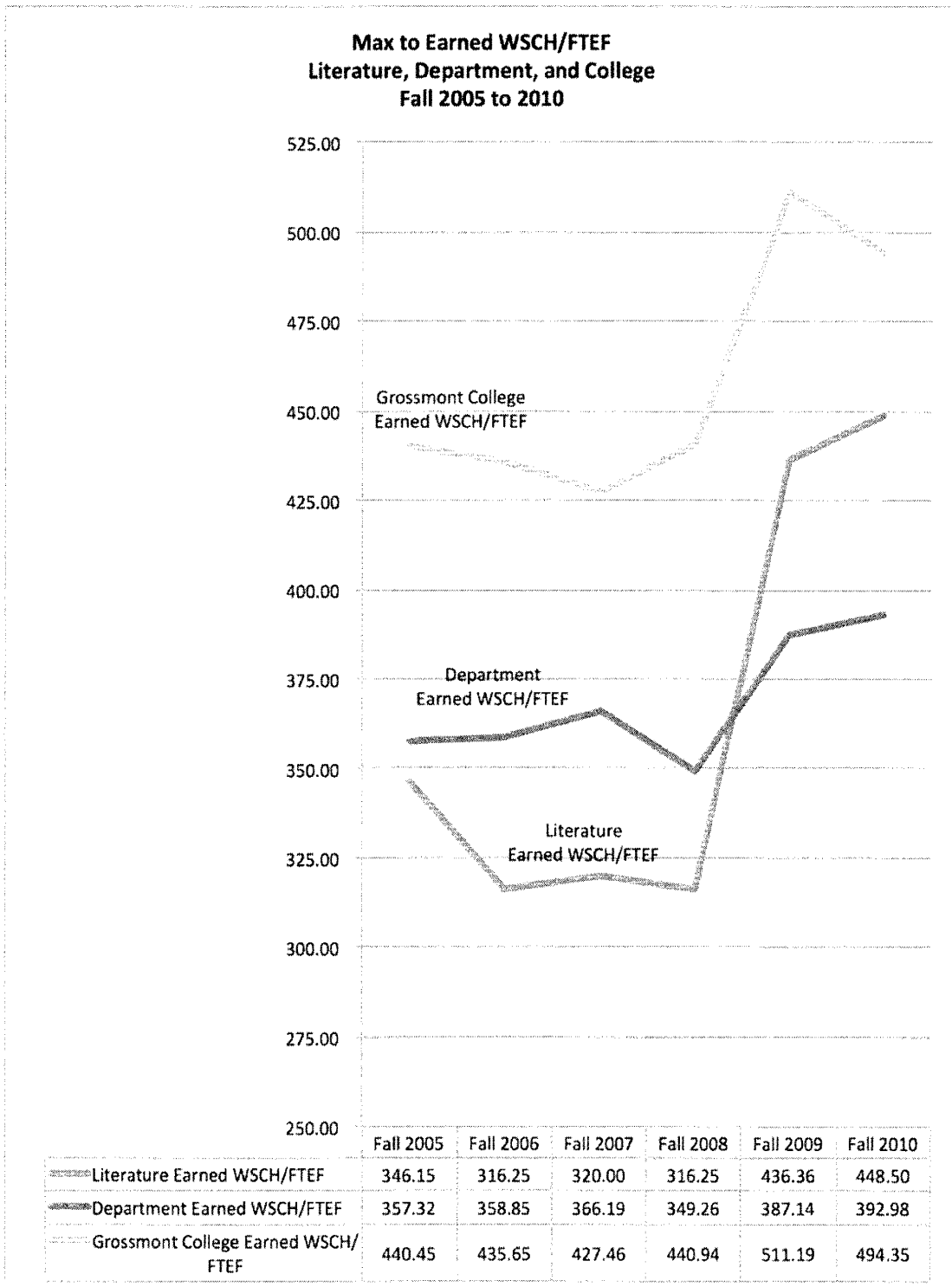
WSCH/FTEF of 195, and in Fall 2006, with an Earned WSCH/FTEF of 165. The course was not offered in Fall 2007. Considering English 218 is a required class for English majors, this failure to fill surprised the English faculty. English 218 came back in Fall 2008 with an Earned WSCH/FTEF of 210 but was not offered during the fall of 2009. In Fall 2010 the Earned WSCH/FTEF was 465. Comparing Fall 2005 to Fall 2010, the resulting change in Earned WSCH/FTEF for English 218 was 138%.

For this particular course, the Department Chair and the dedicated lead instructor worked to secure a better placement in an afternoon time slot. That change, in addition to better publicity, made a huge difference. Also, the fiscal climate dramatically changed from Fall 2005 to Fall 2010. As a result of course reductions in the District, students, particularly English Majors, became more aware that classes would fill quickly and some classes might not be offered for one or more semesters. As a result, many students took required classes when they were offered rather than waiting, and they were also less inclined to drop once they secured a seat, so retention increased Fall 2005 to 2008. In short, English 218 actually benefited from the fiscal blight in the state.

In contrast, English 122 decreased 10%. Looking at fall semester-to-semester, Fall 2005 began with an Earned WSCH/FTEF of 400. In Fall 2006 an Earned WSCH/FTEF fell to 345.00. English 122 continued to plummet to 300 in Fall 2007 but then began to re-build in Fall 2008 with an Earned WSCH/FTEF of 341.25. Fall 2009 showed great promise with an Earned WSCH/FTEF of 412.50; however, Fall 2010 ended with an Earned WSCH/FTEF of 360. A 10% drop in Earned WSCH/FTEF is not optimal, but a decline of any amount for English 122 is unnerving, especially since it is a required class for English majors and other areas of study. Both English 218 and English 122 are the basis of a strong literature program. At one point in time, the Department offered as many as five sections of English 122 each semester, but today only 2-3 sections are offered in any given semester. When students have fewer choices, the enrollment rises, and the Department will continue to monitor enrollment in this essential literature course.

Overall, the Literature Program is growing as witnessed by English 201 with an increase of 22.22%, English 215 with an increase of 27.27% and English 231 with an increase of 37.50%. English 217 and English 201 are courses that are now a component of Project Success and require concurrent enrollment in English 110, and this does have an impact on enrollment. Students do sometimes enroll in the literature courses because they need the English 110 course, especially as composition sections became scarce. This has helped strengthen the enrollment in these two literature courses.

**Section 10.2 Graph 3:
Earned WSCH/FTEF in Literature as compared to the English Department,
and Grossmont College**



Trend for Specific Reading Courses, Fall 2005 to Fall 2010

The Reading Program consists of English 090R, 098R, 110R, and 105-6-7.

A note on methodology: Since English 105/106/107 are tied classes, the data for 106 and 107 is found in the data for English 105, the head class. If one were to look at Appendix 11 data, one will find that for semesters Fall 2005-Fall 2007, the head class English 105 contains the English 106/107 data. However, for semesters Fall 2008-Fall 2010, English 106/107 data was broken out and reported separately. For consistency in analysis, the data for English 106/107 also have been added into the head class, English 105.

Though the change for Earned WSCH/FTEF is not as dramatic as the Literature increase of 29.57%, the Reading Program's Earned WSCH/FTEF increase was substantial at 15.3%. This change is a higher increase than either the College at 12.23% or the English Department at 9.98%. See Section 10.2 Graph #4: Earned WSCH/FTEF in Reading, the English Department, and Grossmont College for a visual illustration of this relationship.

Specifically, the Earned WSCH/FTEF for the Reading Program began at 389.46 in Fall 2005 and rose to 449.03 in Fall 2010. During Fall 2005 to Fall 2006, Earned WSCH/FTEF rose from 389.46 in Fall 2005 to 399.19 in Fall 2006 while the College Earned WSCH/FTEF fell from 440.45 in Fall 2005 to 435.65 in Fall 2006. From Fall 2007 to Fall 2008 Earned WSCH/FTEF in Reading mirrored the College's decrease in Earned WSCH/FTEF. In Fall 2009, the College and the Reading Program rose, but when the College dropped from 511.19 in Fall 2009 to 494.35 in Fall 2010, Reading remained almost constant, moving from 452.03 in Fall 2009 to 449.03 in Fall 2010. The trend lines for the College and the Reading Program run parallel.

From Fall 2005-Fall 2007, the Department added several reading courses to the program, building the number of Project Success links in English 90, English 98, and English 110. Over the course of the Program Review cycle, English 98R and English 110R increased in Earned WSCH/FTEF; English 098R remained stable (statistically speaking) with an increase of 4.66% while English 110R increased 10.53%. The increase in WSCH/FTEF was even more impressive for English 090R, rising from 362.66 in Fall 2005 to 442.00 in Fall 2010—an increase of 21.88%.

English 090R reaches students who enter Grossmont College with reading levels at the third or fourth grade level. These students are beginning a long journey to reach a reading level of the twelfth or thirteenth grade, a level at which most college texts are written. This increase in Earned WSCH/FTEF is very encouraging, and though beyond the scope of this section in the Program Review Report, it will be interesting to compare the retention rates for English 090R considering that Earned WSCH for English 09R increased from 554 in Fall 2005 to 884 in Fall 2010. See Table 4 below.

10.2 Table 4: Fall Reading

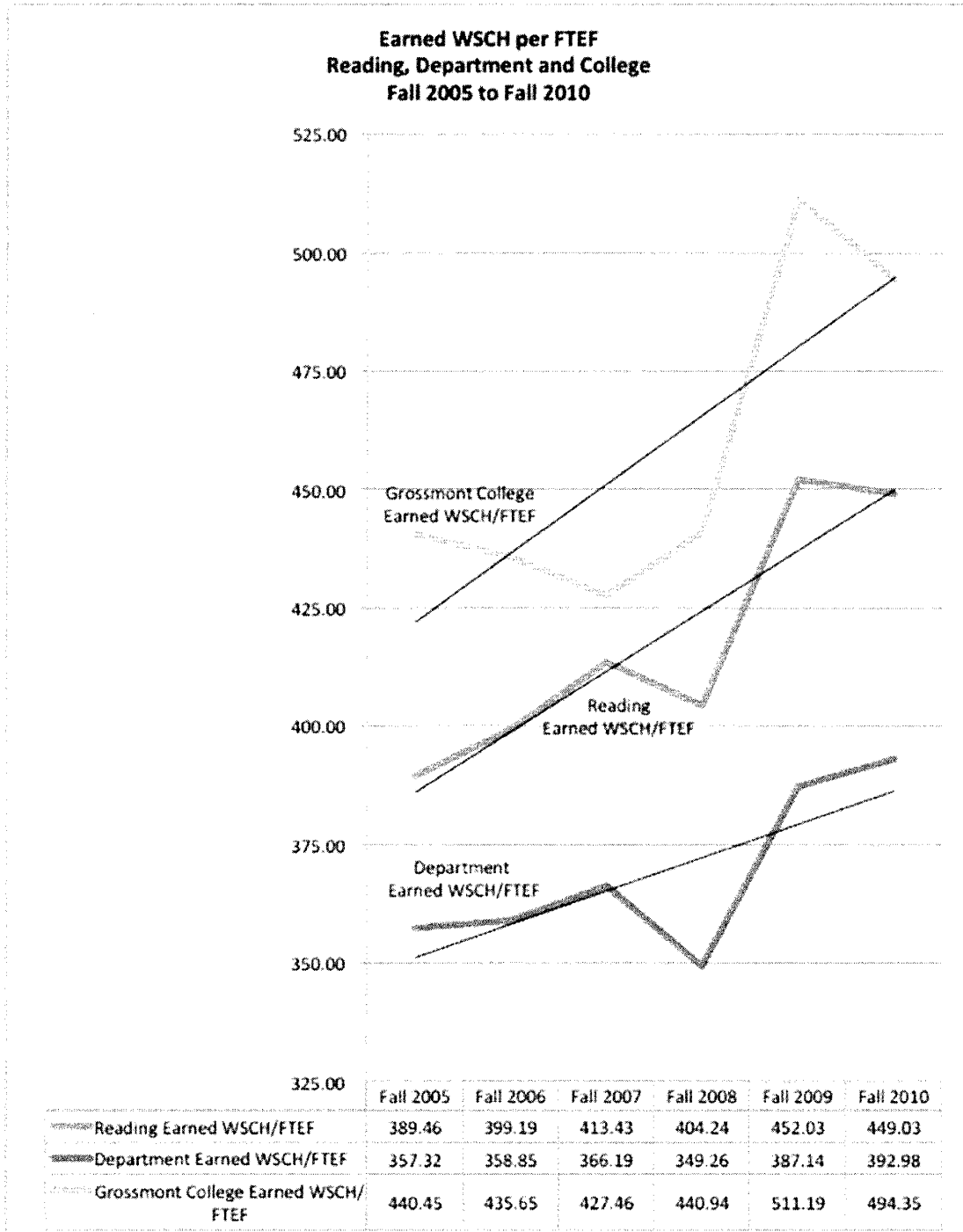
Earned WSCH/FTEF	Fall 2005	Fall 2010	Difference	% of Change	
Overall Reading	389.46	449.03	59.57	15.30%	Increase
English 090R: Reading Skills Development	362.66	442.00	79.34	21.88%	Increase
English 98R Reading Fundamentals	438.66	459.08	20.42	4.66%	Increase
English 105: College Reading	295.71	360.00	64.29	21.74%	Increase
English 110R: Principles of College Reading	405.33	448.00	42.67	10.53%	Increase

Increases in English 90R may be due to increased numbers of ESL students in those courses. Also, as sections of other composition courses were reduced, some students began to take English 90 and English 90R as a last resort and enrolled even if they assessed into a higher level English course. As expected, this has caused significant problems for the instructors and students alike. Instructors cannot keep students who have assessed at higher levels from taking English 90, and their participation in English 90 has ramifications which the Department will continue to monitor and discuss.

One further development in the Reading program involves English 105-6-7. The Earned WSCH/FTEF increased 21.74%, from 295.71 in Fall 2005 to 360.00 in Fall 2010. Like other classes of English, the semester-to-semester Earned WSCH/FTEF moved erratically, rising in one semester and falling in the next, ending with a net increase in Earned WSCH/FTEF of 21.74%. Over the period of this Program Review cycle, the number of sections of English 105-6-7 was reduced significantly, with the result being increased efficiency in the few sections which did remain in the schedule. And, as with English 90/English 90R, English 105-6-7 has had a notable increase in ESL students enrolling when ESL sections are unavailable.

**Section 10.2 Graph 4:
Earned WSCH/FTEF in Reading, the English Department,
and Grossmont College**

Section 10.2 Graph 4: Earned WSCH/FTEF in Reading, the English Department, and Grossmont College



Trend for the Overall Program Spring Semesters

In the period Spring 2006 through Spring 2011, Maximum and Earned WSCH/FTEF for the College followed a similar slope as the Fall 2005 through Fall 2010 semesters wherein the base semester, Spring 2006, was the low point. The College Earned WSCH/FTEF increased each spring until it reached its zenith in Spring 2010 and then fell sharply in Spring 2011 as per Table 5 below. Specifically, the College Earned WSCH/FTEF began in Spring 2006 at 411.36, rose to a high of 515.97 in Spring 2010 and then fell to 476.71 in Spring 2011. Even with this drop in Spring 2011, over the period Spring 2006 to Spring 2011, the college Earned WSCH/FTEF increased 15.89% (a greater increase than the 12.23% increase in fall semesters). See Table 5 and Table 6 below.

10.2 Table 5: Change in Spring 2010 to Spring 2011

Earned WSCH/FTEF	Spring 2010	Spring 2011	Difference	% of Change	
English Department	374.07	381.70	7.63	2.04%	Increase
College	515.97	476.71	(39.26)	-7.75%	Decrease

10.2 Table 6: Change in Spring 2006 to Spring 2011

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
English Department	324.45	381.70	57.25	17.65%	Increase
College	411.36	476.71	65.35	15.89%	Increase

The English Department's Earned WSCH/FTEF followed that of the College, but the Department bounced along with a small drop in Earned WSCH/FTEF from Spring 2006 at 324.45 to Spring 2007 at 318.67. It went up to 336.15 in Spring 2008, fell slightly to 331.11 in Spring 2009, and paralleled the College Earned WSCH/FTEF, rising to 374.07 in Spring 2010. However, when the College Earned WSCH/FTEF fell in Spring 2011, the English Department's Earned WSCH/FTEF continued to rise to 381.7 in Spring 2011. Over the period Spring 2006 to Spring 2011, the Department's Earned WSCH/FTEF increased 17.65%. See Table 6 above.

Trend for Specific Classes, Spring 2006-Spring 2011

As was done in the discussion of fall semesters 2005-2010, rather than jump directly into an analysis of specific classes, this discussion will first focus on four programs: Composition, Creative Writing, Literature, and Reading.

Trend for Composition Program, Spring 2006-Spring 2011

English 090, 098, 110, 120, and 124 constitute the Composition Program of the English Department. The Earned WSCH/FTEF for Composition courses increased 21.14% for the period Spring 2006 to Spring 2011, driving the Department's overall growth.

To address the increase more specifically, the Program Review period Spring 2006 through Spring 2011 began with Earned WSCH/FTEF for Composition courses at 314.50. From that point Composition's Earned WSCH/FTEF increased steadily: 314.98 in Spring 2007, 327.91 in Spring 2008, 340.90 in Spring 2009, 377.33 in Spring 2010, and ending at 380.99 in Spring 2011. For a more visual demonstration of these numbers, see Section 10.2 Graph #5: Spring 2006-2011 Earned WSCH/FTEF in Composition, English Department, and Grossmont College. As seen in Graph #5, both the Composition Program and the English Department's trend line followed the College trend line. However, in Spring 2011, when the College trend line turned down, both the English Department and the Composition Program continued to rise. Table 7 below demonstrates this divergence with the Composition Program increasing .97%, the English Department increasing 2.04%, and the College slipping slightly by 4.19%.

10.2 Table 7: Change in Earned WSCH/FTEF for Spring 2010 and Spring 2011

Earned WSCH/FTEF	Spring 2010	Spring 2011	Difference	% of Change	
Composition Program	377.33	380.99	3.66	0.97%	Increase
English Department	374.07	381.70	7.63	2.04%	Increase
College	515.97	494.35	(21.62)	-4.19%	Decrease

Widening the view to include the period of Spring 2006 to Spring 2011 (see Table 8 below), the College Earned WSCH/FTEF increased 15.89% and the Department Earned WSCH/FTEF increased 17.65%. In contrast to the College and the English Department, the Composition courses increased 21.14%. From one point of view, the fact that the slope of trend lines for the English Department and the Composition Program parallel the College is not surprising since every college student must enroll in composition classes. Nevertheless, these increases are encouraging, particularly while the College is still in the midst of an economic downturn. The importance of the core Composition Program is recognized by students as well as by groups such as the Enrollment Strategies Committee, which allowed the Department in 2011-2012 to strategically add some sections in order to eliminate roadblocks students face relative to access, continuance, and completion.

10.2 Table 8: Change in Earned WSCH/FTEF Spring 2006 through Spring 2011

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
Composition Program	314.50	380.99	66.49	21.14%	Increase
English Department	324.45	381.70	57.25	17.65%	Increase
College	411.36	476.71	65.35	15.89%	Increase

Turning to the change in the specific classes within the Composition Program, English 124 demonstrated the strongest increase with a change in Earned WSCH/FTEF of a positive 46.72% (see Table 9 below). Since the increase in the

total Composition Program FTEF for Spring 2006 through Spring 2011 remained fairly flat (from 32.44% in Spring 2006 to 35.24% in Spring 2011), the 46.27% increase was largely the result of an increase in WSCH.

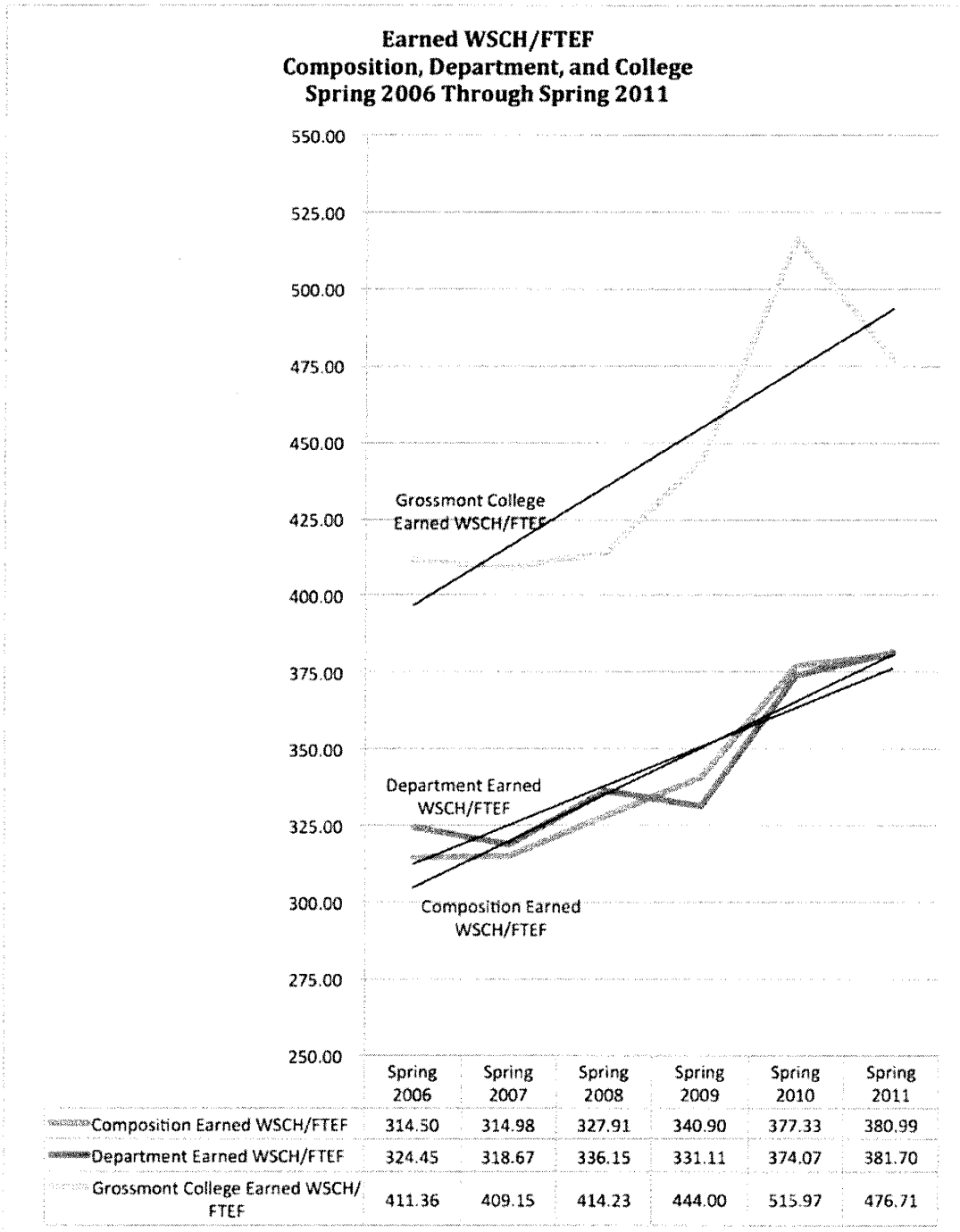
10.2 Table 9

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
Overall Composition	314.50	380.99	66.49	21.14%	Increase
English 90: Basic English Skills	368.00	413.30	45.30	12.31%	Increase
English 98: English Fundamentals	300.30	356.36	56.06	18.67%	Increase
English 110: College Composition	334.73	401.91	67.18	20.07%	Increase
English 120: College Composition & Reading	320.36	381.27	60.91	19.01%	Increase
English 124: Advanced Composition	261.17	383.20	122.03	46.72%	Increase

This is not to say that the other Composition classes contributed little. Again referring to Table 9 (above), English 90 increased 12.31%, English 98 increased 18.67%, English 110 increased 20.07%, and English 120 increased 19.01%. The impact of the increase in Composition is borne out in that Percent of Maximum WSCH (also referred to as efficiency) increased from 77.89% in Spring 2006 to 98.18% in Spring 2011. At a time when Earned WSCH/FTEF is the highest it has been, the Percent of Maximum WSCH is also at its highest. Some reasons for this situation may include the following:

1. Budget cuts have dictated the reduction of the number of sections offered each Spring. It might be added here that the spring semester is the last opportunity for the College to meet its budgetary demands. In a more normal fiscal climate, Spring sections could be added or deleted as needed. In these tough fiscal times, the adjustment to meet the fiscal demands, in most cases, means sections will be cut. These cuts impact both WSCH and FTEF.
2. Students know that if they drop the section in which they are enrolled, the probability of finding another section is slight to nil. Therefore, retention is high. Students who used to drop classes if they felt they were going to get a "C" or less now remain enrolled.

**Section 10.2 Graph 5:
Spring 2006-2011 Earned WSCH/FTEF in Composition Program,
English Department, and Grossmont College**



Trend for Creative Writing Program, Spring 2006-Spring 2011

For the spring semesters 2006 through 2011, the Creative Writing Program increased in a steady, controlled manner, from an Earned WSCH/FTEF of 300.00 in Spring 2006 to 396.92 in Spring 2011 (a growth of 32.31%). English 160 (a course offered once per year in the spring semester) increased its Earned WSCH/FTEF from an Earned WSCH/FTEF of 120 in Spring 2007 to an Earned WSCH/FTEF in 228.00 in Spring 2011, an increase of 90.00%. Unfortunately, despite the instructor’s work to build English 160, it has been placed on hiatus, as has English 175, until the budget situation improves. All programs within the Department, but particularly the Literature and Creative Writing programs, have had to absorb significant class reductions during this challenging time. See Table 10 below.

10.2 Table 10

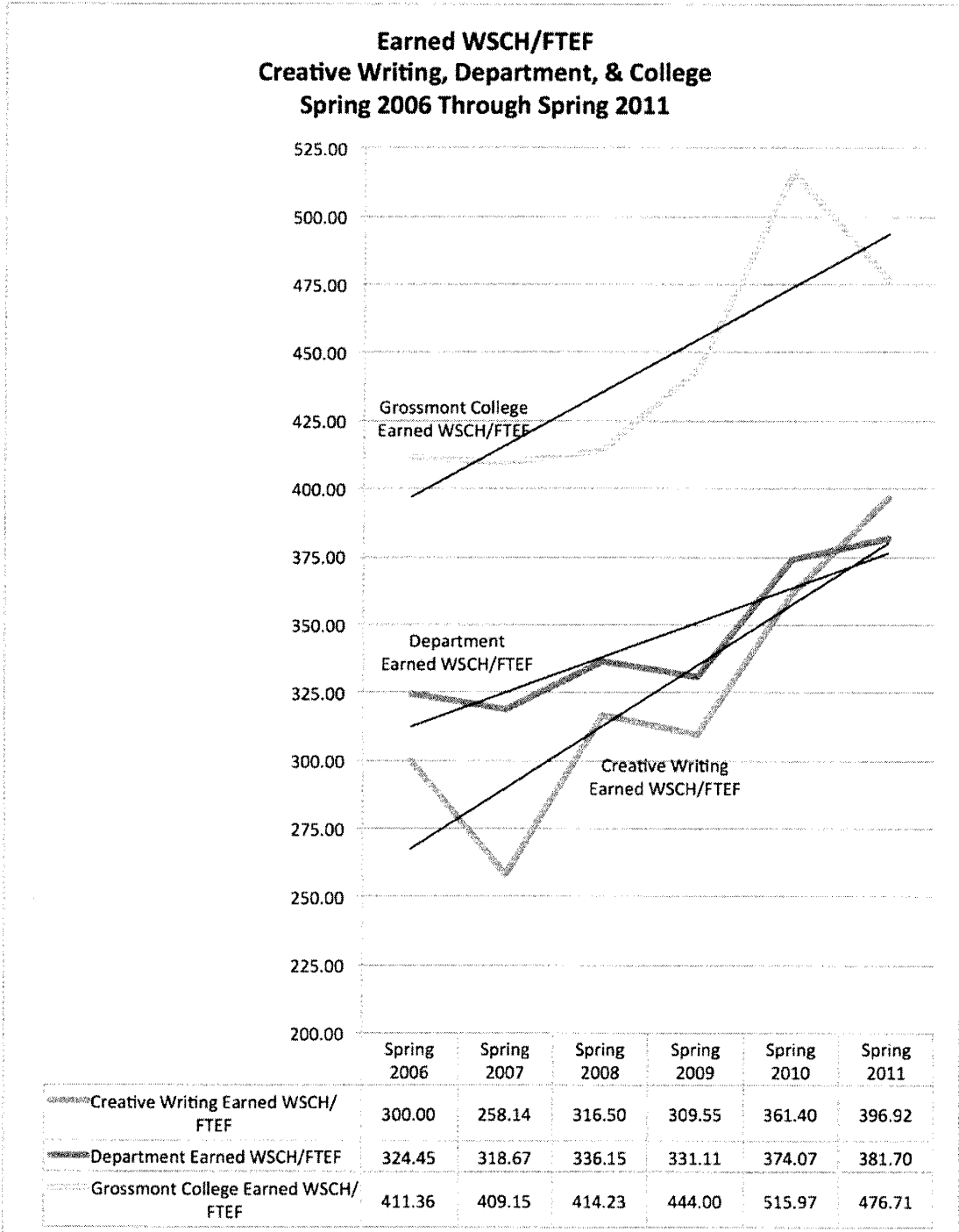
Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	% per Semester	
Overall Creative Writing	300	396.92	96.92	32.31%	Increase	6.46%
English 126: Creative Writing	292.00	400.00	108.00	36.99%	Increase	7.40%
English 130: Short Fiction Writing	300.00	432.00	132.00	44.00%	Increase	8.80%
English 134: Creative Nonfiction Writing	288.00	432.00	144.00	50.00%	Increase	10.00%
English 140: Poetry Writing	405.00	525.00	120.00	29.63%	Increase	5.93%
English 160: Playwriting *	120.00	228.00	108.00	90.00%	Increase	22.50%
English 175: Novel Writing *	168.00	384.00	216.00	128.57%	Increase	32.14%

*English 160 and 175 were not offered in 2006, so the data from Spring 2007 was used.
English 145 has not been included as it was not offered in both Spring 2006 and Spring 2011.

Examining the Creative Writing Program reveals growth on a semester-to-semester basis, an increase of 6.46% from Spring 2006 to Spring 2011. When the increase in Earned WSCH/FTEF is calculated to reflect increase/decrease by semester, the greatest change is seen in three classes: English 134 (10.00%), English 160 (22.50%), and English 175 (32.14%).

The Creative Writing Program followed the upward trend of the English Department and Grossmont College for Spring 2006 to Spring 2010. The Section 10.2 Graph 6: Earned WSCH/FTEF in Creative Writing as compared to the English Department and Grossmont College illustrates that the trend line for the Creative Writing Program parallels that of Grossmont College whereas the English Department's trend line rises more slowly, dipping down a touch in Spring 2011. Looking specifically at Spring 2011, the Creative Writing Program continues its upward push while both the English Department and Grossmont College dip slightly. Overall, trends in the Creative Writing Program have been very positive, even as Department elective courses have been reduced.

**Section 10.2 Graph 6:
Earned WSCH/FTEF in Creative Writing
as compared to the English Department, and Grossmont College**



Trend for Literature Program, Spring 2006 to Spring 2011

The Literature classes—English 122 and English 201-277—increased 28.69% between the period Spring 2006 to Spring 2011 with an Earned WSCH/FTEF of 353.57 in Spring 2006 and 455 in Spring 2011. Interestingly, while Max WSCH/FTEF, for all practical purposes, remained flat in the Literature program, the Earned WSCH/FTEF increased. More specifically, the only movement in Max WSCH/FTEF was the change from Max WSCH/FTEF of 519.64 in Spring 2006 to a Max WSCH/FTEF of 525 in Spring 2007, and the Max WSCH/FTEF remained at 525 from Spring 2008 to Spring 2011. See Table 11 below.

10.2 Table 11

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
Overall Literature Program	353.57	455.00	101.43	28.69%	Increase
English 122: Introduction to Literature	330.00	427.50	97.50	29.55%	Increase
English 215: Mythology	390.00	540.00	150.00	38.46%	Increase
English 217: Fantasy & Science Fiction	435.00	435.00	No difference	0.00%	No Change
English 221: British Literature I	405.00	540.00	135.00	33.33%	Increase
English 222: British Literature II	525.00	465.00	(60.00)	-11.43%	Decrease
English 232: American Literature II	350.00	405.00	55.00	15.71%	Increase

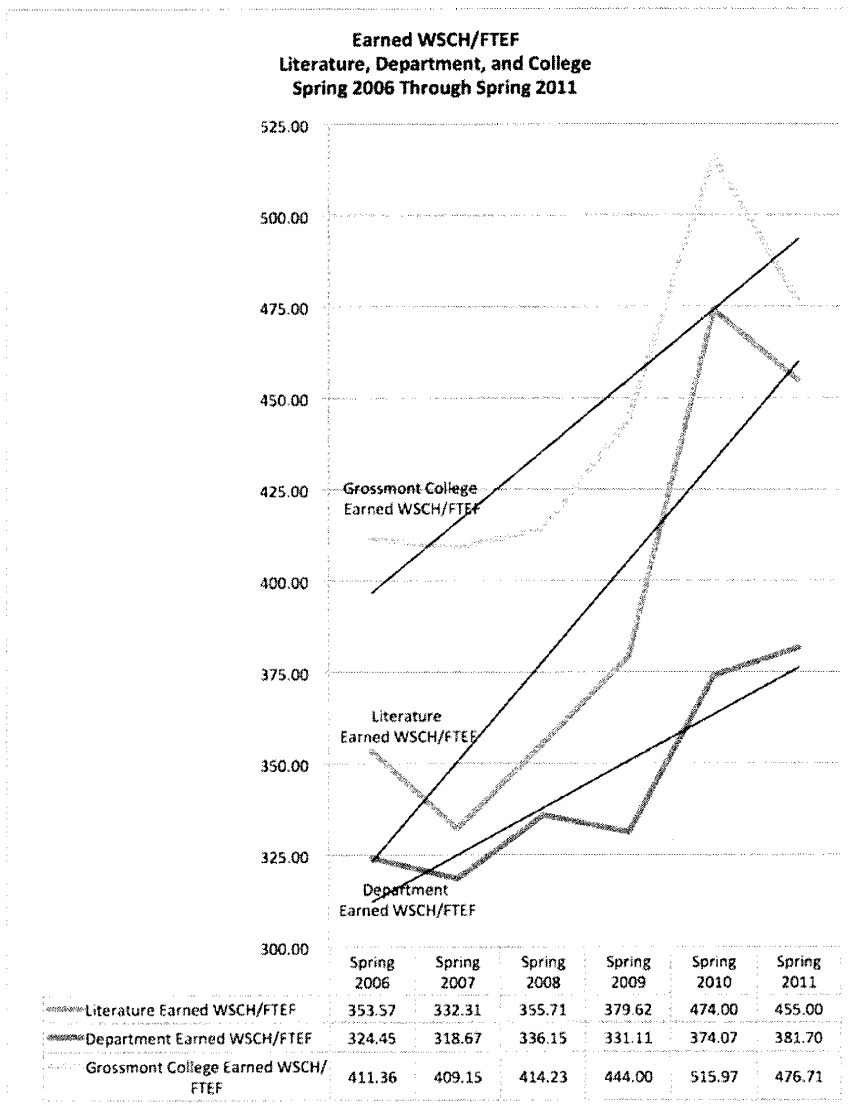
Note: Not all literature classes are offered in the spring semester; for instance, English 218 and English 231 are only offered during the fall semester. Other literature classes in Table 11 above are those which were not offered in both Spring 2006 and Spring 2011 (as a result of budget and section cuts): English 201: Images of Women in Literature and English 219: Views of Death and Dying.

Two literature classes of particular interest are English 215: Mythology and English 222: British Literature II. English 215 changed 38.46% for the period Spring 2006 to Spring 2011 (see Table 11 above). In comparison to other spring semesters, during Spring 2011 English 215 had the highest Earned WSCH/FTEF for the entire period Spring 2006-2011. While efficiency (Percent of Maximum WSCH) for English 215 hovered around 70% for the semesters Spring 2006 through Spring 2010, the efficiency for Spring 2011 was 102.86%. This change is a direct reflection of the budget crisis, as the evening section of English 215 was eliminated. Prior to the course reduction scenarios that began in 2009, the English Department always offered daytime and evening sections of English 215 each semester. English 215 is a key General Education course required of the Major, so with only one section available to students, it is not surprising the class is full.

English 222 is also a required course for all English majors. Furthermore, it is the second part in the two-class series, so one would expect that English 222 would be the dominate spring semester class in reference to Earned WSCH/FTEF in the English 221/English 222 series (assuming students follow a chronological pattern and take English 221 in the fall and English 222 in the spring). However, this was

not the case. English 221 showed a positive growth in Spring with a change in Earned WSCH/FTEF of 33.33% while English 222 decreased 11.43% for the period Spring 2006 to Spring 2011 (see Table 11 above). The decrease in English 222 suggests that students are not following a logical fall-to-spring enrollment pattern (which also would match the chronological order of the course content), perhaps taking the survey classes whenever they can capture one of the sections. The Department has also experimented with offering these courses at different times (in the afternoon, early evening, late evening), and that may be something to monitor to determine if the time the course is offered makes a significant difference in enrollment.

**Section 10.2 Graph 7:
Earned WSCH/FTEF in Literature as compared to the English Department,
and Grossmont College**



Trend for Reading Program, Fall 2005 to Fall 2010

The Reading Program consists of English 090R, 098R, 110R, and 105-6-7. Since English 105-106-107 are tied classes, the data for 106-107 is included in the head class English 105.

The Earned WSCH/FTEF for the Reading Program as a group of classes increased 17.15% over this Program Review cycle. This growth is the lowest of the Department's four programs: Composition, Creative Writing, Literature, and Reading. Nevertheless, the 17.15% growth of the Reading Program exceeded the growth of the College, and it paralleled the 17.65% growth of the English Department. Table 12 below may present this situation more clearly while a visual representation that contrasted the Earned WSCH/FTEF for the Reading Program, the English Department, and the College can be seen in the forthcoming Graph 8: Earned WSCH/FTEF in Reading as compared to the English Department, and Grossmont College.

10.2 Table 12

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
Overall Reading Program	362.50	424.65	62.15	17.15%	Increase
English Department	324.45	381.70	57.25	17.65%	Increase
College	411.36	476.71	65.35	15.89%	Increase

The Reading classes English 90R, 98R, and 110R link to the comparable composition classes (English 90, 98, and 110) to form the Project Success learning communities while English 105 is not linked to any specific composition class. Looking at each Reading class Spring 2006 to Spring 0211, one can see that Earned WSCH/FTEF in Reading classes 90R, 98R, 110R increased while English 105 decreased as per Table 13 below.

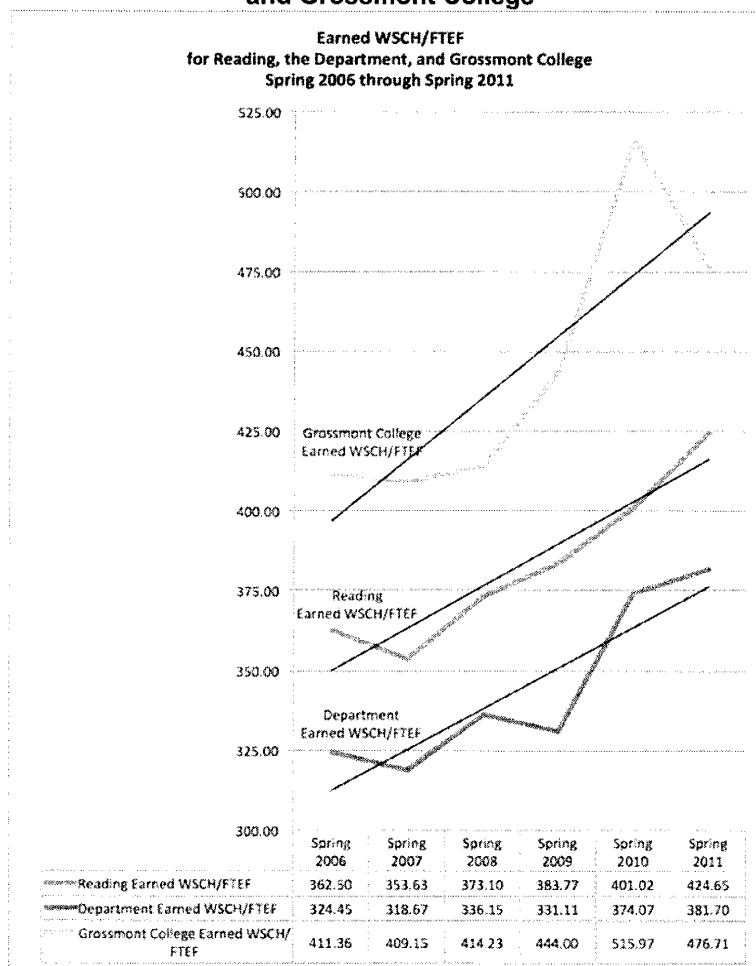
10.2 Table 13

Earned WSCH/FTEF	Spring 2006	Spring 2011	Difference	% of Change	
Overall Reading Program	362.50	424.65	62.15	17.15%	Increase
English 90R: Reading Skills Development	342.40	400.00	57.60	16.82%	Increase
English 98R: Reading Fundamentals	392.00	432.00	40.00	10.20%	Increase
English 105: College Reading	251.25	435.00	183.75	73.13%	Increase
English 110R: Principles of College Reading	371.20	421.33	50.13	13.50%	Increase

As in Fall 2005-2010 semesters, English 90R Earned WSCH/FTEF increased more than that for English 098R and English 110R, though the Earned WSCH/FTEF of 110R ran a close second. The Earned WSCH/FTEF for 090R increased 16.82% while Earned WSCH/FTEF for English 110R increased 13.50%. However, the

increase of 73.13% for English 105 is significant. One factor that contributed to this increase was that FTEF dropped from .80 in Spring 2006 to .20 in Spring 2011. It would be convenient to say that the drop in FTEF was a result of the budgetary climate, and, indeed, it may be one factor. English 105 carries an LED of .20, so the reduction from .80 FTEF to .20 FTEF represents a reduction in the number of instructors teaching English 105 from four instructors to one instructor. This reduction clearly points to budgetary decisions regarding staffing for English 105. Yet, the reduction could also be a result of enrollment, and in all probability the reduction is a combination of reduction in FTEF and WSCH (both Maximum WSCH and Earned WSCH). From approximately 2001, enrollment in English 105 began to decrease, as more students enrolled in the increased number of sections offered in the English 98/English 98R link and as the prerequisite of 90R was added to English 98. As it became more difficult to fill English 105, and as budget constraints required cutting sections, English 105 became a logical target for reduction. The Percent of Max or efficiency for English 105 also increased, from 59.82% in Spring 2006 to 71.43% in Spring 2011. Again, this increased efficiency is a direct reflection of the reduction of 105 sections.

**Section 10.2 Graph 8:
Earned WSCH/FTEF in Reading as compared to the English Department,
and Grossmont College**



10.3 **COST PER FTES OF PROGRAM**

Using Appendix 14-Fiscal Year FTES Analysis by Program Report and Appendix 15 Fiscal Data: Outcomes Profiles, analyze and explain the cost per FTES of the Department in relation to earned WSCH per FTEF.

Note: The Cost per FTES (full-time equivalent student, with one FTES being the equivalent of a student taking 15 units in any given semester) is the ratio of the direct cost of the Department to the FTES generated by the Department (i.e. revenue).

Several factors play into an understanding of the Cost per FTES of the Department. Referring to Appendix 15, the enrollment of students in English courses has steadily grown from 4,673 (unduplicated) in Fall 2004 to 5,058 (unduplicated) in Fall 2010. However, duplicated figures for the same period have decreased, from 6,550 in Fall 2004 to 6,088 in Fall 2010. Presumably, part of that is the result of severe budget cuts and course reductions as the Department is offering fewer elective courses (resulting in fewer options for students beyond the core curriculum). Also, students are narrowing their focus to the General Education package courses to hasten their completion or transfer. Therefore, students who in earlier years would have taken both their required composition courses as well as electives in literature or creative writing are now focusing on core courses needed for completion or transfer. Even with the decrease, duplicated enrollment figures in Fall 2010 exceed by over 1,000 students the unduplicated figures, so significant numbers of students are staying within the Department to take multiple courses.

The FTES numbers have increased, from 1,170 in Fall 2004 to 1,276 in Fall 2010, indicating that the Department is serving more students than ever, even during this period of economic crisis. As a result, the total revenue the English Department generates has increased from \$4,620,016 in 2004 to \$5,827,462 in 2010. Revenues are exceeding costs by an astonishing 27% over the period from 2004 to 2010. Earned WSCH (weekly student contact hours) has also increased by 24%, from 15,777 in Fall 2004 to 19,598 in Fall 2010—an increase that in a normal budget situation would justify the request and hiring of three (3) full-time faculty members.

Finally, over the same six-year period, English Department WSCH/FTEF numbers have increased. (WSCH/FTES is the ratio of weekly student contact hours to full-time equivalent faculty member.) In Fall 2008, prior to the budget cuts, when the Department was comprised of 65-70 adjunct instructors and 23 full-time instructors, the WSCH/FTEF was 349.47. Once course reductions began and many adjunct instructors lost their assignments or had those assignments significantly reduced, the WSCH/FTEF increased: 387 in Fall 2009 and 392.98 in Fall 2010. Fewer instructors are teaching more students and generating more revenue.

However, all of these increases, including in the amount of revenue generated by the Department, are not sustainable, particularly now that the Department has lost five faculty members to retirement in 2011-2012. The Department has reached over 100% efficiency in its Programs, the classes are capped at enrollments not to

exceed 35 students, the Department is reducing rather than adding sections, and the Department is losing both full-time and adjunct faculty members. Countless more students seek out and need English classes than the Department can currently offer at a time when full-time instructors are being stretched to the maximum and course offerings are being reduced.

At minimum, the English Department needs replacements for all five recent retirees as well as at least three additional faculty based on earned WSCH and WSCH/FTEF increases in order to maintain these extremely positive financial numbers as well as to ensure the long-term stability and health of the Department and its faculty members. The English Department should not only be sustained but bolstered by being authorized to add faculty and sections.

10.4 OUTSIDE RESOURCES

If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

The English Department has been aggressive with regard to seeking financial support and subsidies outside the College budgeting process. English faculty members have voluntarily committed their own monies, via payroll deduction, to the Grossmont College Foundation, to support both the Reading program and the Creative Writing Program.

At the time this report was written, the Reading Program Foundation Fund, created in November of 2004, had a balance of \$8,732.77. Six faculty and staff donate monthly from their paychecks at the rate for \$65 a month (or \$715 a year). Early in this Program Review cycle, the Reading instructors evaluated a standardized reading test developed by Houghton Mifflin; for that effort, \$4,000 was donated into the Reading Program Foundation account. The money in this account has been used for necessary supplies and for conference attendance by faculty.

The Creative Writing Program Foundation Fund was established in October 2003 and receives monthly paycheck contributions from fourteen donors at the rate of \$260 a month (or \$2,860 a year). The Creative Writing Program also created the WRITE-A-THON to help raise additional funds. The first event, in Fall 2008, raised \$5,000, and the second event, in Fall 2010, raised \$10,000. The Creative Writing Program hopes to raise \$10-15,000 at the next WRITE-A-THON in Fall 2012. Monies have been used for authors' fees during both the Fall Reading Series and the spring Literary Arts Festival, allowing the Creative Writing Program to bring in nationally-known authors such as Anthony Swofford, Tobias Wolff, Sandra Cisneros, Tim O'Brien, Jimmy Santiago Baca, and Dorothy Allison.

SECTION 11: SUMMARY AND RECOMMENDATIONS

11.1 PROGRAM STRENGTHS AND WEAKNESSES

Summarize program strengths and weaknesses in terms of 1) Teaching and Learning; 2) Student Access and Success; 3) Implementing and Executing the Department's Vision and Mission Statement; and 4) Fiscal Stability.

Teaching and Learning: Strengths and Weaknesses

At the heart of the English Department's successful teaching and learning activities is an expansive notion of *community*. The English Department's programs and courses meet and exceed Grossmont College's vision of "changing lives through education," with faculty participating in the nationally-recognized Project Success learning communities, the vibrant literary arts and creative writing community, and various academic communities at the local, state, national, and international levels. The Department's mission statement is a further elaboration of this goal, as the Department strives to "advance students' reading, writing, and critical thinking skills so that they may appreciate a variety of cultural perspectives and participate autonomously and successfully in academic, artistic, civic, vocational, and/or professional communities." The Program Review Student Survey indicates that Grossmont College students believe the English Department aims to enrich their lives both inside and outside the classroom, with 88.7% of students feeling what they learn in English courses will be useful outside of the classroom for purposes other than achieving their academic goals (Appendix 7).

When the goal is changing lives, English faculty members know that the stakes are high. As illustrated throughout this self-study, the English Department's experienced full-time and adjunct instructors have the qualifications to undertake such work. Faculty are engaged in developing innovative methods to deliver curriculum (i.e., themed courses reflecting current issues, inventive uses of technology, accelerated programs such as English Express, and contextualized learning communities such as the Freshman Academy). Such creativity shows a commitment to teaching and learning within the Department and across the disciplines. During this Program Review cycle, English faculty also illustrated intellectual fervor for and exemplary commitment to the development, implementation, and assessment of Student Learning Outcomes. Even though funding for Professional Development activities was frozen for much of this Program Review cycle, English faculty members nevertheless showed their dedication to staying current in their discipline. Basic Skills faculty created the Faculty Summer Institute to ensure engagement with best teaching practices. Many full- and part-time instructors spent their own funds to attend conferences, retreats, workshops, and other professional development activities and, upon return, put into practice what they learned to enhance instruction, modify curriculum, and improve students' ability to achieve desired outcomes.

Unfortunately, the Department's strengths in teaching and learning are directly threatened by its major weakness: the full-time to part-time ratio in the Department (see Section 9). In order for the Department to support and expand the strengths of its faculty members as well as to remain active in all aspects of division and college governance and service, more full-time faculty are needed, particularly to replace the five veteran instructors who retired in 2011-2012.

Additional weaknesses may also be attributed to dwindling numbers of full-time faculty. To begin, English faculty members have always been engaged in authentic evaluation of student work; however, with the formalization of the process through the state-mandated Student Learning Outcome Assessment Cycle, English faculty are concerned (and at times overwhelmed) by the additional work required to design, implement, and evaluate authentic assessment. In some cases, that has required adjusting the SLO assessment schedule. Further, the ongoing revision of outlines which is required for a department with over 40 separate courses also requires sufficient faculty to carry out the work. Addressing these weaknesses requires substantive commitment outside the challenges of teaching a full load, and with many full-time instructors already stretched too thin, English faculty are concerned about their ability to continue doing this important work.

Student Access and Success: Strengths and Weaknesses

The English Department offers multiple levels of instruction, from Basic Skills to transfer, impacting virtually every student at Grossmont College. At each level, English instructors are committed to providing students with access to courses. This requires accurate assessment as well as commitment to appropriate prerequisites. Increasing the rates of retention, persistence, and success is also essential to the Department's faculty. In addition, the Department enhances student access and success through a variety of programs and activities outside the traditional classroom.

The analysis of success and retention data in Section 5 and in Section 2.4 illustrates how well the Department is doing with students, by gender, age, and ethnicity, with overall success and retention rates for the Department and for individual programs within the Department rising consistently over the course of this Program Review cycle. Various innovative programs created by the English Department to improve success, persistence, and retention rates have been described throughout this self-study, including Project Success, the English Express, the Freshman Academy, and the Summer Institute Project.

The Department remains concerned about success and retention rates for African American male students; in a recent cohort study, only 19% moved from Basic Skills courses to English 120, the required, transfer-level composition course. Fortunately, English faculty have already begun to explore ways to address this weakness. A Faculty Inquiry Group (FIG) was initiated in Fall 2011 to address concerns about the disproportionate numbers of underrepresented students assessing into developmental courses as well as to develop strategies to improve the retention, success, and persistence rates of these students.

The Department's English Writing Center (EWC) represents another Department strength with regard to student access and success. In the Student Survey (Appendix 7), approximately 60% of respondents indicated that the EWC was either very helpful or helpful. Students who need assistance with understanding, composing, editing, and revising writing assignments are satisfied with the services the EWC provides. Because of the volume of students served within the EWC, one concern is the size of the Center itself; the Department hopes to secure expanded space during the next phase of campus construction, the result of Proposition V passing in Fall 2012.

As indicated throughout this self-study, another strength of the Department is its ability to extend learning beyond the classroom through varied innovative projects created by Department faculty, such as the One Book, One Campus, the Fall Reading series, and the Literary Arts Festival. Faculty regularly survey participants to ensure events are successful. For example, in 2011, Creative Writing faculty surveyed students about the Literary Arts Festival (Appendix 5). Of 109 respondents, 93% reported that the Festival helped them "interpret and assess the writing of an established and/or emerging author" (Creative Writing Program SLO #2). The Festival also met several English Department All Programs SLOs, including #1 (Understand the uses of language to express ideas in a variety of texts) and #2 (Develop reading efficiency and appreciation in order to critically engage, analyses, and evaluate multiple genres of texts). This success is extended to Grossmont College's Institutional SLOs: Understanding of the Arts and Humanities, Cultural Competence, and Effective Communication. Clearly, the Festival and other innovative events held outside the traditional classroom help to improve student success.

However, one weakness involves locating adequate performance spaces for such events because the English Department does not have ready access to larger venues and facilities used by the various theater, music, art, and dance departments. The now annual One Book, One Campus Project has begun to share facilities with other programs on campus as well as to utilize venues on other college campuses to extend access to more students. Other events, such as the Creative Writing Program's Fall Reading Series and Literary Arts Festival, are dependent on access to larger facilities on campus for putting these free, successful events and outreach projects within reach of students, faculty, staff, and community members.

Though expansion of such events is highlighted as an important goal in the Department's Six Year Plan, many activities have expanded beyond the limits of rooms such as 220 and Griffin Gate, recent renovations and construction notwithstanding. To reinforce this point, in Spring 2012, many students whose instructors required them to attend events featuring major contemporary authors Tim O'Brien and Sandra Cisneros were forced to occupy "overflow" facilities in the Student Center and observe these events on television monitors. Limited facilities in this instance prevented a significant number of students from access to the enrichment opportunities and educational benefits for which events like these are designed. Similarly, other events were reserved in spaces that were also

functioning classrooms and lecture halls, creating scheduling conflicts for instructors, guest lecturers, and event coordinators. The Department hopes this weakness will be remedied when the new 500-seat performance space is built in the next few years, and Department representatives will continue to advocate for appropriate facilities for its events.

Finally, as Section 5 illustrates, few students are taking advantage of the Degrees and Certificates the English Department offers. Interest in the Humanities in general and English in particular has weakened over the last few years primarily in response to challenging economic circumstances within California. The resulting reduction of electives in the Literature and Creative Writing programs, courses often needed by English Majors, has contributed to the reduction in Degrees and Certificates, as has the reduced number of faculty members. For example, over the course of this Program Review cycle, the Department has been compelled to reduce English 215: Mythology from two sections a semester, including one night section, to one section a semester. In Fall 2012, when the course's full-time instructor went on sabbatical, English 215 was not offered at all because a suitable replacement instructor could not be found. Because the English 215 course is required for the English Major, such reductions clearly impact some students who, in the past, might have been able to complete their coursework and Major and Degree requirements in a timely fashion prior to transfer. The Department remains committed to providing opportunities for students to explore all literary genres, as readers and writers, and will look to reinstate such courses as the economy improves.

Implementing and Executing the Department's Vision and Mission Statement

English Department Mission Statement:

The faculty of the Grossmont College English Department endeavor to advance students' reading, writing, and critical thinking skills so that they may appreciate a variety of cultural perspectives and participate autonomously and successfully in academic, artistic, civic, vocational, and/or professional communities.

The values and goals expressed in the mission statement are manifest throughout this self-study in the faculty's innovative curriculum development, high academic standards, Student Learning Outcomes and assessments, student success and support strategies, community outreach efforts, and professional development activities. In other words, the mission statement arose not from what the faculty in the English Department hope to do, but from what Department faculty members already do.

Fiscal Stability: Strengths and Weaknesses

There are countless illustrations of the fiscal stability of the English Department over the course of this Program Review cycle. Various elements related to enrollment and fill rates within English courses confirm that English faculty members are teaching as many students as they can possibly teach, given the amount of FTEF/LED allocated and the capped maximum size of English classes (at 35 students maximum).

First, enrollment numbers have steadily increased from 4,673 (unduplicated) in Fall 2004 to 5,058 (unduplicated) in Fall 2010. While duplicated figures have decreased (the result of deleting electives in the English Department offerings that students might have taken in conjunction with their core composition courses), they are still significantly higher than unduplicated numbers; in Fall 2010, the duplicated numbers were 1,000 students more than unduplicated numbers, indicating significant numbers of students are staying within the Department to take multiple courses.

Second, efficiency for all programs in the Department has also increased, from 86.38% in Fall 2005 to 88.06% in Fall 2007 to 96.05% in Fall 2009 (when the effects of budget cuts and sections reductions started to be felt) to 99.22% in Fall 2010. Extending beyond the period of this Program Review cycle, efficiency rates skyrocketed past 100% in Fall 2011 and Fall 2012. The English Department is filling English classes to capacity.

FTES (Full-Time Equivalent Student) numbers have also increased, from 1,170 in Fall 2004 to 1,276 in Fall 2010. As a result, the total revenue the Department generates has increased from \$4,620,016 in 2004 to \$5,827,462 in 2010. Revenues are exceeding costs to run the program by 27% over the period from 2004 to 2010. Earned WSCH (weekly student contact hours) has also increased by 24%, from 15,777 in Fall 2004 to 19,598 in Fall 2010.

Finally, English faculty have supplemented general fund monies through payroll deduction into Foundation accounts for the Creative Writing Program and the Reading Program, with the Creative Writing fund amassing over \$30,000 from 2008 to 2012 via the WRITE-A-THON fundraiser to pay for authors' fees during the fall Reading Series and spring Literary Arts Festival.

With regard to weaknesses linked to fiscal circumstances, it is unclear whether these increased figures (FTES, Earned WSCH, and revenue) can be sustained in light of ongoing course reductions and the retirements of five full-time faculty members in 2011-2012. Certainly, the Department is concerned about the long-term impact on student success of packed classes, particularly at the Basic Skills levels where individualized attention is vital. Generating significant revenue and increasing and sustaining efficiency to 100% will mean little if success rates are negatively impacted or the health and well-being of the Department's instructors wane.

11.2 CONCERNS

Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and part-time faculty, sections offered, and growth or decline of the program.

Throughout this Program Review Report, a series of inter-related, persistent concerns have illustrated that the English Department has been adversely affected and that those concerns listed below will continue to be issues into the next Program Review cycle:

1. The decrease in numbers of full-time faculty (from several years at 23 full-time faculty members to the current 18 full-time instructors);
2. The need to replace immediately five 2011-2012 retirees as well as to add other faculty based on increases in WSCH, FTES and WSCH/FTEF;
3. The diminishing numbers of adjunct instructors as assignments dwindle and they take alternative assignments, change careers, or move out of state; and
4. The reductions of sections in all parts of the Department (with special concern for courses in the Literature, Creative Writing, and Reading Programs which have been put on hiatus).

11.3 RANK-ORDERED PROGRAM RECOMMENDATIONS

Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Hire sufficient new faculty to replace recent retirees as well as to meet the needs of the English Department based on WSCH/FTES/FTEF.
2. Reinstate classes that have been eliminated due to course reductions over the last three years and add new courses to the curriculum to invigorate both faculty and students.
3. Continue support of the English Department's literary events and activities, including the Fall Reading Series; Celebration of Banned Books; One Book, One Campus; Literary Arts Festival; and the biennial WRITE-A-THON.

4. Expand various Basic Skills and Transfer-Level offerings through Project Success and the Freshman Academy, including contextualized links, interdisciplinary links, and reading classes, based on analysis of data on student success, persistence, and retention.
5. Continue to develop, revise, and assess Student Learning Outcomes (SLOs) at the department, program, and course levels in order to inform and enhance teaching and learning for all student populations.
6. Use qualitative data from students' perspectives and disaggregated quantitative data available through the State's Chancellor's Office as well as the College's own institutional resources to improve student success, retention, and persistence and inform pedagogical discussions on how to improve teaching and learning for all student populations.
7. Continue relationships with area high schools to align curriculum and, where appropriate, to place motivated and successful students directly into transfer-level courses.
8. Stay current with research and best practices in the discipline and seek funding sources for faculty participation in discipline-specific conferences and workshops.
9. Secure reasonable and fair access to Room 220 as a performance venue as well as to the new 500-seat performance space which will be built during the next Program Review cycle (as a result of Proposition V's passage in November 2012).
10. Secure appropriate and stable laboratory space essential to the English 90 basic skills course along with full and adequate technical support services for the lab.
11. Work with other disciplines to develop and implement a Reading Apprenticeship (RA) Program to assist faculty in improving reading instruction in their content areas.
12. Expand Faculty Inquiry Groups (FIGS) to work with faculty in other disciplines as well as with the campus research liaison on issues of importance to student success.



APPENDICES

Department of English

DIVISION OF ENGLISH AND SOCIAL / BEHAVIORAL SCIENCES

Academic Program Review
2004-2005 to 2010-2011

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APPENDIX 1: 6-Year Unit Plan

Department/Unit Name English Department,
Dr. Oralee Holder, Department Chair, reporter

Month/Year October 29, 2009

COLLEGE STRATEGIC PLANNING PRIORITY GOALS:

Student Access

- Goal 1:** Better serve students in historically under-served population
- Goal 2:** Respond to changing community needs

Learning and Student Success

- Goal 3:** Provide an exceptional learning environment to promote student success
- Goal 4:** Promote student success for historically under-served populations
- Goal 5:** Promote student success for historically under-prepared populations

Robust Fiscal and Physical Resources

- Goal 6:** Promote institutional effectiveness
- Goal 7:** Develop and maintain an exceptional learning environment
- Goal 8:** Maximize revenue from traditional and non-traditional sources

Economic and Community Development

- Goal 9:** Enhance workforce preparedness
- Goal 10:** Develop innovative partnerships that meet long-term community needs

Value and Support of Employees

- Goal 11:** Promote employee success

BACKGROUND:

A. Please provide a list of your most recent Program Review recommendations.

In Spring 2005, the Program Review Committee's Summary Evaluation included the following recommendations for the English Department:

1. Immediately replace any full-time faculty members who separate; add four new full-time faculty positions.
2. Increase clerical assistant to full-time to support the English Department and Project Success.
3. Secure ongoing funding to support part-time faculty for their participation in mastery skills assessment at the English 101 [Eng 098] level.
4. Work to create a large venue for the literary arts festival and other events. Explore options through: a) working with committees for new and remodeled facilities; b) creative facilities scheduling.
5. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcomes data for continued course and program improvement.

6. Using the Course History Information report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

B. If applicable, please provide a list of any advisory committee recommendations.

N/A

C. If applicable, please provide a list of any certification/accreditation recommendations. N/A

PLAN SECTIONS

In each section, answer the questions as completely as possible. Remember that you are discussing long-term plans for the next six years.

D. COMMUNITY OUTREACH/RESPONSE

D. 1. What is/are your six-year goal(s) in this area?
--

GOAL #1: Advertize and expand contextualized learning communities links as well as interdisciplinary links through Project Success.

GOAL #2: Continue to expand the Creative Writing Program's Literary Arts Festival, currently in its 14th year and offered over a two-week period each Spring, and to support the Celebration of Banned Books event presented annually each September.

GOAL #3: Offer a Creative Writing course and/or volunteer writing workshops for several organizations in our East County service area.

GOAL #4: Continue to offer the "First Female" Writing Contest, a joint effort of the GC English Department-American Association of University Women (La Mesa-EI Cajon branch of AAUW).

GOAL #5: Continue support of the K-16 Alignment Efforts of Cal-PASS, most notably the Cal-PASS English Curriculum Alignment Project (ECAP), incorporating evaluation of research data on the efficacy of the alignment efforts.

GOAL #6: Create effective strategies to increase outreach to local high schools and to recruit new East County students for ALL of our Programs (Literature, Creative Writing, Reading, Learning Communities, Composition, and Cal-PASS alignment projects), with special focus on literature and creative writing courses which sometimes struggle with enrollment but which have a tremendous appeal to our evening adult students in particular.

D. 1. a. Briefly explain why each goal was chosen
--

GOAL #1 (Advertise and expand contextualized learning communities links and interdisciplinary links)—such links are designed to help students achieve success in basic reading, writing, and math skills while teaching them skills necessary for specialized career paths such as nursing, AOJ, business, child development, etc. The publication *Basic Skills as a Foundation for Student Success in California Community Colleges* points out how developmental education often involves “abstract and repetitive practice which lacks application or a connection to students’ goals.” This disconnect undermines student motivation to enroll in basic skills courses early in their academic careers, thereby affecting retention and persistence rates. Contextualized education provides the opportunity for students to gain the reading and writing skills necessary for success while simultaneously learning preliminary concepts, issues, and ideas within their fields of interest.

The interdisciplinary links work much the same way. While students learn the elements of effective academic reading, research, and writing, they apply these skills to reading/writing projects within the co-requisite content course.

GOAL #2 (Expand the Literary Arts Festival and support Celebration of Banned Books)—Part of the Creative Writing Program’s mission is to serve the community through a rich variety of readings and other literary events that are always free and open to the public. The Program seeks to cultivate a diverse literary community and to celebrate and promote literature and its role in our culture, and the Literary Arts Festival is a centerpiece of this effort.

The Celebration of Banned Books happens in conjunction with the annual national American Library Association event; offered on a Thursday evening, the event brings together students, faculty, librarians, and community members. It takes its place alongside other events offered throughout San Diego and the country during the week the American Library Association celebrates the written word and counters efforts to censor authors.

GOAL #3 (Offer Creative Writing courses and/or workshops for organizations)—We hope to offer a creative writing course and/or volunteer writing workshops for the following East County groups, institutions, and non-profit organizations: The McAlister Institute, the El Cajon-based, nonprofit drug rehabilitation and education program; Chaparral or other GUHSD High Schools; The Worldview Project; LGBT teen community services; and AVID.

GOAL #4 (Continue “First Female”)—In Fall 2009 the English Department collaborated with the American Association of University Women (AAUW) to create the “First Female” essay contest, a contest open to all young women in the Grossmont Union High School District (GUHSD). It is our goal to celebrate and support young women who are breaking through barriers as a “First Female”—to encourage them to think about themselves and their future in a new light. For the essay, students are prompted to take the topic of “First Female” and demonstrate how it relates to them in a short essay. While one student may be the first in her family to attend or finish high school, another may be the first to apply for or to be accepted to college. Additionally, other possibilities for recognition are “firsts” such as achievement in academics, sports, drama, music, dance, art, and community service as well as more personal “firsts,” such as those related to family, travel, friendship and overcoming adversity.

GOAL #5 (Continue support of the K-16 Alignment Efforts of Cal-PASS)—Articulation and alignment – especially with the majority of our feeder high schools (GUHSD)—are essential in increasing the number of students who are college ready. As the completion rates (transfer, certification, and degree) are lower among students entering two or more levels of below college levels in English, regular assessment of the data and efficacy of the Cal-PASS K-16 alignment efforts will continue to help improve teaching and learning at all levels (K-16) and will lead to more students being better prepared for college level work.

GOAL #6 (Create effective recruitment strategies)—Continue to advertise our courses and programs to our community, particularly those courses which are electives. For example, currently, the majority of students are working on fulfilling G.E. requirements so that they can earn a degree. Only a few students are English majors, not enough to populate our literature classes. Adults need an opportunity to read and study literature in order to help their children learn and thus keep a continuing focus on literacy, and better outreach into the community could revitalize programs within the Department such as Literature.

D. 1. b. Explain how each goal supports the college strategic planning priority goals

GOAL #1 (Advertise and expand contextualized learning communities and interdisciplinary links)—This goal specifically addresses the following Strategic Planning goals: Better serve students in historically under-served populations (goal 1); Respond to changing community needs (goal 2); Provide an exceptional learning environment to promote student success (goal 3); Promote student success for historically underprepared populations (goal 4); Develop and maintain an exceptional learning environment (goal 7); Enhance workforce preparedness (goal 9); and Develop innovative partnerships that meet long-term community needs (goal 10).

Providing contextualized developmental reading and writing learning communities responds to the problem of underprepared students enrolling in the nursing program, for example. Recent collaborations with nursing department instructors have revealed that, currently, there are no hard reading and writing prerequisites for the nursing program, which has resulted in underprepared students enrolling in the program. While the majority of students complete their General Education requirements prior to enrolling in the nursing program, they are not required to complete the degree requirement for reading/writing prior to admission. However, first year nursing students are required to write extensively during their course of study. Therefore, providing a contextualized reading/writing developmental course sequence will accomplish two goals: 1) it will motivate pre-nursing students to complete the General Education degree requirements early on, thereby improving performance on reading/writing assignments once enrolled in the nursing degree program; and 2) it will provide developmental students with more meaningful instruction. Better prepared students will likely result in improved performance, persistence, retention, and employability.

GOAL #2 (Expand the Literary Arts Festival and support Celebration of Banned Books)—Growth of the LAF not only meets the Strategic Planning goals concerning Student Access, more specifically, to respond to changing community needs (goal 2) and better serve students in historically under-served populations (goal 1), but the festival also

provides us with opportunity enhance Economic and Community Development through developing innovative partnerships (goal 10). The Celebration of Banned Books supports Strategic Planning goals 1 through 7 and 10.

GOAL #3 (Offer Creative Writing courses and/or workshops for organizations)— The Creative Writing Program’s community outreach/response goals meet the Strategic Planning goals concerning Student Access, more specifically, to respond to changing community needs (goal 2) and better serve students in historically under-served populations (goal 1). In addition, our goal addresses Economic and Community Development as we create innovative partnerships that meet long-term community needs (goal 10). We also believe these goals will help to increase the numbers of people from the local community in our creative writing classes.

GOAL #4 (Continue “First Female”)—Recently, the AVID (Advancement Via Individual Determination) coordinators in the Grossmont Union High School District joined our “First Female” venture. One of AVID’s many goals is to level the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. They have determined our contest a perfect fit for their mission. Equally important, this collaboration meets the Strategic Planning goals concerning Student Access, more specifically, to respond to changing community needs (goal 2) and better serve students in historically under-served populations (goal 1). This innovative partnership also meets long-term community needs with regards to these young women (goal 10).

GOAL #5 (Continue support of the K-16 Alignment Efforts of Cal-PASS)—Regular evaluation of the data will let us know how well all students in the Cal-PASS alignment project are performing, particularly historically under-served populations (goals 1, 4, 5). This also addresses the Strategic Planning goal 10 (Develop Innovative Partnerships That Meet Long-Term Community Needs), as such alignment helps students transition more successfully from high school to community college (and then to college or university). It also provides an exceptional learning environment to promote student success (goal 3) and helps develop and maintain an exceptional learning environment (goal 7).

GOAL #6 (Create effective recruitment strategies)—Addresses Strategic Planning goals 1,2,3,4, as we expand recruitment efforts to reach students in historically under-served and under-prepared populations and offer them the opportunity to participate in an exceptional learning experience.

D. 2. What strategies/activities would you undertake to accomplish each goal?
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GOAL #1 (Advertise and expand contextualized learning communities and interdisciplinary links)—Publish articles in the local newspapers highlighting the programs. Continue to send instructors to new student advising to further advertise the links. The Project Success Advisory Board is collaborating extensively with colleagues in other disciplines to determine students’ needs and interests. In addition, the Student Success Freshman Experience subcommittee is working to expand the EOPS Summer Bridge Institute to include a career path with a contextualized developmental sequence of classes. The goal

is to provide the means for students to progress from the EOPS Summer program to contextualized developmental pathways (nursing/health professions, AOJ, Business, etc.).

GOAL #2 (Expand the Literary Arts Festival and support Celebration of Banned Books)—The LAF expansion plans include, but are not limited to, the following:

- increase the numbers of people from the local community in our events
- increase publicity of events in local paper/TV/radio
- make Grossmont's Literary Arts Festival the number one East County Literary Arts Event, serving even a larger audience and attracting support from a wealth of community members and patrons of the arts
- collaborating with other disciplines and programs to broaden the festival's appeal and outreach
- foster a relationship with the creative writing instructor at every high school in the Grossmont Union High School District
- build relationship with Reality Changers, a program which provides inner-city youth from disadvantaged backgrounds with the resources to become first-generation college students
- hold regular creative writing contests for high school students
- hold some events off campus
- involve more local businesses to donate money or take active participation
- work in conjunction with San Diego City Works Press to promote local authors
- secure space on campus in the new Student Center, as well as room 220 to hold events
- attract world-class authors
- partner with non-profit organizations in fundraising

The Celebration of Banned Books event already serves a capacity audience in Griffin Gate. We might be able to serve even more students, faculty, and community members once the remodel of the Student Center provides us with other options for venues.

GOAL #3 (Offer Creative Writing courses and/or workshops for organizations)—We hope to be offering a creative writing course and/or volunteer writing workshops for the following organizations: The McAlister Institute, the El Cajon-based, nonprofit drug rehabilitation and education program; Chaparral or other GUHSD High Schools; The Worldview Project; LGBT teen community services; and Advancement Via Individual Determination: AVID.

GOAL #4 (Continue "First Female")—Currently, the English Department contributes half of the \$500 prize while the AAUW provides the other half. In 6 years, we plan to be in our sixth year of sponsoring the "First Female" essay contest and to offer a \$1000 scholarship. In order to meet this goal, we plan to contact resources on campus and in the greater community.

GOAL #5 (Continue support of the K-16 Alignment Efforts of Cal-PASS)—The Cal-PASS structure, programs, and partnerships are already in place, supported both by Cal-PASS and, for the 2009-2010 academic year, by the Student Success Committee. Like other programs in the Department (such as Project Success), the data on the success of

students in the Cal-PASS ECAP project will be disaggregated by gender, ethnicity, income, ability, etc. and shared with interested Department faculty.

GOAL #6 (Create effective recruitment strategies)—Advertise our programs in the local communities (and secure whatever budget is needed to create flyers, posters, etc.). Schedule evening and night classes to better serve our working adult students. Continue to participate in the Counseling Department's Orientation program, to provide students with information on our programs and courses at the time of registration.

D. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

GOAL #1 (Advertise and expand contextualized learning communities and interdisciplinary links)—First, we will survey the students to gather qualitative data. Our present student survey asks students to identify how they learned about the learning community in which they are enrolled, to evaluate their experiences in the learning community, and to describe what other links they would like to see developed. We will also poll current (as well as past) students on their majors and career interests to determine which contextualized links would be appropriate to students' interests. Furthermore, we will request that the District Institutional Research department help us conduct student success studies on cohorts of students in the contextualized developmental linked courses and compare these groups with cohorts of students in non-contextualized development courses as well as with students in stand-alone courses. We will look at retention, persistence, grade distribution, and other performance indicators disaggregated by gender, age, ethnicity, ability, income, etc.

GOAL #2 (Expand the Literary Arts Festival and support Celebration of Banned Books)—Documentation of readings, authors, and activities; increased advertising of events (flyers, posters, newspaper announcements, etc.); film and photography of events; partnerships with other community groups established; and presentations on LAF and Banned Books provided on campus and at community events.

GOAL #3 (Offer Creative Writing courses and/or workshops for organizations)—We will demonstrate having accomplished these goals in a variety of ways, including, but not limited to the following: documentation of readings and advertising; film and photography of events; record partnerships established; and give presentations on campus and at community events.

GOAL #4 (Continue "First Female")—Documentation of advertising and increased participation by community youths.

GOAL #5 (Continue support of the K-16 Alignment Efforts of Cal-PASS)—Information will be disseminated to the department in the form of regular research reports as data becomes available. The continued existence of the Cal-PASS partnerships and programs will also be evidence that the goal has been accomplished. We will also want to evaluate if the goals of the partnership/outreach efforts are achieved (i.e. – to what extent are we seeing increased Grossmont College going rates from GUHSD and to what extent are

students participating in this partnership entering Grossmont at or closer to college level English).

GOAL #6 (Create effective recruitment strategies)—Conduct student surveys to determine how students found out about the various courses within our Department. Count heads and keep track of which courses “make” and which do not, which courses show improved enrollment following increased recruitment efforts, etc. This is particularly important in the specialized literature classes which often struggle to make the required enrollment figures.

E. STUDENT SUCCESS AND SUPPORT

E. 1. What is/are your six-year goal(s) in this area?

GOAL #1: Increase the number of various Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes, based on analysis of data on student success:

- Increase the number of links at the English 90/90R and 98/98R level
- Increase the number of contextualized links at the English 98/98R/Math 90 level
- Increase the number of sections of English Study Skills
- Increase the number of sections of Vocabulary, English 108 offered
- Increase the number of PDC courses linked to English 90 and 98
- Develop sections of 98 linked to transfer courses
- Develop a First Year Experience Program (FYE) in collaboration with EOPS, Student Success, and Counseling to expand the EOPS PDC/Reading learning community to other at-risk populations, including Puente and Umoja students, student athletes, etc.

GOAL #2: Integrate Literary Arts Festival authors across the curriculum.

GOAL #3: Continue the Cal-PASS Research Project related to the ECAP project and English placement at Grossmont College and examine and consider implications of the results.

GOAL #4: Develop a Creative Writing Program Scholarship; by 2016, the Creative Writing Program hopes to increase its foundation revenue in order to offer a \$1000 scholarship to an English/Creative Writing Major each fall.

GOAL #5: Serve student needs in the English Writing Center more efficiently and effectively.

GOAL #6: Work with other disciplines to implement a Writing Across the Curriculum (WAC) program and Reading Apprenticeship (RA) program on campus (to enhance critical thinking, reading, and writing skills for students in all levels of coursework across the disciplines).

GOAL #7: Improve students' language competencies, writing skills, and research abilities through the various composition courses.

E. 1. a. Briefly explain why each goal was chosen

GOAL #1 (Increase Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes)—Increasing the links at the 98 level makes sense as we are required to increase success rates of our developmental students per the Basic Skills Action Plan and the State Chancellor's Office. Given that the latest ARCC data concluded that students in the linked 98/98R courses succeed at a 70% success rate, and students in the stand-alone 98 courses had a 55% success rate, it seems apparent that we need to increase the number of links if we are to achieve our goal per the action plan directives. The Basic Skills Handbook lists as one of its promising practices the linking of developmental courses with transfer courses. The aim is to increase student retention, persistence, and success.

Using data based on the Fall 2001/Spring 2002 enrollments, a comparison of course enrollment outcomes for the linked Project Success course enrollments with non-linked comparable course enrollments reveals significantly higher course success for students in the linked PS courses (college-level English course enrollments were used due to the available sample sizes for the comparison groups). For example, 69.1% of the sample students enrolled in PS courses experienced successful outcomes compared to 52% of non-PS students taking the same level of composition. Furthermore, 65.7% of the minority students enrolled in PS English courses achieved success compared to 50% of minority students enrolled in non-PS courses in the same level of composition class. The success rate was also higher for low-income students enrolled in PS English courses. Of those students, 68.8% were successful compared to 46.7% of non-PS low-income students enrolled in the same level of composition. Disabled students also fared better in the PS composition classes, with 60.4% successful compared to 47.4% of non-PS students enrolled in the same level of composition.

GOAL #2 (Integrate Literary Arts Festival authors across the curriculum)—In 6 years, the Creative Writing Program hopes to be able to incorporate a young adult or basic-skills appropriate author into its annual Literary Arts Festival each year. This successful collaboration brings living writers into the lives of a variety of students—from those who are reading their first book to those who want to write books.

GOAL #3 (Continue the Cal-PASS Research Project related to the ECAP project)—It is important to examine the results and implications of the research project as it is assessing the effectiveness of ECAP (supported by Cal-PASS, GUHSD, and GC) which aims to prepare students for college level work.

GOAL #4 (Develop a Creative Writing Program Scholarship)—Offering a \$1000 scholarship to an English/Creative Writing Major each fall is important because it is our mission to not only serve the community and college but the individual student—particularly students devoting themselves to our discipline.

GOAL #5 (Serve students in the EWC more efficiently and effectively)—Over the past five years, student demand for tutoring has increased, resulting in longer student wait times. New approaches to meet student demand are imminent because the total number of tutoring sessions has increased with each semester. For example, five years ago (Spring 2004), the English Writing Center calculated that approximately 4,700 students were tutored in a single semester, and this past semester (Spring 2009), 6,100 students were tutored.

GOAL #6 (Develop critical thinking, reading, and writing skills)—Academic reading and writing are skills that must be practiced across the disciplines. Specifically, writing across the curriculum helps students learn to use the language of the disciplines; to integrate, synthesize, and analyze course content; to practice critical thinking skills relevant to their disciplines; and to express their ideas more clearly in written communication (WAC Clearinghouse). At the 2009 First Annual Grossmont Summer Institute, several English Department faculty members successfully collaborated with faculty in other disciplines on how to improve student reading/writing skills. Faculty surveys indicated that many would like to see this collaboration continue.

GOAL #7 (Improve students' language competencies, writing skills, and research abilities)—Writing and researching skills along with effective linguistic abilities represent fundamental pillars of higher education, and all community college students need to improve these skills to ensure they succeed in their majors across the various disciplines.

E. 1. b. Explain how each goal supports the college strategic planning priority goals

GOAL #1 (Increase Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes)—Supports Strategic Planning goals 1, 2, 3, 4, 5, and 7.

GOAL #2 (Integrate Literary Arts Festival authors across the curriculum)—Supports Strategic Planning goals 4 and 5 (promoting student success for historically under-served and under-prepared populations) as well as goal 3 (providing an exceptional learning environment).

GOAL #3 (Continue the Cal-PASS Research Project related to the ECAP project)—Supports Strategic Planning goal 6 (promotes Institutional Effectiveness).

GOAL #4 (Develop a Creative Writing Program Scholarship)—Promotes all three Strategic Planning goals for Learning and Student Success (3, 4, 5).

GOAL #5 (Serve students in the EWC more efficiently and effectively)—Tutoring activities in the English Writing Center support Strategic Planning goals 1 through 7.

GOAL #6 (Develop critical thinking, reading, and writing skills)—Integrating such skills into more courses at Grossmont will show we are responding to changing community needs (goal 2), providing an exceptional learning environment to promote student success (goal 3), promoting institutional effectiveness (goal 4), and developing and maintaining an exceptional learning environment (goal 7).

GOAL #7 (Improve students' language competencies, writing skills, and research abilities)—Promotes Strategic Planning goals 3, 4, and 5 related to Learning and Student Success.

E. 2. What strategies/activities would you undertake to accomplish each goal?

GOAL #1 (Increase Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes)—We will continue to evaluate student success data and work with our department, the administration, and the departments we link with to open additional sections of the developmental courses as needed. Moreover, we will continue to work with the Nursing Department, and begin talks with other departments such as AOJ, Child Development, Business, etc. to create additional contextualized links. We will also work with the FYE (First Year Experience) Committee to do what we can in the English Department to support this program. Finally, we would expect to increase the number of reading courses (English 90R, 98R, and 105/6/7) to meet student demand and need.

GOAL #2 (Integrate Literary Arts Festival authors across the curriculum)—We have had tremendous success and plan to continue with our efforts by reaching out to other student populations and programs across the curriculum, including student athletes. Additionally, through a partnership with the Reading Program, we would like to hold discussion groups with students.

GOAL #3 (Continue the Cal-PASS Research Project related to the ECAP project)—Everything necessary to move toward this goal is currently in place.

GOAL #4 (Develop a Creative Writing Program Scholarship)—Write grants as well as run fundraising activities, including, but not limited to, the WRITE-A-THON, which raised \$6,500 its first year. These time-intensive tasks can best be accomplished through reassigned time for a CW coordinator.

GOAL #5 (Serve students in the EWC more efficiently and effectively)—The English Writing Center Learning Center Specialist and the Learning Skills Coordinator will explore supplemental tutoring instruction to support Basic Skills students, to determine the viability of implementing online tutoring sessions, and to explore the concept of making tutoring appointments available to students.

GOAL #6 (Develop critical thinking, reading, and writing skills)—Develop Faculty Inquiry Groups (FIGS) and offer faculty in-service training.

GOAL #7 (Improve students' language competencies, writing skills, and research abilities)—To accomplish this goal, the English Department will continue to submit timely staffing requests and to hire qualified composition faculty and encourage them to remain current in their fields with regard to research and writing pedagogy, taking advantage of professional development opportunities (conferences, workshops, etc.), in order to address students' needs within the various composition courses.

E. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

GOAL #1 (Increase Basic Skills offerings, including contextualized links and interdisciplinary links)—We have consistently collected data about Project Success in student surveys that are collected at least once a year. Moreover, our Institutional Research Department has also collected data and assessed the success of Project students in relation to students in stand-alone sections. We will continue this research. We will also continue to assess Student Learning Outcomes in the Basic Skills courses. Further, we will continue to monitor student success rates and are currently collaborating with Cuyamaca on designing a ten year longitudinal study looking at success rates of basic skills students in our linked classes. We expect this study will provide answers to the following questions:

- How many basic skills students go on to associate degree and/or transfer level courses (English 110 and English 120)?
- What is the success rate of these students in 110 and 120? What is the grade distribution of these students in 110 and 120 as compared to students who did not receive basic skills instruction at GC?
- How many of these students have received a certificate, associate's degree, and/or transferred?
- In terms of persistence and success, how do students who were in linked reading/writing courses (Eng 90 + Eng 90R and/or English 98 + Eng 98R) compare to students who completed non-linked English 90 and English 98 classes?
- How did students who were in a linked PDC course (with 90/90R and/or with 98/98R) do in terms of persistence and success?
- What is gained when we disaggregate this information by ethnicity, income, age, gender, ability (DSPS), status (full or part-time), etc.?

GOAL #2 (Integrate Literary Arts Festival authors across the curriculum)—Through presentations at the department and college levels as well as through producing sample assignments designed by instructors for courses across the curriculum. We will create intramural partnerships during the Festival to feature guest writers and writing contests across the curriculum.

GOAL #3 (Continue the Cal-PASS Research Project related to the ECAP project)—By generating and sharing with Department colleagues a report which includes the research project findings/data and analysis.

GOAL #4 (Develop a Creative Writing Program Scholarship)—The scholarship will be awarded at the Fall Scholarship Breakfast.

GOAL #5 (Serve students in the EWC more efficiently and effectively)—The English Writing Center Specialist and the Learning Skills Coordinator will continue to collect data

daily which reports student usage and will present the results in an end-of-the-semester report to the administration.

GOAL #6 (Develop critical thinking, reading, and writing skills)—Document pedagogical and curricular shifts in Student Learning Outcomes and course descriptions; collect student data; and administer student and faculty surveys.

GOAL #7 (Improve students' language competencies, writing skills, and research abilities)—Each level of composition will continue to have a coordinator who helps facilitate collaborative workshops for faculty in which they will share their strategies to promote student learning and improve students' language, writing, and research skills. Composition faculty will assign research projects, carry out student surveys, and prepare assessment tools to evaluate students' learning outcomes in areas related to their research, writing, and language competencies.

F. DEPARTMENT/UNIT RESOURCES AND DEVELOPMENT

F. 1. What is/are your six-year goal(s) in this area?

GOAL #1: Meet the needs for tutoring within the English Writing Center, including securing more space for tutoring activities, securing laptops for English 51/52 student lab time completion requirements, updating software per faculty recommendations, and purchasing another cabinet for storage of EWC materials.

GOAL #2: Secure additional office space for full-time faculty members in the north 500-area—perhaps through construction of a second floor on top of the current main north 500-area offices.

GOAL #3: Secure a 300-500 seat venue with state-of-the-art sound system for Creative Writing Program Events.

GOAL #4: Acquaint English Department faculty members with current technology related to accessing course materials and e-books, including but not limited to devices such as Kindle.

GOAL #5: Establish a Reading Center to serve growing numbers of student in need of such services.

GOAL #6: Acquire one or more classrooms designated to teach Reading.

GOAL #7: Update and expand materials and equipment for Reading classes (including replacing aging computers utilized by students taking reading classes with either laptops or new computers; expanding the lending library; and purchasing individualized reading materials to support student learning).

GOAL #8: Develop and articulate a process by which department program and course level coordinators are appointed or elected (including term limits,

appointment/election process, responsibilities, outcomes.); make an effort to share coordination positions so that different people are responsible for coordinating different programs within the department (as opposed to a few people coordinating several aspects of the department).

GOAL #9: Increase Creative Writing Foundation Fund.

GOAL #10: Secure a location for an English Department/Division conference room; ideally, retrieve Room 562 as such a space for use by all faculty in the north quadrant of the campus.

F. 1. a. Briefly explain why each goal was chosen

GOAL #1 (Meet needs for tutoring within the EWC)—The demand for English writing tutoring has grown tremendously, especially among Basic Skills students, and the EWC is struggling to serve current student needs; those needs will only increase over the next 6 years. Some of the problems associated with overcrowding of facilities could be alleviated by the replacement of desktop computers with laptops. Additionally, more tutoring tables (perhaps in a designated corner of the Tech Mall) would also help to alleviate the overcrowding of students in the English Writing Center itself.

GOAL #2 (Office space for full-time faculty in north 500 area)—We currently do not have space to house all full-time English faculty within one central area, with easy access to the Department Chair's office as well as the Department Secretary's office. Some full-time faculty remain in the temporary 590 building which the Board has repeatedly targeted for removal; this building is also being used for one of the adjunct office spaces in the various campus quadrants. To run an effective and efficient department (not to mention to enhance collegiality within the department), we would like all full-time English faculty members to be together. Also, as we anticipate hiring new full-time faculty over the course of the next 6 years, we need sufficient office space for them. We believe preliminary feasibility studies have been done suggesting that a second floor of offices over the current north 500 offices is a real possibility.

GOAL #3 (Secure 300-500 seat venue for Creative Writing Program events)—Each year the various events the Creative Writing Program and English Department have successfully increased in attendance, illustrating the success of what we are doing. However, diminishing access to on-campus facilities for those events limits our department's potential for growth and further community outreach. Candidate venues in both older and newly constructed buildings have proven inadequate, owing to their limited size and availability or to the inappropriateness of their specialized facilities which are tailored to the programs and interests of other divisions. In order to continue our success and realize our full potential, we need a dedicated venue suited for Department events (such as Literary Careers Night), Literary Arts Festival events and other Reading Series, the bi-annual WRITE-A-THON, student readings, Department events such as the Celebration of Banned Books, and future events such as conferences and workshops.

GOAL #4 (Technology for accessing E-books, etc.)—It is evident that literature is moving increasingly towards electronic formats. Students read books electronically; in fact, there is evidence that they might be more willing to read literature if it is delivered electronically. Faculty members need to be trained in various electronic delivery methods as well as paper-less options for students (such as portfolios of online materials, etc.) and alternatives to textbooks ownership (such as renting texts).

GOAL #5 (Establish a Reading Center)—A Reading Center could provide supplemental assistance to students across the campus.

GOAL #6 (Acquire one or more Reading classrooms)—An increasing number of Basic Skills students are taking Reading courses. Increased space to offer additional sections is vital. We may be able to gain space through a modest construction project in the 547-548 area *knocking down a wall, relocating some faculty offices, etc.). Replacing desktop computers with lap tops could also result in more space for the Reading program.

GOAL #7 (Update and expand materials and equipment for Reading classes)—Updating and augmenting current materials enhances students' opportunities to learn, particularly the Basic Skills students who take Reading courses and whose success is so important to our mission (see the Basic Skills Action Plan and the State Chancellor's Office directives). Their success rates will be enhanced by exposure to the most current pedagogical strategies and the most up-to-date materials.

GOAL #8 (Process by which department program and course level coordinators are appointed or elected)—To provide more opportunities for **all** interested department faculty to serve in these capacities.

GOAL #9 (Increase Creative Writing Foundation Fund)—Even with the generous support of the English Department, the college, and its various agencies, the Creative Writing Program has been unable to bring some noted authors to the college due to insufficient funds. Within six years, we would like to be in a position to pay the going rate of \$10,000 for visiting writers, a rate which often includes a reading/performance and an opportunity for students to study with the visiting writer. It is our experience that the opportunity to read and study, and then meet a living author is a life-changing experience for our students and community. Our events not only enrich the lives of our faculty, staff, and students, but our community as well.

GOAL #10 (Location for an English Department/Division conference room)—As new buildings are being constructed on campus (the new Science buildings, etc.), faculty conference rooms are an essential component of the designs. Faculty need a dedicated space for meetings, conferences, small group work, etc. as well as space to house refrigerators, microwaves, sinks, lockers, and networked printers. Because English (and much of our Division) will not be getting ANY new buildings, it is essential that we retrieve what had been an area faculty conference space—Room 562—for faculty use in the north quadrant of the campus. Just as we are attempting to establish adjunct office space quadrants on campus, we should be sure we have faculty conference spaces in each quadrant of the campus.

F. 1. b. Explain how each goal supports the college strategic planning priority goals

GOAL #1 (Meet needs for tutoring within the EWC)—Supports Strategic goals 1 through 7.

GOAL #2 (Office space for full-time faculty in north 500 area)—Supports Strategic goals 6, 7, and 11.

GOAL #3 (Secure 300-500 seat venue for Creative Writing Program events)—Meets Strategic Planning goals 1 and 2(Student Access); goals 3, 4, and 5(Student Success); and goal 10 (Community Development).

GOAL #4 (Technology for accessing E-books, etc.)—Addresses Strategic Planning goal 2 (changing community needs) and 11 (promotes employee success).

GOAL #5 (Establish a Reading Center)—Supports Strategic Planning goals 1, 3, and 5.

GOAL #6 (Acquire one or more Reading classrooms)—Supports Strategic Planning goals 1, 3, and 5.

GOAL #7 (Update and expand materials and equipment for Reading classes)—Supports Strategic Planning goals 1, 3, and 5.

GOAL #8 (Process by which department program and course level coordinators are appointed or elected)—Addresses Strategic Planning goal 11 (Promote Employee Success) and goal 6 (Promote Institutional Effectiveness).

GOAL #9 (Increase Creative Writing Foundation Fund)—Meets all the Strategic Planning goals)by enriching the lives of our students, faculty, staff, and community).

GOAL #10 (Location for an English Department/Division conference room)—Meets Strategic Planning goal 6 (promote institutional effectiveness) and goal 11 (promote employee success).

F. 2. What strategies/activities would you undertake to accomplish each goal?

GOAL #1 (Meet needs for tutoring within the EWC)—Work with the Division Dean to secure funding and additional space to accomplish listed goals.

GOAL #2 (Office space for full-time faculty in 500 area)—Continue to explore, with the help of the Division Dean (and the Facilities Committee), whether a second floor of offices in the north 500-area is viable.

GOAL #3 (Secure 300-500 seat venue for Creative Writing Program events)—Try to place English faculty on the Facilities Committee and/or any task forces established to exam facilities usage; monitor the construction of the new multi-use Student Center to make sure our needs are taken into account.

GOAL #4 (Technology for accessing E-books, etc.)—Request funding through the general fund, through the division budget, through the integrated planning process, or through the department budget to purchase e-book devices so that all faculty may have access to this new technology.

GOAL #5 (Establish a Reading Center)—Work with the Division Dean to find additional space on campus, possibly through the reconfiguration of present reading classrooms.

GOAL #6 (Acquire one or more Reading classrooms)—Work with the Division Dean to find additional space on campus, possibly through the reconfiguration of present reading classrooms.

GOAL #7 (Update and expand materials and equipment for Reading classes)—Work with the Division Dean to secure additional Reading program funding.

GOAL #8 (Process by which department program and course level coordinators are appointed or elected)—Develop processes collegially and agree upon processes at Department meetings.

GOAL #9 (Increase Creative Writing Foundation Fund—Hold fundraisers and a campaign to increase benefaction to our foundation, as well as write grants at the local and state level. In addition, we ask that the institution help us in this endeavor by securing release time for our coordinator.

GOAL #10 (Location for an English Department/Division conference room)—With the assistance of our Division Dean, we will lobby the Facilities Committee for an appropriate faculty conference space.

F. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

GOAL #1 (Meet needs for tutoring within the EWC)—The English Writing Center Learning Center Specialist and the Learning Skills Coordinator will continue to collect data daily which reports students usage and will present the results in an end-of-the-semester report to the administration.

GOAL #2 (Office space for full-time faculty in 500 area)—The second floor will be built, and English faculty will have office space within that new north 500-area.

GOAL #3 (Secure 300-500 seat venue for Creative Writing Program Events)—Creative Writing events/activities will be scheduled in an appropriate facility.

GOAL #4 (Technology for accessing E-books, etc.)—College monies will be spent to provide English faculty with greater access to new technology in the form of E-books.

GOAL #5 (Establish a Reading Center)—The college will have a Reading Center.

GOAL #6 (Acquire one or more Reading classrooms)—Reading courses will be taught in additional rooms.

GOAL #7 (Update and expand materials and equipment for Reading classes)—More materials will be available to students.

GOAL #8 (Process by which department program and course level coordinators are appointed or elected)—The process will be articulated and put into practice.

GOAL #9 (Increase Creative Writing Foundation Fund)—We will have sufficient monies in the Fund to accomplish the goals of the program.

GOAL #10 (Location for an English Department/Division conference room)—The conference space (Room 562 or elsewhere) will be available for faculty use.

G. FACULTY/STAFF PROFESSIONAL DEVELOPMENT

G. 1. What is/are your six-year goal(s) in this area?

GOAL #1: Secure funding for English faculty to attend a variety of academic conferences essential to their ongoing professional growth, including but not limited to The Associated Writing Program (AWP), CATE, ECTYC, CCCC, NCTE, various Reading Association conferences, C. S. Lewis Faculty Forum/Summer conferences, CLCC, CEE, NADE, and CRLA; make every effort to share the outcomes of those conferences with all members of the Department.

GOAL #2: Share results of all sabbatical leaves with the full English Department to make available to faculty the information garnered during such valuable research experiences.

GOAL #3: Provide additional workshops for Project Success instructors to share strategies and curriculum and develop additional strategies to share learning communities strategies with all faculty.

GOAL #4: Continue Project Success Advisory Board.

GOAL #5: Train all instructors in the use Blackboard or other electronic course management systems for uses beyond e-mail, such as assignment materials for students to download and print out.

GOAL #6: Support the implementation and expansion of the Cal-PASS Freshman Composition Alignment Project.

GOAL #7: Use Faculty Inquiry Groups (FIGS) to train English instructors and those in other disciplines to better teach critical thinking, reading, and writing. The FIGS are needed to provide discussion and attention to pedagogical issues across the disciplines.

GOAL #8: Supplement tutor training to serve the wide variety of students utilizing services in the English Writing Center.

GOAL #9: Stay current with research and best practices for Writing Centers, including attendance at professional conferences.

GOAL #10: Stay current with research and best practices related to teaching Reading, including attendance at professional conferences.

GOAL #11: Compile a Department Handbook and/or course level handbooks.

G. 1. a. Briefly explain why each goal was chosen
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GOAL #1 (Conference attendance)—Regular attendance at professional conferences is essential for instructors to stay current in the discipline and to promote our college's various activities. In addition, if faculty who attend conferences furnish written information and/or presentations to the full Department, this will introduce other interested faculty members to new ideas and will motivate them to use those ideas in their teaching.

GOAL #2 (Share sabbatical results)—In prior years both the Board of Trustees and the Division provided adequate time for faculty to share results from their sabbatical work. However, recently other matters (SLOs, etc.) have eaten away at that time, to such an extent that many faculty in the English Department have not been apprised of the fascinating work our own faculty have done during the last three sabbatical leaves. Sabbaticals focused on research into the freshman composition course, the reading program, and critical thinking need to be shared with all our faculty members.

GOAL #3 (Workshops for Project instructors)—Success in the linked developmental courses requires consistent application of successful strategies by all instructors working in Project Success. Curriculum workshops are of primary importance if we are to continue to help students find success.

GOAL #4 (Project Success Advisory Board)—The Advisory Board helped develop and oversee the First Annual Grossmont Summer Institute (in 2009). This Institute was and can continue to be an important venue for faculty sharing and for professional growth.

GOAL #5 (Training in Blackboard/electronic course management systems)—Students are increasingly using electronic resources. Instructors have a means of communication with students to supplement interactions within the classroom.

GOAL #6 (Expand Cal-PASS Freshman Comp. Alignment Project)—This project – recognized in 2009 by the Campaign for College Opportunity as a “Practice with Promise” – works to create greater alignment between Grossmont College’s English 120 and SDSU’s Rhetoric and Writing Studies 100. Given that almost 900 GC students transfer to SDSU each year, this project seeks to facilitate their successful transition.

GOAL #7 (Training to teach critical thinking, reading, and writing)—State BSI data suggests that students with better critical thinking skills achieve higher success in college, and in order to accomplish that across campus, we need to re-establish a robust writing-across-the-curriculum program (which English can be instrumental in leading).

GOAL #8 (Supplement tutor training)—Tutors can benefit from enhanced opportunities to work more effectively with the diverse population of students who seek help with their writing assignments; such supplemental training might come from English and ESL faculty providing mini-workshops on common grammar/punctuation errors made by students.

GOAL #9 (Stay current with best practices in Writing Centers)—Enhance opportunities for tutors to work more effectively with the diverse population of students who seek help with their writing assignments. Additionally, conference and workshop attendance, when possible, bring together the best and brightest professionals in the field, sharing ideas and strategies for teaching and learning.

GOAL #10 (Stay current with best practices in Reading)—Success in the Reading courses is enhanced with consistent application of effective and current strategies to teach Reading; sharing effective strategies to meet that end builds a cohesive program and can ensure student success. In addition, regular attendance by faculty at various Reading conferences will provide increased opportunities to remain current in the field and to bring back ideas and strategies for teaching and learning within our program.

GOAL #11 (Compile a Department Handbook and/or course level handbooks)—Several years ago, the Department compiled course-level handbooks for English 110, 120, 124, etc.), available for check-out from the Department Chair. Those proved to be so successful that we “lost” all of the binders because instructors would check out the materials and never return them! Course-level handbooks (filled with sample syllabi, assignments, student papers, etc.) are an idea worth bringing back. In addition, a basic Department handbook could be especially useful for new adjunct instructors.

G. 1. b. Explain how each goal supports the college strategic planning priority goals

GOAL #1 (Conference attendance)—Attendance promotes Strategic Planning goal 6 (Institutional Effectiveness) and goal 11 (Employee Success).

GOAL #2 (Share sabbatical results)—Supports Strategic Planning goals 11 (promote employee success) as well as 3 (provide an exceptional learning environment to promote student success).

GOAL #3 (Workshops for Project instructors)—Supports Strategic Planning goals 1 through 7.

GOAL #4 (Project Success Advisory Board)—Supports Strategic Planning goals 1 through 7.

GOAL #5 (Training in Blackboard/electronic course management systems)—Meets Strategic Planning goal 2 (Respond to changing community needs) and goal 11 (promote employee success).

GOAL #6 (Expand Cal-PASS Freshman Comp. Alignment Project)—Meets Strategic Planning goal 3 (Provide an Exceptional Learning Environment to Promote Student Success) and goal 6 (Promote Institutional Effectiveness).

GOAL #7 (Training to teach critical thinking, reading, and writing)—Meets Strategic Planning goal 2 (respond to changing community needs), 3 (provides an exceptional learning environment to promote student success), 6 (promotes institutional effectiveness), 7 (develops and maintains an exceptional learning environment), and 11 (promote employee success).

GOAL #8 (Supplement tutor training)—Supports Strategic Planning goals 1 through 7.

GOAL #9 (Stay current with best practices in Writing Centers)—Supports Strategic Planning goals 1 through 5, 7, and 11.

GOAL #10 (Stay current with best practices in Reading)—Supports Strategic Planning goals 1 through 5, 7, and 11.

GOAL #11 (Compile a Department Handbook and/or course level handbooks)—Supports Strategic Planning goals 3 (provide an exceptional learning environment to promote student success) and 11 (promote employee success)

G. 2. What strategies/activities would you undertake to accomplish each goal?

GOAL #1 (Conference attendance)—In order to meet this goal, various programs will need to lobby for appropriate institutional support for staff development, travel, and conference attendance. Attendees will be asked to give presentations to our faculty upon returning from conferences and to distribute information via group e-mail, *Mixed Messages*, or as hardcopy to campus mailboxes.

GOAL #2 (Share sabbatical results)—Provide regular time during Professional Development week meetings or regular English Department meetings for faculty returning from sabbatical to share what they have discovered which might improve the teaching-learning experiences within all of our classrooms.

GOAL #3 (Workshops for Project instructors)—Continue scheduling faculty workshops.

GOAL #4 (Project Success Advisory Board)—Continue Advisory Board meetings.

GOAL #5 (Training in Blackboard/electronic course management systems)—Encourage faculty by making training and implementation a part of ongoing faculty meetings and workshops.

GOAL #6 (Expand Cal-PASS Freshman Comp. Alignment Project)—Support from the Planning and Resource Council has allowed us to expand this project (initially sponsored by Cal-PASS) and invite up to ten additional GC faculty to participate. After this Fall, we would seek out additional funding so additional faculty can participate.

GOAL #7 (Training to teach critical thinking, reading, and writing)—Institute FIGs and other professional development activities.

GOAL #8 (Supplement tutor training)—recruit both ESL and English faculty to provide mini-workshops highlighting common errors made by students; provide mini-workshops for tutors on themes to support generic writing tasks, i.e. completing a financial aid form or college admission essay, preparing a resume, etc.

GOAL #9 (Stay current with best practices in Writing Centers)—Join the Southern California Writing Centers Association. Apply for institutional support for conference registration, travel, and hotel. Discuss innovative strategies with tutors and consider ways to work most effectively with the college's diverse student population.

GOAL #10 (Stay current with best practices in Reading)—Encourage (and increase funding for) conference attendance by Reading faculty; work collaboratively with Reading colleagues to share and enhance successful practices in teaching Reading.

GOAL #11 (Compile a Department Handbook and/or course level handbooks)—Creation of a handbook or series of handbooks can best be accomplished via reassigned time for interested faculty members willing to put in the work.

<p>G. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?</p>
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GOAL #1 (Conference attendance)—Send representatives to conferences and benefit from information they are able to bring back and share with the Department and College.

GOAL #2 (Share sabbatical results)—Minutes from Department meetings would reflect that reports on sabbatical leaves had been given; abstracts of sabbaticals would appear on *Mixed Messages*; written information might also be handed out to faculty.

GOAL #2 (Workshops for Project instructors)—Track attendance of faculty at the workshops and continue to add curriculum to the shared drive for all faculty to use in their classrooms.

GOAL #3 (Project Success Advisory Board)—Minutes from the PS Advisory Board will track the continued development of strategies for faculty sharing in Faculty Inquiry Groups and the Summer Institute.

GOAL #4 (Training in Blackboard/electronic course management systems)—More faculty will be using Blackboard or another electronic course management system beyond e-mail.

GOAL #5 (Expand Cal-PASS Freshman Comp. Alignment Project)—The project's goal is to facilitate smoother and more successful transitions of our GC students to SDSU. We would want to track this data: how students perform on the SDSU Writing Proficiency Assessment, their academic performance in upper division work at SDSU, and their persistence (degree completion at SDSU).

GOAL #6 (Training to teach critical thinking, reading, and writing)—Documentation of FIGs/faculty participation; faculty surveys.

GOAL #7 (Supplement tutor training)—Survey tutors about the usefulness of mini-workshop information.

GOAL #8 (Stay current with best practices in Writing Centers)—Faculty will attend conferences and share with the department and college new ideas and strategies for teaching and learning. Survey tutors about the effectiveness of new and/or innovative strategies.

GOAL #9 (Stay current with best practices in Reading)—Report to the English Department Chairperson as well as to the Division Dean, documenting successful collaborations; provide professional development presentations to other faculty on what conference attendees have learned.

GOAL #10 (Compile a Department Handbook and/or course level handbooks)—The handbooks will be completed and available for check-out and use by interested faculty members.

H. CURRICULUM DEVELOPMENT

H. 1. What is/are your six-year goal(s) in this area?

GOAL #1: Develop 3 New Creative Writing Courses—1) Creative Writing for Publication: Advanced Writer's Workshop; 2) Writing in Experimental/Innovative Forms, including mixed media (computer graphics, digital storytelling) and alternative forms of narratives and poetics; and 3) Summer Creative Writer's Workshop

GOAL #2: Create a committee to gradually and thoughtfully develop a small handful of prototypical (but not required) assignment sequences (rooted in the SLOs) at each composition course level.

GOAL #3: Develop New Literature Courses, beginning with "Adaptation: Literature to Film." (Other ideas include actually offering the Literature of the Western World survey courses which were totally revamped a couple of years ago and offering specialty courses such as Dystopian Literature, Rock Lyrics as Literature, etc.)

GOAL #4: Secure an appropriate load of .25 for all Literature courses.

GOAL #5: Develop and implement new ways of teaching literature.

GOAL #6: Develop an individualized reading course (similar to English 51/52) to aid students who experience difficulty reading their textbooks for their college level courses.

GOAL #7: Continue to study and share the research as it pertains to the teaching of reading and writing and integrate those theories and practices that are deemed appropriate by the reading and writing faculty; share such strategies with interdisciplinary faculty in workshops for that purpose.

GOAL #8: Continue to develop curriculum and choose texts (including the use of innovative technologies) that meet the needs of our diverse student population in the learning communities.

GOAL #9: Revitalize the Puente Program.

GOAL #10: Offer 4-5 sections of English 122, Introduction to Literature, each semester, with at least two offered in evening hours; offer each specialized literature course at least once every year or every other year.

H. 1. a. Briefly explain why each goal was chosen

GOAL #1 (New Creative Writing courses)—

- Creative Writing for Publication: Advanced Writer's Workshop--There is an increasing demand for a course in our Creative Writing Program that meets the needs of individuals who have taken our other workshop sequences and are writing at an advanced level—producing work that is ready for publication and/or manuscript preparation.
- Writing in Experimental Forms—The course will serve a changing aesthetic and computer literate population and respond to changing community needs.
- Creative Writing—Summer Workshop—The Creative Writing Program has offered a 2 unit Summer Writer's Workshop several times. We are repeatedly asked to offer the course, so we hope to move it from 299 status and offer one section of the course each summer. Again, this opportunity depends upon the budget and a green light from administrators.

GOAL #2 (Committee: to develop assignment sequences)—This work will help to further define and delineate the distinction and progression between and among the composition courses and will especially be useful in orienting new adjunct faculty members.

GOAL #3 (New course: Literature—Adaptation: Literature to Film)—Great interest has been shown for a course exploring the complex interplay between film and literature. With the elimination of the English Department's Masterpieces Series, we have been looking for new and innovative ways to meet the needs and interests of our students as well as align

with transfer institutions; however, the budget crisis has kept us from developing courses to meet these needs. Most community colleges, including Cuyamaca, offer some sort of transferable course on literature and film because it is an important and extremely popular field of study.

GOAL #4 (Appropriate load for literature courses)—All composition courses currently have a .25 load, primarily in recognition of the additional time required to evaluate and comment on student writing. Our literature courses, in addition to demanding a tremendous amount of daily preparation for course lectures on all the literature, the time periods within which the literature is created, the various elements of literary criticism relevant to discussion of the literature, etc. are also WRITING COURSES. As such, Literature instructors devote significant time to evaluation of student writing, including but not limited to evaluation of reading responses, writing quizzes, essay exams, and research papers. The load for the literature courses needs to reflect accurately the ways in which these classes, like the composition classes, require significant additional work to evaluate all of the student writing produced within the classes.

GOAL #5 (New ways of teaching literature)—Students read books electronically; we need to be prepared to teach using electronic materials.

GOAL #6 (Individualized reading course)—An increasing number of students are assessing into basic skills courses. Rather than enrolling in recommended courses that match their skill levels, they are often enrolling in courses that have college-level reading requirements. An individualized reading course would be designed to assist these students in understanding their college-level texts.

GOAL #7 (Study and share the research as it pertains to the teaching of reading and writing)—Increase our students' success rates.

GOAL #8 (Develop curriculum and choose texts that meet the need of our diverse student population)—Increase our students' success rates.

GOAL #9 (Revitalize the Puente Program)—Due to budget cuts, Grossmont College has been compelled to put the revamped Puente Program on hiatus during academic year 2009-2010 and 2010-2011. We hope that when the state's economy turns around, we will be able to once again offer a sequence of classes and counseling opportunities within the Puente program to serve our unique student population.

GOAL #10 (Literature course offerings)—In recent years, the shift in composition classes towards primarily non-fiction argumentative works (for discussion and analysis) has left a giant hole in terms of student access to works of literature. Students need the opportunity to read and study works of literature so that they can understand the breadth and scope of the many uses of language.

H. 1. b. Explain how each goal supports the college strategic planning priority goals
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GOAL #1 (New Creative Writing courses)—

- Creative Writing for Publication: Advanced Writer’s Workshop—There is an increasing demand for a course in our Creative Writing Program that meets the needs of individuals who have taken our other workshop sequences and are writing at an advanced level—producing work that is ready for publication and or manuscript preparation (Strategic Planning goals 2 and 3).
- Writing in Experimental Forms—This course will serve a changing aesthetic and computer literate population and respond to changing community needs (Strategic Planning goal 2).
- Summer Workshop—The class easily fills and meets the needs of traditional and non-traditional student writers (Strategic Planning goals 1, 2, 3, 6, 7, 8).

GOAL #2 (Committee: to develop assignment sequences)—Meets Strategic Planning goal 11(Promote Student Success).

GOAL #3 (New course: Literature—Adaptation: Literature to Film)—Offering this course will not only help to make our department more current (Strategic Planning goals 6 and 7) but will also attract traditional and non-traditional students (Strategic Planning goals 2 and 8).

GOAL #4 (Appropriate load for literature courses)—Supports Strategic Planning goals 1 through 7 and 11.

GOAL #5 (New ways of teaching literature)—Meets Strategic Planning goal 2 (Responds to changing community needs).

GOAL #6 (Individualized reading instruction)—Meets Strategic Planning goals 1, 3, 4, and 5.

GOAL #7(Study and share the research as it pertains to the teaching of reading and writing)—Meets Strategic Planning goals 1 through 7.

GOAL #8 (Develop curriculum and choose texts that meet the need of our diverse student population)—Meets Strategic Planning goals 1 through 7.

GOAL #9 (Revitalize the Puente Program)—Meets Strategic Planning goals 1, 2, 3, 4, 5, and 9.

GOAL #10 (Literature course offerings)—Meets Strategic Planning goals 1, 2, 3, 4, 5, and 7.

H. 2. What strategies/activities would you undertake to accomplish each goal?
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GOAL #1 (New Creative Writing courses)—

- Creative Writing for Publication: Advanced Writer’s Workshop—We are already prepared to meet this demand which would increase revenue from non-traditional students; however, the recent budget crisis has affected our ability to move forward.
- Writing in Experimental Forms—In order to accomplish goal, we will reach out to other disciplines and institutions as well as research and study innovative forms.
- Summer Workshop—We are already prepared to meet this demand. At the same time, we will design flyers and promote the course throughout the Creative Writing Program and the San Diego County writing community.

GOAL #2 (Committee: to develop assignment sequences)—Solicit interested faculty members and form the committee.

GOAL #3 (New course: Literature—Adaptation: Literature to Film)—Write a new outline and go through the appropriate process for approval from the Curriculum Committee. We are prepared to meet and discuss this new course with the Media Communications Department and possibly make Media Comm. 111: Motion Picture Film Analysis a Recommended Prep. In addition, we plan to promote the course and its potential role in our learning community.

GOAL #4 (Appropriate load for literature courses)—Work with the Division Dean and the Curriculum Committee (and the AFT union, as appropriate) to secure the appropriate load designation for the courses.

GOAL #5 (New ways of teaching literature)—Encourage faculty to stay current and open to using new technology; offer professional development workshops to provide faculty with training.

GOAL #6 (Individualized reading instruction)—Work with reading faculty to design and develop an individualized reading course that is similar in nature to English 51/52.

GOAL #7 (Study and share the research as it pertains to the teaching of reading and writing) — Continue to offer faculty workshops as they help us satisfy all of the above listed goals.

GOAL #8 (Develop curriculum and choose texts that meet the need of our diverse student population)—Choose texts collaboratively and create outlines/new curriculum as needed.

GOAL #9 (Revitalize the Puente Program)—Before the economic crisis, we had in place a new Puente coordinator as well as a Puente Counselor (both were adjunct instructors). We also had commitment from the Grossmont College administration to recruit a Puente cohort for English 110 and a PDC course in the Fall semester and an English 120 + ongoing counseling for Spring semester. We hope to return to that plan the minute funds become available for the reassigned time necessary for the content instructor and counselor.

GOAL #10(Literature course offerings)—Work closely with Project Success links and the English Dept. Reading Program to promote literature classes; publicize course offerings on campus and in the community.

H. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

GOAL #1 (New Creative Writing courses)—

- Creative Writing for Publication: Advanced Writer’s Workshop—The new course will be offered.
- Writing in Experimental Forms—The new course will be offered.
- Summer Workshop—The new course will be offered.

GOAL #2 (Committee: to develop assignment sequences)—We will have created this small handful of prototypical assignment sequences at each composition course level, posting them on *Mixed Messages* and/or making them available in hard copy for any interested faculty members.

GOAL #3 (New course: Literature—Adaptation: Literature to Film)—The new course will be offered.

GOAL #4 (Appropriate load for Literature courses)—By all literature courses reflecting the new, appropriate load of .25.

GOAL #5 (New ways of teaching literature)—English faculty will have knowledge of the latest technology for reading and teaching literature—and will make use of it.

GOAL #6 (Individualized reading instruction)—The course will be in place.

GOAL #7 (Study and share the research as it pertains to the teaching of reading and writing)—Faculty will share best practices/teaching strategies.

GOAL #8 (Develop curriculum and choose texts that meet the need of our diverse student population)—Data collected by our Institutional Research Department will indicate we’ve met the goal.

GOAL #9 (Revitalize the Puente Program)—The Puente English 110 and 120 classes in conjunction with PDC courses and counseling hours will be re-established on campus.

GOAL #10 (Literature course offerings)—By monitoring the schedule to see if we are offering and filling more literature courses.

I. STUDENT EQUITY—section does not need to be addressed per Chris Hill’s e-mail message.

J. STAFFING NEEDS

J. 1. What is/are your six-year goal(s) in this area?

GOAL #1: Hire ALL required full-time faculty needed to serve student needs, further the aims of our programs, and address expected retirements. Currently, the English Department has 23 full-time instructors and 69 adjunct instructors, a situation that stretches our full-time faculty to their maximum. The following positions are crucial, and other needs may develop over the course of the next 6 years as we face a number of retirements:

- Hire 2-3 Generalist Composition Faculty members—positions which have been in the staffing pipeline for 4 years now.
- Hire at least 1 new Creative Writing Program instructor.
- Hire 2 Reading instructors and 2 Developmental Writing instructors.

GOAL #2: Secure Creative Writing Program Coordinator Reassigned Time.

GOAL #3: Establish a systematic means to recruit prospective tutors for the English Writing Center.

J. 1. a. Briefly explain why each goal was chosen

GOAL #1 (Hire ALL required full-time faculty)—Several factors play into our urgent and ongoing need to hire additional full-time faculty for our Department.

- First, WSCH (weekly student contact hours) for English has exploded over the past several years, as has efficiency in the courses we offer; we anticipate that to continue. For example, from 2002/03 to 2006/07, our WSCH increased 11.97%. At the same time the English WSCH was increasing, the overall College WSCH was decreasing by 8.63%! Based on that increase alone, English was authorized to hire 3 new full-time faculty immediately (in 2008), though we did not do so because of the hiring freeze. Our WSCH numbers have continued to grow, as has our need for additional full-time faculty.
- Second, in the course of the next 6 years, 7 of our current 23 full-time faculty members will be in their 60s; therefore, it is logical to assume that some or even all might retire. Virtually all of these faculty members have taught 20 or more years in the GCCC District, most serving in key leadership roles in the Department and the College. These faculty members, when they retire, will carry a wealth of departmental and institutional memory and expertise with them. Full-time

replacements will be needed IMMEDIATELY; we're hoping to begin hiring additional full-time faculty long before some or many of these faculty members retire.

- Third, with the additional work related to Student Learning Outcomes, Accreditation, Program Review, and Peer Evaluations of 69 adjuncts, we are in desperate need of the appropriate number of full-time faculty to accomplish all the work that needs to be done outside the classroom.
- Finally, student need drives our request for additional faculty. We have asked for over 4 years for at least 2 Generalist Composition faculty members to teach the full range of writing courses from Basic Skills through Transfer. In addition, the increasing number of students assessing in at the Basic Skills level requires ongoing efforts to hire faculty members capable of focusing on developmental reading and writing courses.

GOAL #2 (Creative Writing Coordinator reassigned time)—The Creative Writing Program and its various events have grown tremendously over the past decade. It has built the most successful discipline foundation, held a groundbreaking fundraiser, and continues to attract international and local authors as well as pack creative writing events and classes. In addition, its goals are ambitious and vital in regards to improving Student Access and Success and assuring Community Development. Furthermore, the program works rigorously to promote a robust Grossmont College, assuring institutional effectiveness, developing and maintaining an exceptional learning environment, and maximizing revenue. Currently, due to the challenges of teaching fulltime, the coordinator is often overwhelmed or unable to meet the demands or take advantage of various opportunities. Institutional support would free up some time for the program's coordinator see that this program reaches its fullest potential.

GOAL #3 (Hire more EWC tutors)—Demand for the English Writing Center tutoring services has increased over the years. Personnel with oversight of the EWC will explore a means to establish an ongoing pool of prospective tutors as finding qualified tutors is often problematic. The turn-over rate is significant each semester. For example, at the beginning of any given semester, the English Writing Center Learning Center Specialist can expect to be understaffed by approximately 60%. Under such circumstances, approximately 40% of the staff are hired and trained during the first two weeks of classes. Such last minute staffing puts an inordinate strain on the English Writing Center Learning Center Specialist and on the tutors hired prior to the beginning of the semester.

J. 1. b. Explain how each goal supports the college strategic planning priority goals
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GOAL #1 (Hire ALL required full-time faculty)—Meets Strategic Planning goals 1 through 7 and 11.

GOAL #2 (Creative Writing Coordinator reassigned time)—Meets Strategic Planning goals 1, 2, 3, 6, 7, 8, 10, and 11.

GOAL #3 (Hire more EWC tutors)—Meets Strategic Planning goals 1 through 7.

J. 2. What strategies/activities would you undertake to accomplish each goal?

GOAL #1 (Hire ALL required full-time faculty)—Continue to submit the Staffing Request Forms each year, even during the hiring freeze, until these positions rise to the top of the priority list and are funded.

GOAL #2(Creative Writing Coordinator reassigned time)—Fill out the request for presidential reassigned time, listing as justification all of the duties the Coordinator accomplishes each year.

GOAL #3 (Hire more EWC tutors)—Solicit the help of English Department faculty who teach English 120 and 124 to recruit students from their classes as prospective tutors and have faculty refer such students to the English Writing Center Learning Center Specialist for screening. Explore the possibility of seeking support from the District Personnel office to post EWC tutoring positions. Enhance communication with local universities who may refer students who would be qualified to fill English Writing Center tutoring positions.

J. 3. How will you demonstrate that you have accomplished the goal (be sure to include how data will be collected/assessed)?

GOAL #1 (Hire ALL required full-time faculty)—The new faculty will be in place, teaching the full complement of composition, reading, literature, and creative writing courses.

GOAL #2 (Creative Writing Coordinator reassigned time)—The presidential reassigned time will have been granted.

GOAL #3 (Hire more EWC tutors)—The English Writing Center Learning Center Specialist and the Learning Skills Coordinator will track the number of tutors hired and trained by the beginning of each semester and include that data in the end-of-the-semester report to the administration.

K. STUDENT LEARNING OUTCOMES

The English Department's 6-year SLO Assessment Report was turned in to Devon Atchison, SLO Coordinator. Through a series of 5 Fall meetings of the 10-member

English Dept. SLO Steering Committee along with 2 full Department meetings (one regularly-scheduled meeting and one special Department meetings), our Department successfully reduced the overall number of our course SLOs to the most essential, and we created a plan for assessing each SLO in each class at least once over the course of the next 5 ½ years.

APPENDIX 2: CURRENT CATALOG DESCRIPTIONS, 2011-2012

Legend:

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.

ENGLISH 051 A-B-C-D ††

College Writing Skills

.5 unit, 1 hour lecture/laboratory

This course is designed for individualized and small group instruction with emphasis on correct and effective expression through the study of appropriate language skills at the relevant composition level. The workshop approach allows for directed practice in areas of need as determined by instructor and student. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH 052 A-B-C-D ††

College Writing Skills

1 unit, 2 hours lecture/laboratory

This course is designed for individualized group instruction, focusing on writing skills essential for effective expression in all college classrooms. The workshop approach allows for directed practice in areas of need as determined by instructor and student. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH 090 ††

(was English 050)

Basic English Skills

3 units, 3 hours lecture, 1 hour laboratory

Recommended Preparation: Completion of the assessment process with appropriate score for entrance to English 090.

This course is designed to teach basic English skills through classroom lecture, small group, and individualized instruction. Basic English Skills will promote the students' knowledge of spelling, vocabulary, and grammar. Students will also demonstrate their knowledge by writing sentences and short paragraphs. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH 090R ††

Reading Skills Development

3 units, 3 hours lecture, 1 hour laboratory

Recommended Preparation: Completion of assessment process with appropriate score for entrance to English 090. Concurrent enrollment in English 090.

This course is designed as a developmental course for students needing to improve basic reading skills. Emphasis is placed on building vocabulary, improving comprehension, increasing reading speed, and applying basic study skills. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

ENGLISH 098 ††

(previously English 101)

English Fundamentals

4 units, 4 hours lecture

Prerequisite: “Pass” grade in English 090 and English 090R or a “C” grade or higher or “Pass” in English 105 or equivalent or assessment recommendation for English 098.

Recommended Preparation: Concurrent enrollment in English 098R.

This course is designed to introduce students to the process involved in writing effectively. Students will study grammar, punctuation and standard usage and will practice various phases of the writing process and use sentence variety to compose paragraphs and at least one multi-paragraph essay. (Nondegree credit course)

ENGLISH 098R ††

Reading Fundamentals

3 units, 3 hours lecture, 1 hour laboratory

Prerequisite: “Pass” grade in English 090 and 090R or equivalent or assessment recommendation for English 098.

Recommended Preparation: Concurrent enrollment in English 098.

This course is designed to provide an introduction to effective reading skills and strategies. An emphasis is placed on expanding vocabulary, improving reading comprehension, and increasing speed. Students will also learn basic strategies for inferential and critical reading. (Nondegree credit course)

ENGLISH 105-106-107 †

College Reading

3 units, 3 hours lecture

A program of systematic reading improvement aimed at developing higher speed, better comprehension, and more efficient study methods. Offered for one, two, or three semesters. Individualized to suit each student's needs and abilities.

ENGLISH 108 †

College Vocabulary

2 units, 2 hours lecture

Systematic study of word origins and relationships. Emphasis on recognition and accumulation of college level vocabulary.

Transfers to CSU

ENGLISH 110 †

College Composition

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 098 or ESL 106 or equivalent or completion of the assessment process with appropriate score for entrance to English 110.

English 110 is designed to prepare students for entry into English 120. Students will practice the writing process by composing essays with an emphasis on effective expression through the study of appropriate language skills. Students will read critically, analyze, and evaluate expository, argumentative, and imaginative writing. By the end of the course, students will be able to write a position paper by using and acknowledging multiple sources.

Transfers to CSU

ENGLISH 110R †

Principles of College Reading

3 units, 3 hours lecture, 1 hour laboratory

Prerequisite: A “C” grade or higher or “Pass” in English 098R or assessment score indicating placement in English 110.

Recommended Preparation: Concurrent enrollment in English 110.

This course is designed to develop effective reading skills and strategies necessary for the reading of college level material. Emphasis is on developing vocabulary geared toward college textbooks and learning strategies necessary for efficient reading comprehension and retention. Students will also develop college level inferential and critical reading skills. *Transfers to CSU*

ENGLISH 112 †

Essentials of Literature

3 units, 3 hours lecture

Recommended Preparation: Based upon the backgrounds of students who have successfully completed this course, the English Department strongly recommends the completion of English 098 or an assessment recommendation for English 110 or 120 (see *Matriculation*, page 8).

Reading and discussion of selected prose, poetry, and plays. Writing of short, critical, and personal responses.

Satisfies General Education for: Grossmont

College C2; CSU C2

Transfers to CSU

ENGLISH 116 †

Comprehending College-Level Texts

1.5 units, 1.5 hours lecture

Recommended Preparation: English 105 if reading level is below 8.0.

This course supplies students with opportunities to improve reading rate and comprehension of college textbooks. It emphasizes the acquisition of critical reading to develop inferential thinking skills. Vocabulary enrichment is included as an essential ingredient to college reading.

Transfers to CSU

ENGLISH 118 †

Linguistics and English: An Introduction to Language

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or assessment for English 120.

A general survey of the study of language; its origin, its development, its structure, its meaning. The principles and practice of modern linguistics as applied to the study of English.

Satisfies General Education for: Grossmont College C2; CSU C2

Transfers to: CSU, UC

ENGLISH 120 †

College Composition and Reading

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or ESL 119 or equivalent or assessment recommendation for English 120.

Elements and principles of composition. Practice in writing expository and argumentative themes. Research paper. Reading to stimulate logical thinking and effective writing.

Satisfies General Education for: Grossmont College A1; CSU A2; IGETC 1A

Transfers to: CSU, UC

ENGLISH 122 †

Introduction to Literature

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

Introduces literature through the reading, analysis, and discussion of various genres such as short stories, poetry, drama, novels, myths, essays and folktales. Literature encompasses different time periods and a variety of male and female authors from around the world. Students will use the literature to write critical and appreciative essays.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 124 †

Advanced Composition: Critical Reasoning and Writing

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 120. The course will focus on the development of logical reasoning and analytical and argumentative writing skills.

Satisfies General Education for: Grossmont College A1; CSU A3; IGETC 1B

Transfers to: CSU, UC

ENGLISH 126 †

Creative Writing

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or assessment recommendation for English 120 or equivalent.

Recommended Preparation: A “C” grade or higher or “Pass” in English 120.

Introduction to the basic elements of fiction, poetry, creative nonfiction, and drama, including study and analysis of techniques in the works of contemporary and established writers. Practice in writing in the four genres as well as introduction to the workshop method. Opportunity for publication in college literary journal, participation in student readings, and inclusion in online chapbook.

Satisfies General Education for: Grossmont College C3

Transfers to: CSU, UC

ENGLISH 130-131-132-133

Short Fiction Writing †

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or recommendation for English 120. **Recommended Preparation:** A “C” grade or higher or “Pass” in English 126.

Practice in writing short stories. Students submit original short fiction for class discussion and learn to use the writers’ workshop to develop their work and skills as critics. Study and analysis of structure, techniques, and principles used by established and contemporary short fiction writers. Opportunity for publication and public readings.

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 134-135-136-137 †

Creative Nonfiction Writing

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or assessment recommendation for English 120.

Recommended Preparation: A “C” grade or higher or “Pass” in English 126 or equivalent.

Practice in writing creative nonfiction, with emphasis in memoir; the personal essay; literary journalism; cultural criticism; and feature articles, including the travel essay, music or nature writing. Students submit original creative nonfiction for class discussion and learn to use the writer’s workshop to further their work and skills as critics. Study and analysis of techniques used by contemporary and established creative nonfiction practitioners.

Satisfies General Education for Grossmont College C2

Transfers to CSU, CU (credit limited: see page 32)

ENGLISH 140-141-142-143 †

Poetry Writing

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or assessment recommendation for English 120.

Recommended Preparation: A “C” grade or higher or “Pass” in English 126 or equivalent.

Practice in writing poetry. Students submit original poems for class discussion and learn to use the writers’ workshop to develop their work and skills as critics. Study, analysis, and application of the fundamental tools, techniques, and forms of poetry: imagery, alliteration, assonance, simile, metaphor, rhyme, meter, traditional and free verse forms used by established and contemporary writers. Opportunity for publication and public readings.

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 145-146-147-148 †

The Acorn Review: Editing and Production

1, 2, or 3 units; 1, 2, or 3 hours lecture respectively

Recommended Preparation: A “C” grade or higher or “Pass” in English 126 or equivalent.

Reading, selecting, editing, proofreading, and arranging student manuscripts for publication in the Grossmont College student literary journal.

Transfers to CSU

ENGLISH 160-161-162-163 †

Playwriting

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher in *English 110* or assessment recommendation for *English 120*.

Critical analysis of dramatic structure and techniques of playwriting. Practice in the fundamentals of effective stage playwriting. One or more dramatic compositions required with the possibility of presentation in a major college production.

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 175-176-177-178 †

Novel Writing

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in *English 110* or equivalent or assessment for *English 120*.

Recommended Preparation: A “C” grade or higher or “Pass” in *English 126* or equivalent.

Practice in writing novels. Study and analysis of techniques of novel construction, character development, plot outline, scenes, and themes. Study and critical analysis of student and professional writing.

Transfers to CSU, UC (credit limited: see page 32)

ENGLISH 195 A-B-C-D †

Community Service Learning Experience

1 unit, 5 hours work experience per week

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study. This course includes placement in a community-based site. For work experience requirements, see page 21.

ENGLISH 199

Special Studies or Projects in English

1-3 units, 3-9 hours

Prerequisite: *Consent of instructor.*

Individual study, research or projects in the field of English under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

ENGLISH 201 †

Images of Women in Literature

3 units, 3 hours lecture

Designed to examine the portrait which literature, past and present, gives of women and to examine such literature from the historical, literary and woman's point of view. English 201 is a course in literature, focusing on fictions about women—fictions which sometimes project myths both men and women, themselves, perpetuate (often as a result of socialization and lack of knowledge of woman's historical roles). English 201 is not a feminist course. Any and all viewpoints will be acceptable; proof, however, will be drawn from the texts themselves.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 203 †

Children's Literature

3 units, 3 hours lecture

A survey of children's literature, from folktales to current realism, including historical and cultural diversity. Emphasis upon definition and application of literary elements and differentiating qualities between “good” and “poor” children's books. The course will prepare students to hook children on books, cultural literacy and great ideas.

Satisfies General Education for Grossmont College C2

Transfers to CSU

ENGLISH 215 †

Mythology

3 units, 3 hours lecture

Recommended Preparation: *A “C” grade or higher or “Pass” in English 098 or an assessment recommendation for English 110 or 120.*

Designed to explore the similarities among the myths of widely separated peoples as a means not only of interpreting their literature and art, but of understanding the basic interrelationships among all people of the great civilizations of the world.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 217 †

Fantasy and Science Fiction

3 units, 3 hours lecture

Recommended Preparation: *A “C” grade or higher or “Pass” in English 098 or equivalent or an assessment recommendation for English 110 or 120.*

An introduction to literature, ranging from gothic romance to heroic and other fantasies and from space-adventure to socially-critical contemporary science fiction. Course will examine the traditional, canonical, and historical backgrounds from which popular literatures derive, and explore the place of science fiction and fantasy in popular culture.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 218 †

Shakespeare—His Plays and the Theatre of His Time

3 units, 3 hours lecture

Recommended Preparation: *A “C” grade or higher or “Pass” in English 098 or an assessment recommendation for English 110 or 120.*

Reading and discussion of six to seven selected Shakespeare plays—including the play(s) being produced or viewed locally, that represent the full range of his works. The point of the course is to prepare students to understand and appreciate more fully the experience of seeing, reading, and discussing Shakespeare. The course will make apt use of actors in the classroom, good films, videotapes, recordings of the plays and theatre tours.

Satisfies General Education for: Grossmont College, C2, CSU C2

Transfers to CSU, UC

ENGLISH 219 †

Views of Death and Dying in Literature

3 units, 3 hours lecture

Recommended Preparation: A “C” grade or higher or “Pass” in English 098 or an assessment recommendation for English 110 or 120.

This course will examine works of literature whose predominant subject focuses on attitudes toward death and dying as a practical and philosophical concern.

Satisfies General Education for: Grossmont College C2, CSU C2 or E; IGETC 3B

Transfers to: CSU, UC

ENGLISH 221 †

British Literature I

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

Recommended Preparation: English 122.

Surveys British literature from the Old English Period to the Romantic Period. Students will read and interpret literature against a background of the historical, social, and philosophical developments of the time. Reading selections may consist of poetry, plays, novels, satires, and nonfiction prose, including letters and essays. Authors sampled may include Geoffrey Chaucer, William Langland, Edmund Spenser, William Shakespeare, Ben Johnson, John Milton, Lady Mary Wroth, Aphra Behn, and Jonathon Swift.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 222 †

British Literature II

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

Recommended Preparation: English 122.

Surveys British literature from the Romantic Period to the present. Students will read and interpret literature against a background of the historical, social, and philosophical developments of the time. Reading selections may consist of poetry, short stories, plays, novels, and nonfiction prose, including letters and essays. Authors sampled may include William Blake, Mary Wollstonecraft, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats, Robert Browning, Emily Bronte, Oscar Wilde, Jane Austen, Thomas Hardy, William Yeats, Virginia Woolf, James Joyce, Doris Lessing, and Derek Walcott.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 225-226-227-228 †

The Bible as Literature

3 units, 3 hours lecture

An introduction to the books of the Old and New Testament. English 225—Narratives of the Hebrew People; English 226—Old Testament History and Writings of the Prophets; English 227—Literary Forms of the Old Testament; English 228—New Testament. The text will be examined for theme, form, and technique. Recommended for English majors.

Satisfies General Education for: CSU C2; IGETC 3B

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 231 †

American Literature I

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

Recommended Preparation: English 122.

First course in the study of American literature which explores literary works and their political, religious, economic, and aesthetic context from pre-Colonial American to the Civil War. Reading selections may consist of poetry, short stories, novels, and nonfiction prose, including essays, letters, political tracts, and autobiographies. Authors such as the following will be read, analyzed, discussed, and written about in essays and exams: pre-Colonial Native American authors, William Bradford, Anne Bradstreet, Benjamin Franklin, Thomas Jefferson, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Walt Whitman, Frederick Douglass, and Francis Harper.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 232 †

American Literature II

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 120 or equivalent.

Recommended Preparation: English 122.

Second course in the study of American literature which explores literary works and their political, religious, economic, and aesthetic context from the Civil War to the present. Reading selections may consist of poetry, short stories, novels, plays, and nonfiction prose, including letters and essays. Authors such as the following will be read, analyzed, discussed, and written about in essays and exams: Mark Twain, Henry James, Walt Whitman, Kate Chopin, Charlotte Perkins Gilman, Ernest Hemingway, William Faulkner, Langston Hughes, Tennessee Williams, Allen Ginsburg, Alice Walker, and Leslie Marmon Silko.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 236 †

(Cross-Cultural Studies 236)

Chicano Literature

3 units, 3 hours lecture

Recommended Preparation: A “C” grade or higher or “Pass” in English 110 or equivalent.

A survey and literary analysis of folk, traditional, and contemporary Chicano literature. Literary works originally written in English and the Chicano bilingual idiom as well as English translations of works written in Spanish will be taught.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 237 †

(Cross-Cultural Studies 237)

American Indian Literature

3 units, 3 hours lecture

Recommended Preparation: A “C” grade or higher or “Pass” in English 110 or equivalent.

A survey and literary analysis of American Indian literature; folk, creation and origin stories, legends, and poetry from the oral tradition to contemporary American Indian authors.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 238 †

(Cross-Cultural Studies 238)

Black Literature

3 units, 3 hours lecture

Recommended Preparation: A “C” grade or higher or “Pass” in English 110 or equivalent.

A survey and literary analysis of folk, traditional and contemporary Black literature. The literature as a reflection of Black experience in the world, and the effects of the literature on American culture and politics.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC (credit limited: see page 32)

ENGLISH 241 †

Literature of the

Western World I

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or assessment recommendation for English 120.

Recommended Preparation: A “C” grade or higher or “Pass” in English 122 or equivalent.

First course in the study of Literature of the Western World which explores literary works and their political, religious, economic, and aesthetic context from the Ancient World to the Renaissance. Reading selections may consist of epic poetry, plays, lyrics, stories, and nonfiction prose, including philosophy, political tracts, and essays. Authors from The Ancient World, The Middle Ages and The Renaissance will be read, analyzed, discussed, and written about in essays and exams.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 242 †

Literature of the Western World II

3 units, 3 hours lecture

Prerequisite: A “C” grade or higher or “Pass” in English 110 or equivalent or assessment recommendation of English 120.

Recommended Preparation: A “C” grade or higher or “Pass” in English 122 or equivalent.

Second course in the study of Literature of the Western World which explores literary works and their political, religious, economic, and aesthetic context from The Enlightenment to the present. Reading selections may consist of poetry, plays, philosophical tales, short stories, novels, and nonfiction prose, including essays and autobiographies. Authors from the Enlightenment: 19th Century Romanticism, Realism, Naturalism, and Symbolism; and 20th Century Modernism and Contemporary Explorations will be read, analyzed, discussed, and written about in essays and exams.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

ENGLISH 275 †

Literary Period

3 units, 3 hours lecture

Recommended Preparation: English 120.

Course provides in-depth study of a literary period. Readings selected will cover a body of literature drawn from one literary period (e.g., The Beat Generation, Contemporary World Poetry, Naturalism, or Postmodern Fiction) in addition to at least one secondary work focusing on the literature. Oral and written discussion of such readings and their relevance to the period will be emphasized.

Satisfies General Education for Grossmont College C2

Transfers to CSU

ENGLISH 276 †

Major Author

3 units, 3 hours lecture

Recommended Preparation: English 120.

Course provides in-depth study of a major author. Readings selected will cover a breadth of literature drawn from one major author (e.g., Sylvia Plath, James Joyce, Tennessee Williams or Fyodor Dostoyevsky) in addition to at least one secondary work focusing on the literature. Oral and written discussion of such readings and their relevance to the period will be emphasized.

Satisfies General Education for Grossmont College C2

Transfers to CSU

ENGLISH 277 †

Literary Theme

3 units, 3 hours lecture

Recommended Preparation: *English 120.*

Course provides in-depth study of a theme in literature. Readings selected will cover a breadth of literature representative of a major theme (e.g., Images of War, Isolation/Exile, Coming of Age, or Diversity) in addition to at least one secondary work focusing on the literature. Oral and written discussion of such readings and their relevance to the period will be emphasized.

Satisfies General Education for Grossmont College C2

Transfers to CSU

ENGLISH 298 ††

Selected Topics in English

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in English not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Non-associate degree applicable

ENGLISH 299A †

Selected Topics in English

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in English not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Associate degree applicable

ENGLISH 299B †

Selected Topics in English

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in English not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of English and Social/Behavioral Sciences in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

Baccalaureate level-CSU transfer

APPENDIX 3: GRADE DISTRIBUTION SUMMARY

Spring 2011

Grade Distribution by Division																		
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
Section N = Night ** = Not Valid for ADA	S T Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W Instructor	
G04 -- Humanities Social & Behav Sciences																		
ENGL-051A College Writing Skills																		
7069	5		46	0	0	0	0	0	0	0	0	0	0	42	4	0	9 Luster, Carl	PT
Course Total			46	0	0	0	0	0	0	0	0	0	0	42	4	0	9	
ENGL-051B College Writing Skills																		
7070	5		6	0	0	0	0	0	0	0	0	0	0	6	0	0	0 Luster, Carl	PT
Course Total			6	0	0	0	0	0	0	0	0	0	0	6	0	0	0	
ENGL-051C College Writing Skills																		
7071	.5		2	0	0	0	0	0	0	0	0	0	0	2	0	0	0 Luster, Carl	PT
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	
ENGL-052A College Writing Skills																		
7073	1.0		174	0	0	0	0	0	0	0	0	0	0	169	5	0	11 Luster, Carl	PT
Course Total			174	0	0	0	0	0	0	0	0	0	0	169	5	0	11	
ENGL-052B College Writing Skills																		
7074	1.0		51	0	0	0	0	0	0	0	0	0	0	51	0	0	6 Luster, Carl	PT
Course Total			51	0	0	0	0	0	0	0	0	0	0	51	0	0	6	
ENGL-052C College Writing Skills																		
7075	1.0		24	0	0	0	0	0	0	0	0	0	0	24	0	0	1 Luster, Carl	PT
Course Total			24	0	0	0	0	0	0	0	0	0	0	24	0	0	1	
ENGL-052D College Writing Skills																		
7076	1.0		9	0	0	0	0	0	0	0	0	0	0	9	0	0	1 Luster, Carl	PT
Course Total			9	0	0	0	0	0	0	0	0	0	0	9	0	0	1	

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** = Not Valid for ADA -- Not included in totals

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Grade Distribution by Division
 School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																		
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
ENGL-090 Basic English Skills																		
7077	3.0	23	0	0	0	0	0	0	0	0	0	0	0	19	4	0	2 Ahrens, Joan	
7078	3.0	27	0	0	0	0	0	0	0	0	0	0	0	21	6	0	0 Knittel, Rebecca	PT
7079	3.0	24	0	0	0	0	0	0	0	0	0	0	0	22	2	0	3 Ahrens, Joan	
7080N	3.0	26	0	0	0	0	0	0	0	0	0	0	0	20	6	0	3 Roberson, Jennifer	PT
7081N	3.0	24	0	0	0	0	0	0	0	0	0	0	0	19	5	0	3 Edwards, Allison	PT
7082N	3.0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	0	3 Lepeth, Joseph	PT
Course Total		144	0	0	0	0	0	0	0	0	0	0	0	121	23	0	14	
ENGL-090R Reading Skills Development																		
7083	3.0	23	0	0	0	0	0	0	0	0	0	0	0	19	4	0	2 Ledri-Aguilar, Jennie	
7084	3.0	27	0	0	0	0	0	0	0	0	0	0	0	20	7	0	0 Ivanovic, Marilyn	
7085	3.0	26	0	0	0	0	0	0	0	0	0	0	0	19	7	0	1 Ivanovic, Marilyn	
7086N	3.0	21	0	0	0	0	0	0	0	0	0	0	0	14	7	0	3 Bellinghieri, Janice	
7087N	3.0	21	0	0	0	0	0	0	0	0	0	0	0	20	1	0	2 Nolen, Jenny	
Course Total		118	0	0	0	0	0	0	0	0	0	0	0	92	26	0	8	
ENGL-098 English Fundamentals																		
6886	4.0	17	0	4	2	2	2	0	1	2	1	3	0	0	0	0	3 Deutsch, Adam	PT
7088	4.0	31	0	2	0	0	12	0	0	11	4	2	0	0	0	0	4 Sako, Qais	
7089	4.0	26	0	6	0	0	16	0	0	2	2	0	0	0	0	0	11 Osborne, Richard	PT
7090	4.0	23	0	4	0	0	8	0	0	5	2	4	0	0	0	0	6 Ding, Anthony	
7091	4.0	20	0	4	0	0	9	0	0	5	1	1	0	0	0	0	7 Ding, Anthony	
7092	4.0	29	0	12	0	0	11	0	0	5	0	1	0	0	0	0	6 McGregor, Kristin	PT
7093	4.0	31	0	4	0	0	16	0	0	8	0	3	0	0	0	0	6 Harris, Cindi	
7094	4.0	23	0	11	0	0	7	0	0	3	2	0	0	0	0	0	5 Castillo, Jana	PT
7095	4.0	22	0	1	2	2	3	0	4	3	3	3	0	0	1	0	5 Harvey, Catherine	XP

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
ENGL-098 English Fundamentals																		
7096	4.0	24	0	2	2	6	2	3	0	7	2	0	0	0	0	0	1 Ahrens, Joan	
7097	4.0	19	0	0	1	1	2	3	3	5	1	0	3	0	0	0	9 Vanblancom, Margaret	PT
7098	4.0	26	0	3	0	0	7	0	0	9	4	3	0	0	0	0	2 Sako, Qais	
7099	4.0	27	0	5	0	0	8	0	0	7	2	5	0	0	0	0	4 Harris, Cindi	
7100	4.0	26	0	0	2	3	5	5	3	5	1	2	0	0	0	0	2 Hurvitz, Tate	
7101	4.0	26	0	1	3	1	2	2	0	8	4	4	1	0	0	0	0 Schmitt, Adelle	XP
7102	4.0	27	0	7	0	0	8	0	0	9	1	2	0	0	0	0	2 Thomas, Linda	PT
7103	4.0	21	0	0	0	0	8	0	0	8	4	1	0	0	0	0	7 Sako, Qais	
7104	4.0	26	0	2	3	6	4	2	2	4	0	0	3	0	0	0	3 Hurvitz, Tate	XP
7105	4.0	33	0	14	1	1	8	5	0	4	0	0	0	0	0	0	3 McGregor, Kristin	PT
7106	4.0	27	0	8	1	0	10	1	0	2	0	5	0	0	0	0	6 Vienna, Olga	PT
7108	4.0	32	0	7	4	2	6	3	2	3	2	1	2	0	0	0	4 Drake, Dorothy	PT
7109	4.0	33	1	4	2	3	5	1	1	7	1	8	0	0	0	0	2 Hall, John	PT
7110N	4.0	21	0	0	0	0	4	0	0	11	5	1	0	0	0	0	12 Sherlock, Karl	
7111N	4.0	27	0	20	0	0	3	0	0	2	0	2	0	0	0	0	1 Roberson, Jennifer	PT
7112N	4.0	15	0	0	0	0	3	0	0	7	4	1	0	0	0	0	9 Lusk, Homer	PT
7113N	4.0	23	0	7	0	0	6	0	0	3	2	5	0	0	0	0	4 Farquar, Christopher	PT
7114N	4.0	35	0	19	0	0	6	0	0	2	2	5	1	0	0	0	0 Dickson, Christy	PT
7115N	4.0	25	0	9	0	0	6	0	0	4	4	2	0	0	0	0	1 Hickey, James	PT
7116N	4.0	22	0	11	0	0	5	0	0	3	2	1	0	0	0	0	3 Hickey, James	PT
8945	4.0	25	0	5	0	0	11	0	0	5	0	3	1	0	0	0	1 Sargent, Denise	PT
Course Total		762	1	172	23	27	203	25	16	159	56	68	11	0	1	120		
ENGL-098R Reading Fundamentals																		
6126N	3.0	21	0	7	0	0	9	0	0	2	1	2	0	0	0	0	5 Bellinghieri, Janice	
7117	3.0	23	0	13	0	0	2	0	0	0	2	6	0	0	0	0	4 Ivanovic, Marilyn	

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Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
7118	3.0	25	0	6	0	0	8	0	0	9	0	2	0	0	3 Ding, Anthony			
7119	3.0	25	1	2	3	2	0	3	2	4	0	2	5	1	0	3 Harvey, Catherine		
7120	3.0	26	0	2	3	2	6	4	5	0	3	1	0	0	0	2 Mitchell, Linda		
7121	3.0	23	0	5	0	0	8	0	0	7	3	0	0	0	0	5 Thowson, Linda	PT	
7122	3.0	23	0	6	0	0	7	0	0	3	1	6	0	0	0	5 Ivanovic, Marilyn		
7123	3.0	20	0	6	0	0	8	0	0	4	1	1	0	0	0	6 Leon-Agular, Jennie		
7124	3.0	24	1	6	3	1	5	5	1	2	0	0	0	0	0	1 Nolen, Jenny		
7125	3.0	26	0	3	4	6	5	2	2	1	1	0	2	0	0	3 Mitchell, Linda		
7126	3.0	23	0	3	0	0	9	0	0	8	0	3	0	0	0	8 Belinghere, Janice		
7127	3.0	26	2	6	2	2	5	0	2	0	4	1	0	0	0	0	Nolen, Jenny	
7128N	3.0	23	4	2	5	2	2	2	0	2	1	3	0	0	0	2	Nolen, Jenny	
7129N	3.0	20	0	8	0	0	3	0	0	5	0	4	0	0	0	2	Belinghere, Janice	
7130N	3.0	23	0	12	0	0	3	0	0	3	3	2	0	0	0	6	Sargent, Denise	PT
8947	3.0	24	0	4	2	4	2	4	4	4	0	0	0	0	0	2	Harvey, Catherine	
9793	3.0	22	0	2	2	2	7	2	1	3	3	0	0	0	0	6	Mitchell, Linda	
Course Total		397	8	93	24	21	86	27	15	59	19	36	8	1	0	63		
ENGL-105 College Reading																		
7131	3.0	16	2	2	0	0	1	2	1	4	1	0	0	0	3	4	Montuori, Gary	PT
Course Total		16	2	2	0	0	1	2	1	4	1	0	0	0	3	4		
ENGL-106 College Reading																		
7134	3.0	6	3	1	0	0	0	0	0	2	0	0	0	0	0	2	Montuori, Gary	PT
Course Total		6	3	1	0	0	0	0	0	2	0	0	0	0	0	2		
ENGL-107 College Reading																		
7137	3.0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Montuori, Gary	PT
Course Total		1	0	0	1	0	0	0	0	0	0	0	0	0	0	0		

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
ENGL-108 College Vocabulary																		
9797	2.0	24	0	0	0	0	0	0	0	0	0	0	22	2	0	3	Thomas, Linda	PT
9798	2.0	22	0	0	0	0	0	0	0	0	0	0	21	1	0	3	Thomas, Linda	PT
Course Total		46	0	0	0	0	0	0	0	0	0	0	43	3	0	6		
ENGL-110 College Composition																		
7147	3.0	31	0	17	0	0	10	0	0	2	2	0	0	0	0	5	Phillips, Paul	
7148	3.0	30	0	5	0	0	7	0	0	7	7	4	0	0	0	3	Baker, Josh	PT
7149	3.0	25	0	6	0	0	10	0	0	7	1	1	0	0	0	10	Sako, Qas	
7150	3.0	31	0	6	0	0	6	0	0	11	3	5	0	0	0	8	Allison, Tarah	PT
7152	3.0	23	0	6	0	0	7	0	0	5	2	2	1	0	0	14	Silva, Alan	PT
7155	3.0	31	0	2	0	0	9	0	0	15	3	2	0	0	0	4	Cardenas, Juliana	
7156	3.0	29	0	6	0	0	14	0	0	6	3	0	0	0	0	6	Osborne, Richard	PT
7157	3.0	31	1	4	9	3	2	2	0	6	3	1	0	0	0	3	Lesser, Matthew	PT
7158	3.0	28	0	3	1	3	9	0	3	2	1	6	0	0	0	0	Hurvitz, Tate	
7159	3.0	17	0	1	0	3	2	1	2	3	2	3	0	0	0	6	Ahrens, Jean	
7160	3.0	28	0	5	0	0	10	0	0	8	3	2	0	0	0	2	Phillips, Paul	
7161	3.0	29	0	4	0	0	8	0	0	12	2	3	0	0	0	6	Medina, Joseph	
7163	3.0	30	0	0	1	1	3	11	2	6	2	3	1	0	0	1	Vanblancem, Margaret	PT
7165	3.0	22	0	4	2	0	7	3	0	4	1	1	0	0	0	15	Bacchia, Ryan	PT
7166	3.0	36	0	3	0	0	16	0	0	11	3	3	0	0	0	0	Cardenas, Juliana	
7167	3.0	30	0	2	0	0	9	0	0	10	0	9	0	0	0	3	Medina, Joseph	
7168	3.0	27	1	1	2	1	2	6	1	3	1	8	0	1	0	6	Schmitt, Adelle	
7169	3.0	20	0	4	1	2	4	2	3	4	0	0	0	0	0	8	Jordan, Micah	XP
7170	3.0	19	0	1	2	5	0	3	2	1	0	4	1	0	0	13	Schmitt, Adelle	
7171	3.0	34	0	8	0	0	14	0	0	7	4	1	0	0	0	1	Cardenas, Juliana	

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Grade Distribution by Division
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Grade Distribution by Division																	
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
7172	3.0	27	0	1	1	3	7	5	3	6	1	0	0	0	7 Krehbiel, Rosemary	PT	
7173	3.0	31	3	9	5	0	6	1	2	2	3	0	0	0	4 Lesser, Matthew	PT	
7174	3.0	34	0	11	4	1	7	2	2	1	2	4	0	0	3 Alfonsi, Marie	PT	
7175	3.0	32	0	10	0	0	7	0	0	8	3	4	0	0	6 Alhson, Tarah	PT	
7176	3.0	33	1	3	7	9	3	2	3	4	1	0	0	0	2 Berger, Micah	PT	
7177	3.0	26	0	3	1	6	5	3	4	3	1	0	2	0	4 Sandelin, Raul	PT	
7178	3.0	33	4	3	5	2	5	5	4	1	0	2	2	0	5 Praniewicz, Brendan	PT	
7181N	3.0	32	0	2	6	3	5	4	1	6	0	3	0	2	4 Drake, Dorothy	PT	
7182N	3.0	34	0	22	0	0	9	0	0	0	1	2	0	0	3 Shapiro, Lisa	PT	
7183N	3.0	25	0	6	1	0	7	0	0	4	0	6	1	0	6 Vienna, Olga	PT	
7184N	3.0	22	0	0	0	0	6	2	1	7	3	3	0	0	11 Hall, Joshua	PT	
7185N	3.0	19	0	6	0	0	4	0	0	1	0	7	0	0	12 Cardozo, Patricia	PT	
7187N	3.0	28	0	4	4	1	5	3	1	1	2	0	1	0	1	6 Fielden, Carl	XP
7188N	3.0	16	0	0	0	0	0	0	0	3	2	10	1	0	0	12 Wozniak, Stephen	PT
7189	3.0	11	0	0	0	0	6	0	0	3	1	1	0	0	0	18 Musgrave, James	PT
7191	3.0	27	0	8	7	0	1	3	3	1	0	4	0	0	0	8 Dickson, Christy	PT
7193	3.0	30	0	21	0	0	5	0	0	1	1	2	0	0	0	6 Vargas, Metacela	PT
Course Total		1013	10	197	59	43	237	63	37	182	64	106	10	3	2	231	
ENGL-110R Principles of College Reading																	
7140	3.0	17	0	5	0	0	8	0	0	3	0	1	0	0	0	6 Jensen, Susan	
7145	3.0	21	0	5	0	0	9	0	0	2	3	2	0	0	0	7 Harris, Cindy	
7146	3.0	27	0	10	0	0	7	0	0	7	1	2	0	0	0	1 Harris, Cindy	
Course Total		65	0	20	0	0	24	0	0	12	4	5	0	0	0	14	
ENGL-118 Ling & Engl Intro to Language																	
7194N	3.0	14	0	3	0	0	4	0	0	2	2	3	0	0	0	4 Joshua, Paul	PT
Course Total		14	0	3	0	0	4	0	0	2	2	3	0	0	0	4	

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Grade Distribution by Division
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Grade Distribution by Division																	
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
ENGL-120 College Composition & Reading																	
7195	3.0	34	8	8	1	6	6	1	1	2	0	1	0	0	0	2 Hankinson, Joseph	PT
7196	3.0	27	0	4	0	2	3	4	2	8	3	1	0	0	0	4 Hayler, Brian	PT
7198	3.0	36	0	10	5	1	9	5	1	3	0	2	0	0	0	4 Wenzell, James	PT
7199	3.0	30	1	5	9	5	9	0	0	0	0	1	0	0	0	2 Praniewicz, Brendan	PT
7200	3.0	28	0	4	0	0	11	0	0	9	2	1	0	0	1	7 Ledra-Aguilar, Jenne	
7201	3.0	22	0	0	1	0	1	4	1	3	1	11	0	0	0	2 Dill, Bert	PT
7202	3.0	29	0	4	0	0	12	0	0	6	4	3	0	0	0	5 Baker, Jodi	PT
7203	3.0	17	0	5	0	0	6	0	0	2	0	4	0	0	0	9 Williams, Jason	PT
7204	3.0	12	0	2	0	3	1	0	1	3	0	2	0	0	0	16 Kaluzhski, Sasha	PT
7205	3.0	24	0	9	0	0	2	0	0	5	2	6	0	0	0	12 Toland Perry, Amber	PT
7206	3.0	19	0	0	0	2	9	1	1	4	0	2	0	0	0	10 Dill, Bert	PT
7207	3.0	31	0	3	0	0	7	0	0	15	0	6	0	0	0	2 Medina, Joseph	
7208	3.0	24	0	8	0	0	11	0	0	4	0	1	0	0	0	11 Balasubramanian, Kamala	
7209	3.0	33	0	5	0	0	10	0	0	7	3	8	0	0	0	2 Ness, Katherine	PT
7210	3.0	26	0	4	3	5	1	4	2	3	2	2	0	0	0	11 Jendian, Micah	
7211	3.0	15	0	3	0	0	5	0	0	4	1	2	0	0	0	17 Kaluzhski, Sasha	PT
7212	3.0	23	0	2	3	4	3	2	2	2	0	4	0	1	0	5 Hurvitz, Tate	
7213	3.0	26	0	2	3	4	4	4	3	3	0	3	0	0	0	6 Schmitt, Adelle	
7214	3.0	33	12	7	4	3	3	0	1	3	0	0	0	0	0	2 Hankinson, Stacie	PT
7215	3.0	22	0	5	0	0	7	0	0	5	1	4	0	0	0	10 Mood, Stephanie	
7216	3.0	20	0	7	0	0	8	0	0	3	0	1	1	0	0	16 Toland Perry, Amber	PT
7217	3.0	25	0	0	2	3	4	2	1	7	0	6	0	0	0	5 Griffin, Ryan	
7218	3.0	24	0	7	0	0	9	0	0	5	0	3	0	0	0	11 Balasubramanian, Kamala	

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Grade Distribution by Division
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Grade Distribution by Division																
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7219	3.0	25	0	2	0	0	7	0	0	8	2	6	0	0	0	6 Medina, Joseph
7220	3.0	24	0	8	0	0	8	0	0	4	0	4	0	0	0	8 Ledri-Aguilar, Jennie
7221	3.0	25	0	1	0	0	8	0	0	7	8	0	1	0	0	8 Sherlock, Karl
7222	8 3.0	26	0	3	1	2	6	4	1	5	0	4	0	0	0	12 Jendian, Micah
7224	3.0	32	0	9	6	5	4	2	1	3	1	0	0	0	1	2 Berger, Micah PT
7225	3.0	27	0	4	5	1	8	0	2	2	2	3	0	0	0	7 Griffith, Ryan
7227N	3.0	24	0	15	0	0	4	0	0	4	0	1	0	0	0	8 Lederer, Peter PT
7228	3.0	29	2	2	6	3	7	0	2	3	2	1	1	0	0	6 Williams, Robert PT
7229	3.0	27	0	5	4	8	4	0	1	3	0	2	0	0	0	7 Alfonsi, Marie PT
7230N	3.0	21	0	8	0	0	4	0	0	2	2	5	0	0	0	10 Farquar, Christopher PT
7231N	3.0	29	0	23	0	0	5	0	0	0	0	0	1	0	0	6 Tucker, Michelle PT
7232N	3.0	16	0	0	1	4	2	5	2	0	0	0	1	1	0	4 Sandain, Raul PT
7234N	3.0	28	1	3	4	5	4	5	3	2	1	0	0	0	0	6 Turner, Catherine PT
7235N	3.0	21	0	1	0	0	12	0	0	1	1	6	0	0	0	10 Medina, Joseph XP
7236	3.0	17	0	6	0	0	6	0	0	3	0	2	0	0	0	13 Musgrave, James PT
7237	3.0	18	0	3	0	0	7	0	0	0	1	6	0	0	1	15 Tuttle, Sandra PT
7238	3.0	20	1	2	5	2	5	2	1	0	0	1	1	0	0	7 Schmit, Aderle
7302	3.0	26	0	6	0	0	12	0	0	4	1	2	1	0	0	5 Williams, Jason PT
9160	3.0	38	2	10	1	4	10	1	2	4	1	3	0	0	0	5 Wenzel, James PT
9800	3.0	30	0	3	2	3	4	4	4	6	1	3	0	0	0	7 Jendian, Micah
Course Total		1083	27	218	66	75	268	50	35	167	42	123	7	2	3	323
ENGL 122 Introduction to Literature																
7240	3.0	20	0	7	0	0	5	0	0	4	0	4	0	0	0	6 Balasubramanian, Kamala
7242	3.0	35	0	7	0	0	16	0	0	7	1	1	3	0	0	1 Cardenas, Juliana XP
7243	3.0	30	0	14	0	0	6	0	0	6	2	2	0	0	0	6 Mood, Stephanie

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Grade Distribution by Division																
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7244N	3.0	9	0	1	0	0	6	0	0	1	0	0	1	0	0	7 Lusk, Homer PT
Course Total		94	0	29	0	0	33	0	0	18	3	7	4	0	0	20
ENGL 124 Adv Comp Critcl Reason/Write																
0120	3.0	32	0	11	0	0	19	0	0	1	1	0	0	0	0	1 Bell, Brandi PT
7246	3.0	21	0	6	0	0	8	0	0	4	0	2	0	1	0	14 Ledri-Aguilar, Jennie XP
7248	3.0	27	0	8	0	0	18	0	0	0	0	0	1	0	0	4 Voth, Joseph PT
7249	3.0	24	0	14	0	0	5	0	0	2	2	1	0	0	0	11 Lederer, Peter PT
7251	3.0	27	0	11	0	0	7	0	0	4	0	4	1	0	0	3 Bell, Brandi PT
7252	3.0	33	0	27	0	0	6	0	0	0	0	0	0	0	0	2 Tucker, Michelle PT
7253	3.0	33	0	14	0	0	16	0	0	1	1	1	0	0	0	1 Brown, Sydney
7254	3.0	23	0	7	0	0	10	0	0	5	0	0	1	0	0	12 Balasubramanian, Kamala
7255	3.0	31	0	14	9	3	3	0	1	0	1	0	0	0	0	7 Shumate, Kathleen PT
7256	3.0	26	1	6	5	5	2	1	4	1	0	1	0	0	0	8 Griffith, Ryan
7257	3.0	31	0	8	0	0	14	0	0	5	0	1	3	0	0	4 Mood, Stephanie
7258	3.0	32	0	11	0	0	14	0	0	4	1	0	0	0	2	6 Brown, Sydney
7259	8 3.0	33	0	17	0	0	9	0	0	5	1	1	0	0	0	4 Brown, Sydney
7261N	3.0	26	0	6	0	0	14	0	0	1	1	4	0	0	0	7 Voth, Joseph PT
7262N	3.0	28	0	5	5	6	3	3	1	3	0	2	0	0	0	6 Griffith, Ryan
Course Total		427	1	165	19	14	148	4	6	36	8	17	6	1	2	30
ENGL 126 Creative Writing																
7263	3.0	25	8	6	5	0	4	0	0	0	0	2	0	0	0	4 Williams, Robert PT
7264	3.0	27	0	18	0	0	5	0	0	3	0	1	0	0	0	9 Cardenas, Juliana
7265N	3.0	27	0	15	0	0	10	0	0	2	0	0	0	0	0	8 Sherlock, Karl
Course Total		79	8	39	5	0	19	0	0	5	0	3	0	0	0	21

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ENGL 130 Short Fiction Writing																	
7266N	3.0	18	0	11	0	0	2	0	0	1	1	2	1	0	0	5	Mood, Stephanie
Course Total		18	0	11	0	0	2	0	0	1	1	2	1	0	0	5	
ENGL 131 Short Fiction Writing																	
7267N	3.0	3	0	2	0	0	0	0	0	0	1	0	0	0	0	2	Mood, Stephanie
Course Total		3	0	2	0	0	0	0	0	0	1	0	0	0	0	2	
ENGL 132 Short Fiction Writing																	
7268N	3.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	Mood, Stephanie
Course Total		1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
ENGL 133 Short Fiction Writing																	
7269N	3.0	6	0	2	0	0	1	0	0	1	0	2	0	0	0	0	Mood, Stephanie
Course Total		6	0	2	0	0	1	0	0	1	0	2	0	0	0	0	
ENGL 134 Creative Nonfiction Writing																	
7270N	3.0	28	0	24	0	0	3	0	0	0	0	0	1	0	0	2	Griffith, Ryan
Course Total		28	0	24	0	0	3	0	0	0	0	0	1	0	0	2	
ENGL 135 Creative Nonfiction Writing																	
7271N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Griffith, Ryan
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL 136 Creative Nonfiction Writing																	
7272N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Griffith, Ryan
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL 137 Creative Nonfiction Writing																	
7273N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Griffith, Ryan
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL 140 Poetry Writing																	
7274N	3.0	13	0	8	0	0	3	0	0	1	0	0	1	0	0	5	Brown, Sydney

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Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																	
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
Course Total		13	0	8	0	0	3	0	0	1	0	0	1	0	0	5	
ENGL 141 Poetry Writing																	
7275N	3.0	7	0	7	0	0	0	0	0	0	0	0	0	0	0	2	Brown, Sydney
Course Total		7	0	7	0	0	0	0	0	0	0	0	0	0	0	2	
ENGL 142 Poetry Writing																	
7276N	3.0	7	0	6	0	0	0	0	0	0	0	0	1	0	0	0	Brown, Sydney
Course Total		7	0	6	0	0	0	0	0	0	0	0	1	0	0	0	
ENGL 143 Poetry Writing																	
7277N	3.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	Brown, Sydney
Course Total		2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
ENGL 160 Playwriting																	
7282N	3.0	13	0	6	0	0	0	0	0	1	1	0	5	0	0	5	Sherlock, Karl
Course Total		13	0	6	0	0	0	0	0	1	1	0	5	0	0	5	
ENGL 161 Playwriting																	
7283N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sherlock, Karl
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL 162 Playwriting																	
7284N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Sherlock, Karl
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL 163 Playwriting																	
7285N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sherlock, Karl
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL 175 Novel Writing																	
7286N	3.0	16	0	11	0	0	3	0	0	2	0	0	0	0	0	1	Shapiro, Lisa
Course Total		16	0	11	0	0	3	0	0	2	0	0	0	0	0	1	

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Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																			
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
ENGL-176 Novel Writing																			
7297N	3.0	7	0	5	0	0	0	0	0	1	0	1	0	0	0	0	Shapiro, Lisa	PT	
Course Total		7	0	5	0	0	0	0	0	1	0	1	0	0	0	0			
ENGL-177 Novel Writing																			
7298N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	Shapiro, Lisa	PT
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0		
ENGL-178 Novel Writing																			
7299N	3.0	7	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0	Shapiro, Lisa	PT
Course Total		7	0	5	0	0	1	0	0	1	0	0	0	0	0	0	0		
ENGL-199 Special Studies/Projects ENGL																			
8077 **	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Brown, Sydney
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-215 Mythology																			
7292	3.0	29	0	20	0	0	5	0	0	1	0	3	0	0	0	0	7	Balasubramanian, Kamala	
Course Total		29	0	20	0	0	5	0	0	1	0	3	0	0	0	0	7		
ENGL-217 Fantasy and Science Fiction																			
7294	3.0	26	0	2	5	2	1	0	6	4	5	1	0	0	0	0	3	Mitchell, Linda	
Course Total		26	0	2	5	2	1	0	6	4	5	1	0	0	0	0	3		
ENGL-221 British Literature I																			
7296N	3.0	33	0	3	3	4	10	2	1	5	1	4	0	0	0	0	3	Hurvitz, Tate	
Course Total		33	0	3	3	4	10	2	1	5	1	4	0	0	0	0	3		
ENGL-222 British Literature II																			
7297	3.0	28	0	8	0	0	12	0	0	6	1	1	0	0	0	0	3	Ding, Anthony	
Course Total		28	0	8	0	0	12	0	0	6	1	1	0	0	0	0	3		

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Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																			
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
ENGL-202 American Literature II																			
7298	3.0	21	0	11	0	0	7	0	0	2	0	1	0	0	0	0	6	Holder, Orlee	XP
Course Total		21	0	11	0	0	7	0	0	2	0	1	0	0	0	0	6		
ENGL-208 Black Literature																			
7300N	3.0	17	0	8	0	0	3	0	0	0	1	4	1	0	0	0	3	Ford, Theresa	XP
Course Total		17	0	8	0	0	3	0	0	0	1	4	1	0	0	0	3		
ENGL-298 English Study Skills																			
9967	1.0	22	0	0	0	0	0	0	0	0	0	0	21	1	0	0	3	Thomas, Linda	PT
Course Total		22	0	0	0	0	0	0	0	0	0	0	21	1	0	0	3		
Subject Total		4887	60	1085	205	186	1075	173	117	673	210	387	636	69	11	1010			
Division Total		4887	60	1085	205	186	1075	173	117	673	210	387	636	69	11	1010			

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Grade Distribution by Division
School: Grossmont College -- Term: 2011SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Fall 2010

Grade Distribution by Division																			
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Incl	W	Instructor	
G04 -- Humanities Social & Behav Sciences																			
ENGL-051A College Writing Skills																			
2871	.5		25	0	0	0	0	0	0	0	0	0	0	22	3	0	5	Luster, Carl	PT
Course Total			25	0	0	0	0	0	0	0	0	0	0	22	3	0	5		
ENGL-051B College Writing Skills																			
2872	.5		9	0	0	0	0	0	0	0	0	0	0	6	3	0	2	Luster, Carl	PT
Course Total			9	0	0	0	0	0	0	0	0	0	0	6	3	0	2		
ENGL-051C College Writing Skills																			
2873	.5		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Luster, Carl	PT
Course Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
ENGL-051D College Writing Skills																			
2874	.5		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	Luster, Carl	PT
Course Total			1	0	0	0	0	0	0	0	0	0	0	1	0	0	0		
ENGL-052A College Writing Skills																			
2875	1.0		113	0	0	0	0	0	0	0	0	0	0	101	12	0	9	Luster, Carl	PT
Course Total			113	0	0	0	0	0	0	0	0	0	0	101	12	0	9		
ENGL-052B College Writing Skills																			
2876	1.0		42	0	0	0	0	0	0	0	0	0	0	38	4	0	6	Luster, Carl	PT
Course Total			42	0	0	0	0	0	0	0	0	0	0	38	4	0	6		
ENGL-052C College Writing Skills																			
2877	1.0		22	0	0	0	0	0	0	0	0	0	0	22	0	0	4	Luster, Carl	PT
Course Total			22	0	0	0	0	0	0	0	0	0	0	22	0	0	4		

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Grade Distribution by Division
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Grade Distribution by Division																			
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ENGL-052D College Writing Skills																			
2878	1.0		5	0	0	0	0	0	0	0	0	0	0	5	0	0	0	Luster, Carl	PT
Course Total			5	0	0	0	0	0	0	0	0	0	0	5	0	0	0		
ENGL-090 Basic English Skills																			
2680	3.0		23	0	0	0	0	0	0	0	0	0	0	19	4	0	2	Ahrens, Joan	
2681	3.0		24	0	0	0	0	0	0	0	0	0	0	20	4	0	5	Thomas, Linda	PT
2682	3.0		25	0	0	0	0	0	0	0	0	0	0	22	3	0	5	Knittel, Rebecca	PT
2684	3.0		26	0	0	0	0	0	0	0	0	0	0	20	6	0	2	Ahrens, Joan	
2685N	3.0		27	0	0	0	0	0	0	0	0	0	0	27	0	0	1	Roberson, Jennifer	PT
2686N	3.0		30	0	0	0	0	0	0	0	0	0	0	30	0	0	2	Sargent, Denise	PT
4754	3.0		23	0	0	0	0	0	0	0	0	0	0	19	4	0	4	Harris, Cindi	
6742N	3.0		27	0	0	0	0	0	0	0	0	0	0	21	6	0	3	Thomas, Linda	PT
Course Total			205	0	0	0	0	0	0	0	0	0	0	178	27	0	24		
ENGL-090R Reading Skills Development																			
2687	3.0		23	0	0	0	0	0	0	0	0	0	0	19	4	0	4	Belinghiere, Janice	
2688	3.0		23	0	0	0	0	0	0	0	0	0	0	17	6	0	3	Mitchell, Linda	
2689	3.0		24	0	0	0	0	0	0	0	0	0	0	22	2	0	2	Ivanovic, Marilyn	
2690	3.0		27	0	0	0	0	0	0	0	0	0	0	22	5	0	2	Mitchell, Linda	
2691N	3.0		26	0	0	0	0	0	0	0	0	0	0	24	2	0	3	Nolen, Jenny	
2692N	3.0		28	0	0	0	0	0	0	0	0	0	0	27	1	0	2	Nolen, Jenny	
4751	3.0		24	0	0	0	0	0	0	0	0	0	0	20	4	0	4	Ivanovic, Marilyn	
5350N	3.0		26	0	0	0	0	0	0	0	0	0	0	22	4	0	2	Belinghiere, Janice	
Course Total			201	0	0	0	0	0	0	0	0	0	0	173	28	0	22		
ENGL-098 English Fundamentals																			
2694	4.0		22	0	0	0	2	5	3	1	5	1	5	0	0	0	6	Harvey, Catherine	XP

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Grade Distribution by Division
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—English Department Program Review Appendices—

Grade Distribution by Division																	
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
2895	4.0	29	0	10	0	0	7	0	0	5	1	6	0	0	0	7 Silva, Alan	PT
2896	4.0	19	0	2	0	0	6	0	0	7	3	1	0	0	0	9 Sako, Gais	
2897	4.0	35	0	11	0	0	12	0	0	5	4	4	0	0	0	1 Ness, Katherine	PT
2898	4.0	25	0	1	0	0	12	0	0	10	1	1	0	0	0	3 Ding, Anthony	
2899	4.0	26	0	12	0	0	5	0	0	4	1	4	0	0	0	10 Bemabei, Ellen	PT
2900	4.0	28	0	5	0	0	12	0	0	6	1	4	0	0	0	4 Votr, Joseph	PT
2901	4.0	31	0	18	0	0	9	0	0	4	0	0	0	0	0	8 Hiskey, James	PT
2904	4.0	27	0	16	0	0	8	0	0	3	0	0	0	0	0	6 Castillo, Jana	PT
2905	4.0	23	0	5	5	0	2	6	0	3	0	2	0	0	0	6 Ahrens, Joan	
2906	4.0	24	0	3	0	0	9	0	0	8	2	2	0	0	0	3 Sako, Gais	
2907	4.0	19	0	0	0	0	4	8	1	3	0	3	0	0	0	3 Vanblancorn, Margaret	PT
2909	4.0	25	0	2	0	0	13	0	0	5	4	1	0	0	0	3 Phillips, Paul	
2910	4.0	28	0	3	0	0	12	0	0	10	2	1	0	0	0	0 Ding, Anthony	
2911	4.0	21	0	1	0	2	3	2	1	9	0	3	0	0	0	11 Kaluzhski, Sasha	PT
2912	4.0	30	0	0	0	0	6	0	0	20	4	0	0	0	0	5 Sherlock, Karl	
2913N	4.0	33	0	3	0	0	10	0	0	11	2	7	0	0	0	2 Votr, Joseph	PT
2914	4.0	29	0	9	0	0	8	0	0	8	4	0	0	0	0	6 Osborne, Richard	PT
2915	4.0	28	0	2	2	5	6	1	4	3	2	3	0	0	0	1 Hurvitz, Tate	
2916	4.0	28	0	8	0	0	13	0	0	6	1	0	0	0	0	3 Drake, Dorothy	PT
2918	4.0	35	0	4	0	0	11	1	0	7	1	11	0	0	0	2 Tuttle, Sandra	PT
2919	4.0	35	0	8	0	0	17	0	0	8	2	0	0	0	0	0 Osborne, Richard	PT
2921N	4.0	25	0	11	0	0	10	0	0	0	4	0	0	0	0	6 Hiskey, James	PT
2922N	4.0	28	0	9	0	0	7	0	0	8	2	2	0	0	0	1 Raf, John	PT
2923	4.0	25	0	10	3	3	3	1	1	3	0	1	0	0	0	5 Baccha, Ryan	PT
2924N	4.0	27	0	3	0	0	1	0	0	13	4	5	0	1	0	3 Lusk, Homer	PT

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Grade Distribution by Division
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																	
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
2925N	4.0	26	1	0	1	2	1	3	2	4	7	3	0	0	0	3 Schmat, Adelle	
2926N	4.0	24	0	6	0	0	11	0	0	5	0	2	0	0	0	4 Farquar, Christopher	PT
2927N	4.0	35	0	13	0	0	14	0	0	4	0	4	0	0	0	4 McGregor, Kristin	PT
5352	4.0	32	0	3	0	0	14	0	0	10	0	5	0	0	0	4 Edwards, Allison	PT
8740	4.0	37	0	13	0	0	16	0	0	7	0	1	0	0	0	0 McGregor, Kristin	PT
8746N	4.0	30	0	0	4	5	4	5	1	6	3	2	0	0	0	8 Roberson, Jennifer	PT
8747	4.0	29	0	0	0	0	4	0	0	18	5	2	0	0	0	6 Sherlock, Karl	
9827	4.0	28	0	7	0	0	12	0	0	5	1	3	0	0	0	8 Toland Perry, Amber	PT
Course Total:		947	1	198	15	19	287	30	11	233	62	90	0	1	0	157	
ENGL-098R Reading Fundamentals																	
2929	3.0	25	0	13	0	0	7	0	0	2	0	3	0	0	0	2 Ivanovici, Marilyn	
2930	3.0	20	0	0	6	2	2	1	4	3	1	0	0	1	0	7 Harvey, Catherine	
2931	3.0	24	0	8	0	0	5	0	0	4	1	6	0	0	0	4 Ivanovici, Marilyn	
2932	3.0	17	2	1	3	1	3	1	2	1	3	0	0	0	0	11 Harvey, Catherine	
2933	3.0	24	0	12	0	0	7	0	0	4	1	0	0	0	0	4 Ledri-Agular, Jennie	
2934	3.0	28	0	6	4	5	3	3	1	4	1	1	0	0	0	1 Mitchell, Linda	
2935	3.0	24	0	10	0	0	9	0	0	4	1	0	0	0	0	4 Ledri-Agular, Jennie	
2936	3.0	29	0	12	0	0	8	0	0	5	0	4	0	0	0	1 Geos, Lisa	PT
2937N	3.0	26	0	5	0	0	6	0	0	5	5	5	0	0	0	5 Bellinghieri, Janice	
2938N	3.0	27	0	15	0	0	10	0	0	1	0	1	0	0	0	5 Lepetr, Joseph	PT
2939N	3.0	27	0	7	0	0	8	0	0	7	3	2	0	0	0	2 Bellinghieri, Janice	
4769N	3.0	25	0	2	4	4	6	1	3	4	0	1	0	0	0	4 Nolan, Jenny	
5364	3.0	26	6	4	4	1	4	0	1	2	0	4	0	0	0	3 Nolan, Jenny	
Course Total:		322	8	95	21	13	78	6	11	46	16	27	0	1	0	53	
ENGL-105 College Reading																	
4802	3.0	17	0	3	0	0	2	0	0	4	0	7	0	1	0	5 Thowson, Linda	PT

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Grade Distribution by Division
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—English Department Program Review Appendices—

Grade Distribution by Division																		
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
Course Total	17	0	3	0	0	2	0	0	4	0	7	0	1	0	5			
ENGL-106 College Reading																		
4803	3.0	2	0	0	0	0	0	0	1	0	1	0	0	0	0	Thowson, Linda	PT	
Course Total	2	0	0	0	0	0	0	0	1	0	1	0	0	0	0			
ENGL-107 College Reading																		
4804	3.0	2	0	1	0	0	1	0	0	0	0	0	0	0	1	Thowson, Linda	PT	
Course Total	2	0	1	0	0	1	0	0	0	0	0	0	0	0	1			
ENGL-108 College Vocabulary																		
2955	2.0	23	0	14	0	0	4	0	0	1	1	3	0	0	0	2	Harris, Cindi	
9508	2.0	23	0	12	0	0	5	0	0	1	2	3	0	0	0	5	Harris, Cindi	
Course Total	46	0	26	0	0	9	0	0	2	3	6	0	0	0	7			
ENGL-110 College Composition																		
2961	3.0	27	0	10	0	0	10	0	0	2	2	3	0	0	0	6	Jones, Elaine	PT
2962	3.0	32	0	3	8	4	1	4	3	3	1	4	1	0	0	4	Berger, Micah	PT
2963	3.0	35	0	10	0	0	14	0	0	6	3	2	0	0	0	2	Ness, Katherine	PT
2966	3.0	30	0	1	11	5	5	2	0	2	2	2	0	0	0	5	Berger, Micah	PT
2968	3.0	29	2	5	5	2	3	3	3	2	4	0	0	0	0	6	Lesser, Matthew	PT
2969	3.0	29	0	6	0	0	11	0	0	8	2	2	0	0	0	4	Coko, Qais	
2970	3.0	30	0	5	0	0	7	0	0	7	3	8	0	0	0	4	Ledri-Aguilar, Jennie	
2971	3.0	32	0	8	0	0	11	0	0	9	2	2	0	0	0	3	Cardenas, Juliana	
2972	3.0	22	0	0	1	4	1	4	2	3	3	4	0	0	0	6	Ahrens, Joan	
2973	3.0	32	0	16	1	0	0	1	2	2	4	6	0	0	0	4	Dill, Bert	PT
2974	3.0	29	0	5	0	4	3	1	2	7	1	5	0	1	0	6	Hayter, Brian	PT
2975	3.0	30	0	9	0	0	13	0	0	4	3	1	0	0	0	3	Philips, Paul	
2976	3.0	32	0	6	0	0	15	0	0	5	3	3	0	0	0	4	Baker, Jodi	PT

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2977	3.0	27	0	1	7	3	7	5	2	0	0	2	0	0	0	1	Hurviz, Tate	
2978	3.0	20	0	2	0	0	13	0	0	3	1	0	1	0	0	9	Medina, Joseph	XP
2979	3.0	30	0	8	3	7	4	1	1	2	0	4	0	0	0	5	Afonso, Marie	PT
2980	3.0	22	0	1	0	1	5	2	0	5	5	3	0	0	0	9	Schmitt, Adelle	
2981	3.0	29	0	0	2	3	6	8	2	6	0	2	0	0	0	5	Vanzancom, Margaret	PT
2984	3.0	28	0	1	7	2	4	4	0	3	4	3	0	0	0	4	Schmitt, Adelle	
2985	3.0	31	0	1	1	6	6	3	2	8	2	2	0	0	0	4	Krehbiel, Rosemary	PT
2987	3.0	33	0	6	0	0	9	0	0	13	2	3	0	0	0	1	Sargent, Denise	PT
2988	3.0	30	0	7	5	3	9	1	2	2	0	1	0	0	0	5	Morett, Christine	PT
2991N	3.0	28	0	10	0	0	14	0	0	3	0	1	0	0	0	6	Drake, Dorothy	PT
2992N	3.0	27	1	3	5	7	6	0	1	2	1	1	0	0	0	6	Sandelin, Raul	PT
2994N	3.0	36	0	8	0	0	21	0	0	5	0	2	0	0	0	3	Bell, Brandi	PT
2996N	3.0	30	0	19	0	0	9	0	0	0	0	2	0	0	0	6	Shapiro, Lisa	PT
2997N	3.0	28	0	3	3	3	6	5	3	2	1	2	0	0	0	8	Sandelin, Raul	PT
2998	3.0	22	0	3	0	0	11	0	0	5	1	2	0	0	0	9	Medina, Joseph	
2999N	3.0	33	0	2	4	5	11	1	1	3	1	5	0	0	0	3	Fielden, Carl	XP
3000N	3.0	24	0	0	0	0	0	0	0	4	10	4	3	3	0	9	Wozniak, Stephen	PT
3001	3.0	15	0	0	0	0	2	0	0	5	2	5	1	0	0	14	Musgrave, James	PT
3002	3.0	28	0	6	4	3	3	3	1	2	0	5	1	0	0	7	Dickson, Christy	PT
4808	3.0	24	0	3	2	4	6	3	2	2	1	1	0	0	0	5	Jendian, Micah	XP
4815	3.0	23	0	5	1	2	5	0	2	5	0	2	1	0	0	7	Schmitt, Adelle	
9702	3.0	35	0	7	0	0	8	0	0	16	1	1	2	0	0	1	Cardenas, Juliana	
Course Total	992	3	180	70	68	259	51	31	156	65	95	10	4	0	184			
ENGL-110R Principles of College Reading																		
2535	3.0	24	0	8	0	0	9	0	0	4	1	2	0	0	0	4	Jensen, Susan	

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Grade Distribution by Division
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Grade Distribution by Division																		
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2956	3.0	27	0	8	0	0	9	0	0	3	3	4	0	0	0	1	Harris, Cindi	
2957	3.0	24	0	6	0	0	13	0	0	2	2	1	0	0	0	4	Harris, Cindi	
Course Total		75	0	22	0	0	31	0	0	9	5	7	0	0	0	9		
ENGL-118 Ling & Engl: Intro to Language																		
3004N	3.0	18	0	4	0	0	4	0	0	3	3	4	0	0	0	3	Justice, Paul	PT
Course Total		18	0	4	0	0	4	0	0	3	3	4	0	0	0	3		
ENGL-120 College Composition & Reading																		
3005	3.0	28	0	3	0	0	16	0	0	5	3	1	0	0	0	7	Baker, Jodi	PT
3006	3.0	26	0	6	0	0	1	0	0	9	4	6	0	0	0	10	Williams, Jason	PT
3007	3.0	30	0	12	0	0	9	0	0	2	1	6	0	0	0	5	Allison, Tarah	PT
3008	3.0	33	0	9	0	0	17	0	0	6	0	1	0	0	0	6	Rail, John	PT
3009	3.0	32	6	8	4	3	5	2	2	1	0	1	0	0	0	3	Hankinson, Joseph	PT
3010	3.0	10	0	4	0	3	0	0	1	1	0	1	0	0	0	2	Dill, Bert	PT
3012	3.0	30	0	8	2	6	3	4	1	2	2	1	1	0	0	4	Turner, Catherine	PT
3013	3.0	32	0	2	5	1	12	4	2	1	1	4	0	0	0	3	Hurvitz, Tate	
3014	3.0	21	0	7	0	0	9	0	0	2	0	3	0	0	0	16	Balasubramanian, Kamala	
3015	3.0	33	0	19	0	0	9	0	0	3	1	1	0	0	0	3	Brown, Sydney	
3016	3.0	27	0	1	0	1	5	7	2	6	2	3	0	0	0	5	Hall, Joshua	PT
3017	3.0	26	0	3	0	0	14	0	0	6	0	2	0	1	0	8	Medina, Joseph	
3018	3.0	26	0	2	1	3	2	8	2	5	2	1	0	0	0	9	Jendian, Micah	
3019	3.0	22	0	8	0	0	7	0	0	3	2	2	0	0	0	4	Mood, Stephanie	
3021	3.0	33	0	2	5	2	13	5	0	4	0	2	0	0	0	2	Hurvitz, Tate	
3022	3.0	25	0	9	0	0	8	0	0	7	0	1	0	0	0	9	Balasubramanian, Kamala	
3023	3.0	27	0	10	0	0	6	0	0	8	2	1	0	0	0	7	Ledri-Aguilar, Jennie	

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Grade Distribution by Division
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Grade Distribution by Division																		
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
3024	3.0	30	0	5	1	2	11	0	1	4	1	5	0	0	0	3	Griffith, Ryan	
3025	3.0	30	0	15	0	0	11	0	0	2	1	1	0	0	0	3	Brown, Sydney	
3026	3.0	26	0	2	3	1	3	3	0	7	1	6	0	0	0	5	Griffith, Ryan	
3027	3.0	32	0	3	4	2	11	2	1	3	2	3	1	0	0	4	Afonsi, Marie	PT
3028	3.0	26	0	4	0	0	11	0	0	8	1	2	0	0	0	8	Medina, Joseph	
3029N	3.0	26	0	0	0	0	11	0	0	10	5	0	0	0	0	9	Cherlock, Kari	
3030	3.0	20	0	5	0	0	5	1	0	5	0	4	0	0	0	14	Kaluzhko, Sasha	PT
3031N	3.0	38	3	16	0	0	7	2	0	8	0	1	1	0	0	0	Vienna, Olga	PT
3033N	3.0	23	0	13	0	0	6	0	0	1	2	1	0	0	0	4	Farquar, Christopher	PT
3034	3.0	33	0	8	8	5	5	4	0	0	2	1	0	0	0	2	Praniewicz, Brendan	PT
3036N	3.0	28	9	5	4	3	3	2	0	0	0	2	0	0	0	4	Hankinson, Joseph	PT
3037N	3.0	31	0	22	0	0	3	0	0	3	0	0	3	0	0	1	Tucker, Michelle	PT
3038N	3.0	19	0	3	0	0	11	0	0	3	0	2	0	0	0	15	Medina, Joseph	
3039	3.0	17	0	1	0	0	9	0	0	4	0	3	0	0	0	9	Musgrave, James	PT
3040	3.0	22	1	3	4	4	2	2	0	2	2	2	0	0	0	6	Schmitt, Adelle	
3041	3.0	25	0	4	0	0	6	0	0	6	0	9	0	0	0	10	Tuttle, Sandia	PT
4816	3.0	33	0	6	5	4	7	1	1	3	0	6	0	0	0	6	Wenzel, James	PT
4817	3.0	27	0	3	4	1	2	4	2	6	2	3	0	0	0	9	Jendian, Micah	
4821	3.0	31	0	1	5	4	6	4	1	2	5	3	0	0	0	5	Jendian, Micah	
4825	3.0	31	6	7	4	2	3	1	3	2	0	3	0	0	0	4	Williams, Robert	PT
4826	3.0	30	11	4	8	1	2	3	0	0	0	0	0	1	0	2	Vargas, Michaela	PT
5558	3.0	13	0	0	0	1	2	0	1	3	0	6	0	0	0	5	Dill, Bert	PT
5893	3.0	25	0	12	1	5	0	0	2	3	1	1	0	0	0	10	Dickson, Christy	PT
6771	3.0	27	6	6	5	4	0	2	0	0	1	3	0	0	0	7	Vargas, Michaela	PT
9550	3.0	30	0	8	7	9	3	3	0	0	0	0	0	0	0	3	Praniewicz, Brendan	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
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9551	3.0	26	0	13	0	0	7	0	0	3	0	3	0	0	0	9	Brown, Sydney	
9552	3.0	23	0	3	0	0	12	0	0	4	0	4	0	0	0	10	Allison, Tarah	PT
Course Total		1183	42	285	80	67	295	64	22	163	46	111	6	2	0	270		
ENGL-122 Introduction to Literature																		
3042	3.0	19	0	7	0	0	8	0	0	4	0	0	0	0	0	3	Balasubramanian, Kamala	
3044	3.0	35	0	13	0	0	12	0	0	7	1	2	0	0	0	1	Cardenas, Juliana	
3045N	3.0	8	0	2	0	0	1	0	0	0	4	1	0	0	0	6	Lusk, Homer	PT
Course Total		62	0	22	0	0	21	0	0	11	5	3	0	0	0	10		
ENGL-124 Adv Comp/Critcl Reason/Write																		
3046	3.0	29	0	18	0	0	5	0	0	4	1	1	0	0	0	6	Lederer, Peter	PT
3047N	3.0	30	0	12	5	2	1	3	0	5	0	1	1	0	0	4	Shumate, Kathleen	PT
3048	3.0	29	0	7	0	0	15	0	0	6	0	1	0	0	0	4	Sako, Gao	
3050	3.0	39	1	17	2	5	5	0	1	2	3	3	0	0	0	7	Wenzel, James	PT
3051	3.0	30	0	11	0	0	10	0	0	7	1	1	0	0	0	2	Jones, Elaine	PT
3052	3.0	32	3	12	5	3	7	1	1	0	0	0	0	0	0	3	Lesser, Matthew	PT
3053	3.0	22	0	7	0	0	11	0	0	4	0	0	0	0	0	13	Balasubramanian, Kamala	
3054	3.0	35	0	10	5	4	9	1	0	3	0	3	0	0	0	1	Griffith, Ryan	
3055	3.0	29	0	16	0	0	8	0	0	1	1	3	0	0	0	5	Lederer, Peter	PT
3056	3.0	34	0	14	0	0	12	0	0	5	1	2	0	0	0	1	Mood, Stephanie	
3057	3.0	35	0	7	0	0	18	0	0	8	2	0	0	0	0	3	Bell, Brandi	PT
3058	3.0	33	0	15	0	0	13	0	0	4	0	1	0	0	0	3	Mood, Stephanie	
3059N	3.0	34	11	5	4	2	4	3	2	0	0	3	0	0	0	1	Williams, Robert	PT
3060N	3.0	26	0	8	0	0	7	0	0	8	0	2	0	1	0	6	Williams, Jason	PT
4828N	3.0	32	0	21	0	0	9	0	0	0	0	2	0	0	0	4	Tucker, Michelle	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
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6026N	3.0	35	4	14	0	0	10	2	0	3	0	2	0	0	0	0	Vienna, Olga	PT
Course Total		504	19	194	21	16	144	10	4	60	9	25	1	1	0	63		
ENGL-125 Creative Writing																		
3063	3.0	29	0	18	0	0	5	0	0	4	1	1	0	0	0	1	Cardenas, Juliana	
3064	3.0	31	0	8	0	0	18	0	0	4	0	1	0	0	0	4	Brown, Sydney	
Course Total		60	0	26	0	0	23	0	0	8	1	2	0	0	0	5		
ENGL-130 Short Fiction Writing																		
3066N	3.0	15	0	11	0	0	1	0	0	2	0	1	0	0	0	2	Mood, Stephanie	
Course Total		15	0	11	0	0	1	0	0	2	0	1	0	0	0	2		
ENGL-131 Short Fiction Writing																		
3067N	3.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	1	Mood, Stephanie	
Course Total		3	0	2	0	0	0	0	0	1	0	0	0	0	0	1		
ENGL-132 Short Fiction Writing																		
3068N	3.0	6	0	4	0	0	2	0	0	0	0	0	0	0	0	1	Mood, Stephanie	
Course Total		6	0	4	0	0	2	0	0	0	0	0	0	0	0	1		
ENGL-133 Short Fiction Writing																		
3069N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Mood, Stephanie	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
ENGL-134 Creative Nonfiction Writing																		
3070N	3.0	10	0	9	0	0	0	0	0	0	0	0	1	0	0	3	Griffith, Ryan	
Course Total		10	0	9	0	0	0	0	0	0	0	0	1	0	0	3		
ENGL-135 Creative Nonfiction Writing																		
3071N	3.0	4	0	3	0	0	0	0	0	1	0	0	0	0	0	1	Griffith, Ryan	
Course Total		4	0	3	0	0	0	0	0	1	0	0	0	0	0	1		
ENGL-136 Creative Nonfiction Writing																		
3072N	3.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	Griffith, Ryan	

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Grade Distribution by Division
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Grade Distribution by Division															
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Course Total		2	0	1	0	0	1	0	0	0	0	0	0	0	0
ENGL-137 Creative Nonfiction Writing															
3073N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0 Griffith, Ryan
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0
ENGL-140 Poetry Writing															
3074N	3.0	10	0	8	0	0	1	0	0	1	0	0	0	0	3 Brown, Sydney
Course Total		10	0	8	0	0	1	0	0	1	0	0	0	0	3
ENGL-141 Poetry Writing															
3075N	3.0	9	0	7	0	0	1	0	0	0	0	1	0	0	0 Brown, Sydney
Course Total		9	0	7	0	0	1	0	0	0	0	1	0	0	0
ENGL-142 Poetry Writing															
3076N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0 Brown, Sydney
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0
ENGL-143 Poetry Writing															
3077N	3.0	6	0	5	0	0	1	0	0	0	0	0	0	0	1 Brown, Sydney
Course Total		6	0	5	0	0	1	0	0	0	0	0	0	0	1
ENGL-145 Acorn Review: Edit/Production															
3078N	3.0	22	0	11	0	0	9	0	0	1	0	0	1	0	1 Cardenas, Juliana
Course Total		22	0	11	0	0	9	0	0	1	0	0	1	0	1
ENGL-146 Acorn Review: Edit/Production															
3079N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0 Cardenas, Juliana
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0
ENGL-147 Acorn Review: Edit/Production															
3080N	3.0	4	0	4	0	0	0	0	0	0	0	0	0	0	1 Cardenas, Juliana
Course Total		4	0	4	0	0	0	0	0	0	0	0	0	0	1

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Grade Distribution by Division															
School: Grossmont College -- Term: 2010FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses															
ENGL-148 Acorn Review: Edit/Production															
3081N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Cardenas, Juliana
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGL-175 Novel Writing															
3082N	3.0	13	0	9	0	0	1	0	0	3	0	0	0	0	3 Shapiro, Lisa PT
Course Total		13	0	9	0	0	1	0	0	3	0	0	0	0	3
ENGL-176 Novel Writing															
3083N	3.0	7	0	5	0	0	2	0	0	0	0	0	0	0	1 Shapiro, Lisa PT
Course Total		7	0	5	0	0	2	0	0	0	0	0	0	0	1
ENGL-177 Novel Writing															
3084N	3.0	6	0	5	0	0	1	0	0	0	0	0	0	0	0 Shapiro, Lisa PT
Course Total		6	0	5	0	0	1	0	0	0	0	0	0	0	0
ENGL-178 Novel: Writing															
3085N	3.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0 Shapiro, Lisa PT
Course Total		2	0	1	0	0	0	0	0	1	0	0	0	0	0
ENGL-201 Images of Women in Literature															
3087	3.0	33	0	5	0	0	13	0	0	7	3	5	0	0	1 Ledri-Agular, Jennie XP
Course Total		33	0	5	0	0	13	0	0	7	3	5	0	0	1
ENGL-215 Mythology															
9554	3.0	27	0	13	0	0	8	0	0	6	0	0	0	0	8 Balasubramanian, Kamala
Course Total		27	0	13	0	0	8	0	0	6	0	0	0	0	8
ENGL-217 Fantasy and Science Fiction															
3090	3.0	30	0	5	3	4	3	4	4	2	4	1	0	0	4 Mitchell, Linda
Course Total		30	0	5	3	4	3	4	4	2	4	1	0	0	4

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Grade Distribution by Division
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ENGL-218 Shakespeare-Plays & Theatre																	
5369	3.0	26	0	12	0	0	6	0	0	5	2	0	1	0	0	6	Ding, Anthony
Course Total		26	0	12	0	0	6	0	0	5	2	0	1	0	0	6	
ENGL-221 British Literature I																	
3092	3.0	33	0	14	0	0	13	0	0	5	1	0	0	0	0	3	Ding, Anthony
Course Total		33	0	14	0	0	13	0	0	5	1	0	0	0	0	3	
ENGL-222 British Literature II																	
3093N	3.0	21	0	2	5	2	6	1	1	1	1	2	0	0	0	4	Hurvitz, Tate
Course Total		21	0	2	5	2	6	1	1	1	1	2	0	0	0	4	
ENGL-231 American Literature I																	
3094	3.0	29	0	5	0	0	17	0	0	7	0	0	0	0	0	4	Sherlock, Kari
Course Total		29	0	5	0	0	17	0	0	7	0	0	0	0	0	4	
ENGL-298 English Study Skills																	
5541	1.0	21	0	0	0	0	0	0	0	0	0	0	18	3	0	3	Thomas, Linda
Course Total		21	0	0	0	0	0	0	0	0	0	0	18	3	0	3	
Subject Total		5198	73	1203	215	189	1240	166	84	739	227	388	584	90	0	890	
Division Total		5198	73	1203	215	189	1240	166	84	739	227	388	584	90	0	890	

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Grade Distribution by Division
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Grade Distribution by Division
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Section N = Night ** = Not Valid for ADA	S.T. WKS	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Instr	W	Instructor	
G04 -- Humanities Social & Behav Sciences																			
ENGL-051A College Writing Skills																			
7069		5	24	0	0	0	0	0	0	0	0	0	0	23	1	0	11	Luster, Carl	PT
Course Total			24	0	0	0	0	0	0	0	0	0	0	23	1	0	11		
ENGL-051B College Writing Skills																			
7070		5	8	0	0	0	0	0	0	0	0	0	0	8	0	0	2	Luster, Carl	PT
Course Total			8	0	0	0	0	0	0	0	0	0	0	8	0	0	2		
ENGL-051C College Writing Skills																			
7071		5	2	0	0	0	0	0	0	0	0	0	0	2	0	0	1	Luster, Carl	PT
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	1		
ENGL-052A College Writing Skills																			
7073		1.0	154	0	0	0	0	0	0	0	0	0	0	140	14	0	27	Luster, Carl	PT
Course Total			154	0	0	0	0	0	0	0	0	0	0	140	14	0	27		
ENGL-052B College Writing Skills																			
7074		1.0	43	0	0	0	0	0	0	0	0	0	0	39	4	0	9	Luster, Carl	PT
Course Total			43	0	0	0	0	0	0	0	0	0	0	39	4	0	9		
ENGL-052C College Writing Skills																			
7075		1.0	11	0	0	0	0	0	0	0	0	0	0	10	1	0	3	Luster, Carl	PT
Course Total			11	0	0	0	0	0	0	0	0	0	0	10	1	0	3		
ENGL-052D College Writing Skills																			
7076		1.0	5	0	0	0	0	0	0	0	0	0	0	5	0	0	4	Luster, Carl	PT
Course Total			5	0	0	0	0	0	0	0	0	0	0	5	0	0	4		

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Grade Distribution by Division
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ENGL-090 Basic English Skills																			
7077		3.0	18	0	0	0	0	0	0	0	0	0	0	13	5	0	5	Ahrens, Joan	
7078		3.0	27	0	0	0	0	0	0	0	0	0	0	24	3	0	0	Kittel, Rebecca	PT
7079		3.0	21	0	0	0	0	0	0	0	0	0	0	16	5	0	6	Ahrens, Joan	
7080N		3.0	26	0	0	0	0	0	0	0	0	0	0	22	4	0	3	Kovacs, Sara	PT
7081N		3.0	21	0	0	0	0	0	0	0	0	0	0	17	4	0	6	Edwards, Allison	PT
7082N		3.0	29	0	0	0	0	0	0	0	0	0	0	22	7	0	3	Ades, Sally	PT
Course Total			136	0	0	0	0	0	0	0	0	0	0	114	22	0	23		
ENGL-090H Reading Skills Development																			
7083		3.0	18	0	0	0	0	0	0	0	0	0	0	11	7	0	4	Lede-Agular, Jennie	
7084		3.0	25	0	0	0	0	0	0	0	0	0	0	18	7	0	1	Ivanova, Marilyn	
7085		3.0	21	0	0	0	0	0	0	0	0	0	0	19	2	0	4	Nolen, Jenny	
7086N		3.0	26	0	0	0	0	0	0	0	0	0	0	24	2	0	2	Bellinghere, Janice	
7087N		3.0	22	0	0	0	0	0	0	0	0	0	0	18	4	0	4	Bellinghere, Janice	
Course Total			112	0	0	0	0	0	0	0	0	0	0	90	22	0	15		
ENGL-098 English Fundamentals																			
7088		4.0	20	0	0	0	1	0	2	0	6	4	7	0	0	0	12	Kaluzhski, Sasha	PT
7089		4.0	28	0	9	0	0	8	0	0	5	6	0	0	0	0	8	Osborne, Richard	PT
7090		4.0	25	0	7	0	0	6	0	0	7	2	3	0	0	0	5	Thomas, Linda	PT
7091		4.0	20	0	3	0	0	4	0	0	10	2	1	0	0	0	7	Ding, Anthony	
7092		4.0	22	0	0	0	0	4	0	0	4	3	11	0	0	0	10	Bernabei, Ellen	PT
7093		4.0	19	1	0	2	2	2	1	1	5	1	4	0	0	0	11	Johnson, Eric	PT
7094		4.0	23	0	11	0	0	6	0	0	5	1	0	0	0	0	8	Castillo, Jana	PT
7095		4.0	21	1	0	2	2	1	5	0	5	3	2	0	0	0	8	Harvey, Catherine	XP
7096		4.0	24	0	5	0	0	7	0	0	7	2	0	2	1	0	4	Ding, Anthony	

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Grade Distribution by Division																	
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
7097	4.0	22	0	8	0	0	9	0	0	3	2	2	0	0	0	6 Harris, Cindy	
7098	4.0	18	0	1	0	0	8	0	0	6	1	2	0	0	0	7 Sako, Gais	
7099	4.0	16	0	0	3	3	2	2	0	4	0	2	0	0	0	5 Ahrens, Joan	
7100	4.0	19	0	2	0	0	3	0	1	4	2	7	0	0	0	5 Hurvitz, Tate	
7101	4.0	23	0	1	4	1	2	1	2	7	1	3	0	1	0	3 Schmitt, Adelle	XP
7102	4.0	21	0	1	0	0	6	0	0	9	1	4	0	0	0	3 Sako, Gais	
7103	4.0	28	0	0	2	1	5	0	0	7	0	13	0	0	0	2 Hurvitz, Tate	XP
7104	4.0	26	0	1	0	0	11	0	0	7	1	6	0	0	0	2 Phillips, Paul	
7105	4.0	26	0	5	0	0	11	0	0	4	1	3	1	1	0	9 Harris, Cindy	
7106	4.0	25	3	10	0	0	5	1	0	4	0	2	0	0	0	6 Vienna, Olga	PT
7108	4.0	18	0	3	2	1	4	1	1	3	1	2	0	0	0	8 Drake, Dorothy	PT
7109	4.0	27	1	6	1	0	6	1	3	5	0	4	0	0	0	4 Rail, John	PT
7110N	4.0	26	0	0	0	0	4	0	0	4	11	7	0	0	0	6 Sherlock, Karl	
7111N	4.0	24	0	7	6	0	6	0	0	3	2	6	0	0	0	5 Kovacs, Sara	PT
7112N	4.0	24	0	1	0	0	4	0	0	12	1	6	0	0	0	5 Lusk, Homer	PT
7113N	4.0	25	0	8	0	0	9	0	0	0	3	5	0	0	0	3 Farquar, Christopher	PT
7114N	4.0	31	0	14	0	0	6	0	0	6	4	1	0	0	0	7 Hiskey, James	PT
7115N	4.0	28	0	22	0	0	3	0	0	0	0	3	0	0	0	0 Roberson, Jennifer	PT
7116N	4.0	24	0	9	0	0	7	0	0	6	0	2	0	0	0	10 McGregor, Kristin	PT
8945	4.0	18	0	9	0	0	5	0	0	1	3	0	0	0	0	9 Sargent, Denise	PT
Course Total		671	6	141	16	11	154	14	8	149	58	108	3	3	0	173	
ENGL-098R Reading Fundamentals																	
7117	3.0	25	0	5	0	0	9	0	0	3	1	7	0	0	0	4 Ivanovic, Marilyn	
7118	3.0	26	0	1	6	2	1	4	1	6	2	0	2	0	0	3 Harvey, Catherine	
7119	3.0	19	0	0	2	1	2	6	2	5	1	0	0	0	0	8 Harvey, Catherine	

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Grade Distribution by Division
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Grade Distribution by Division																	
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7120	3.0	17	0	6	0	0	3	0	0	2	1	5	0	0	0	8 Ivanovic, Marilyn	
7121	3.0	16	0	2	0	0	8	0	0	3	1	2	0	0	0	3 Thowson, Linda	PT
7122	3.0	24	0	10	0	0	1	0	0	4	2	6	0	0	0	4 Ivanovic, Marilyn	
7123	3.0	25	0	2	0	0	19	0	0	4	0	0	0	0	0	2 Phillips, Paul	
7124	3.0	21	0	0	0	0	9	0	0	8	3	1	0	0	0	3 Phillips, Paul	
7125	3.0	25	0	2	2	3	5	3	0	2	4	4	0	0	0	2 Mitchell, Linda	
7126	3.0	19	0	6	2	2	4	0	1	2	0	2	0	0	0	2 Nolan, Jenny	
7127	3.0	22	2	4	1	1	5	1	0	5	2	1	0	0	0	4 Nolan, Jenny	
7128N	3.0	24	2	8	3	1	3	0	0	0	2	5	0	0	0	4 Nolan, Jenny	
7129N	3.0	26	0	6	0	0	11	0	0	7	1	1	0	0	0	1 Thomas, Linda	PT
7130N	3.0	19	0	10	0	0	3	0	0	5	0	1	0	0	0	6 Bellinghieri, Janice	
8947	3.0	18	0	8	0	0	6	0	0	3	1	0	0	0	0	9 Ding, Anthony	
9793	3.0	22	0	3	7	2	2	1	2	1	2	2	0	0	0	5 Mitchell, Linda	
Course Total		347	4	73	23	12	91	15	6	60	23	37	2	0	0	68	
ENGL-105 College Reading																	
7131	3.0	13	0	1	0	0	2	1	1	3	1	3	1	0	0	5 Montuori, Gary	PT
7133N	3.0	8	0	1	1	0	0	1	1	2	1	1	0	0	0	2 Montuori, Gary	PT
9794N	3.0	15	0	5	0	0	2	0	0	4	0	4	0	0	0	3 Gess, Lisa	PT
Course Total		36	0	7	1	0	4	2	2	9	2	8	1	0	0	10	
ENGL-106 College Reading																	
7134	3.0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Montuori, Gary	PT
7136N	3.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0 Montuori, Gary	PT
9795N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Gess, Lisa	PT
Course Total		2	0	0	0	0	0	0	0	1	0	1	0	0	0	0	
ENGL-107 College Reading																	
7137	3.0	4	0	0	0	0	1	0	1	1	0	1	0	0	0	0 Montuori, Gary	PT

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Grade Distribution by Division																		
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7159N	3.0	4	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	Menton, Gary PT
9796N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gess, Lisa PT
Course Total		4	0	1	1	0	2	1	1	0	1	0	0	0	0	0	0	
ENGL-108 College Vocabulary																		
9797	2.0	24	0	0	0	0	0	0	0	0	0	0	14	10	0	0	0	Harris, Cindi
9798	2.0	19	0	0	0	0	0	0	0	0	0	0	12	7	0	0	0	Harris, Cindi
Course Total		43	0	0	0	0	0	0	0	0	0	0	26	17	0	0	0	
ENGL-110 College Composition																		
7147	3.0	25	0	3	0	0	7	0	0	0	4	2	0	0	0	0	0	5 Phillips, Paul
7148	3.0	31	0	5	0	0	10	0	0	11	2	3	0	0	0	0	0	5 Baker, Jodi PT
7149	3.0	34	0	4	6	5	5	2	1	3	3	5	0	0	0	0	0	2 Praniewicz, Brendan PT
7150	3.0	38	0	8	0	0	18	0	0	4	1	6	1	0	0	0	0	2 McGregor, Kristin PT
7151	3.0	23	0	2	0	0	2	0	0	12	2	5	0	0	0	0	0	9 Silva, Alan PT
7152	3.0	30	0	4	3	6	5	4	3	3	2	0	0	0	0	0	0	4 Sandelin, Raul PT
7154	3.0	25	0	3	4	3	4	5	0	1	4	1	0	0	0	0	0	8 Turner, Catherine PT
7155	3.0	37	0	4	6	5	5	4	3	5	1	3	1	0	0	0	0	2 Jendian, Micah
7156	3.0	27	0	5	4	2	3	3	4	3	0	3	0	0	0	0	0	8 Sandelin, Raul PT
7157	3.0	30	0	1	0	0	9	0	0	9	0	12	0	0	0	0	0	3 Allison, Tarah PT
7158	3.0	32	0	1	8	5	5	6	0	2	5	0	0	0	0	0	0	4 Berger, Micah PT
7159	3.0	20	0	0	3	0	1	4	1	7	3	1	0	0	0	0	0	8 VanBlaricom, Margaret PT
7160	3.0	20	0	2	0	0	8	0	0	6	0	4	0	0	0	0	0	4 Sako, Cais
7161	3.0	26	0	3	0	0	8	0	0	8	0	7	0	0	0	0	0	7 Medina, Joseph
7163	3.0	14	0	1	2	0	2	3	2	3	1	0	0	0	0	0	0	11 VanBlaricom, Margaret PT
7165	3.0	31	0	3	2	0	9	2	2	1	2	9	1	0	0	0	0	3 Bacchi, Ryan PT
7166	3.0	32	0	4	0	0	8	0	0	2	0	18	0	0	0	0	0	3 Cardenas, Juliana

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
7167	3.0	28	0	2	0	0	11	0	0	10	0	5	0	0	0	0	0	4 Medina, Joseph
7168	3.0	20	0	1	2	2	1	1	1	1	6	5	0	0	0	0	0	11 Schmitt, Adelle
7169	3.0	24	0	1	1	3	1	0	4	6	3	5	0	0	0	0	0	4 Abrams, Joan
7170	3.0	15	0	1	1	0	1	3	2	1	0	6	0	0	0	0	0	6 Schmitt, Adelle
7171	3.0	33	0	5	0	0	11	0	0	10	4	3	0	0	0	0	0	4 Cardenas, Juliana
7172	3.0	32	0	11	0	0	8	0	0	6	7	0	0	0	0	0	0	9 Hickey, James PT
7173	3.0	25	1	4	3	2	7	3	1	4	0	0	0	0	0	0	0	10 Lesser, Matthew PT
7174	3.0	27	0	6	3	3	4	1	2	1	2	3	2	0	0	0	0	9 Jones, Elaine PT
7175	3.0	25	0	2	5	5	5	0	0	2	2	4	0	0	0	0	0	10 Morett, Christine PT
7176	3.0	26	0	0	2	4	3	2	3	4	2	6	0	0	0	0	0	7 Krehbiel, Rosemary PT
7177	3.0	32	0	5	0	0	11	0	0	6	3	7	0	0	0	0	0	1 Ness, Katherine PT
7178	3.0	28	0	4	8	3	3	1	2	2	3	1	1	0	0	0	0	5 Jones, Elaine PT
7181N	3.0	30	0	6	0	1	8	0	0	9	3	3	0	0	0	0	0	5 Drake, Dorothy PT
7182N	3.0	31	0	13	0	0	14	0	0	2	0	2	0	0	0	0	0	5 Shapiro, Lisa PT
7183N	3.0	27	0	6	0	0	11	0	0	6	2	2	0	0	0	0	0	2 Sargent, Denise PT
7184N	3.0	21	0	0	0	0	0	0	0	2	2	14	2	1	0	0	0	10 Wozniak, Stephen PT
7185N	3.0	29	0	1	2	2	5	3	5	8	0	2	1	0	0	0	0	3 Fielden, Carl XP
7187N	3.0	31	0	14	0	0	6	0	0	4	2	4	1	0	0	0	0	4 Bell, Brandi PT
7188N	3.0	21	0	1	0	0	6	0	0	4	0	9	1	0	0	0	0	7 Cardozo, Patricia PT
7189	3.0	26	0	3	0	0	5	0	0	5	1	12	0	0	0	0	0	6 Musgrave, James PT
7190	3.0	21	0	2	4	0	6	5	1	0	0	1	2	0	0	0	0	12 Dickson, Christy PT
7191	3.0	24	0	7	1	1	3	0	1	2	0	4	5	0	0	0	0	4 Dickson, Christy PT
7193	3.0	27	0	18	0	0	6	0	0	2	1	0	0	0	0	0	0	5 Vargas, Michaela PT
7301	3.0	18	0	7	0	0	2	0	0	3	2	3	1	0	0	0	0	10 Osborne, Richard PT
7358	3.0	25	0	5	2	2	0	1	4	1	0	8	0	0	0	0	0	1 Goldberg, Maxine PT

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7359	3.0	26	0	4	0	1	4	1	0	4	1	6	5	0	0	2	Aagard, Annette	PT
7360	3.0	26	0	1	3	2	5	4	1	6	1	0	2	1	0	1	Aagard, Annette	PT
7361	3.0	26	0	4	5	3	3	1	3	5	1	0	1	0	0	0	Laird-Jackson, Barbara	PT
7362	14 3.0	28	0	2	3	0	3	6	1	9	2	0	2	0	0	1	Loveless, Barbara	
7363N	3.0	26	0	1	3	2	7	4	1	2	2	2	2	0	0	2	Freedman, Elizabeth	PT
Course Total		1253	1	190	86	62	271	68	45	218	83	188	39	2	0	248		
ENGL-110R Principles of College Reading																		
7140	3.0	24	0	0	3	4	4	4	5	1	2	1	0	0	0	4	Mitchell, Linda	
7143	3.0	19	0	1	0	0	7	0	0	7	1	3	0	0	0	5	Ledro-Agular, Jennie	
7145	3.0	23	0	6	0	0	11	0	0	4	0	2	0	0	0	4	Jensen, Susan	XP
7146N	3.0	29	0	10	0	0	9	0	0	7	1	2	0	0	0	0	Bellinghieri, Janice	
Course Total		95	0	17	3	4	31	4	5	19	4	8	0	0	0	13		
ENGL-118 Ling & Engl. Intro to Language																		
7194N	3.0	21	0	5	0	0	7	0	0	5	2	2	0	0	0	3	Justice, Paul	PT
Course Total		21	0	5	0	0	7	0	0	5	2	2	0	0	0	3		
ENGL-120 College Composition & Reading																		
7195	3.0	30	6	3	4	3	3	3	1	7	0	0	0	0	0	4	Hankinson, Joseph	PT
7196	3.0	30	0	9	0	3	5	2	1	2	6	2	0	0	0	2	Shumate, Kathleen	PT
7198	3.0	18	0	7	0	0	6	0	0	3	0	2	0	0	0	12	Ledro-Agular, Jennie	
7199	3.0	31	1	2	6	2	7	4	1	5	2	1	0	0	0	4	Berger, Micah	PT
7200	3.0	34	2	8	5	2	7	0	2	3	0	5	0	0	0	3	Wenzell, James	PT
7201	3.0	29	0	2	4	0	7	5	0	3	1	7	0	0	0	5	Dill, Bert	PT
7202	3.0	32	0	5	0	0	18	0	0	5	3	1	0	0	0	3	Baker, Jodi	PT
7203	3.0	22	0	11	0	1	2	0	3	0	0	5	0	0	0	10	Hayter, Brian	PT
7204	3.0	24	0	3	0	0	7	0	0	4	2	7	1	0	0	10	Allison, Sarah	PT

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Grade Distribution by Division																		
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7205	3.0	26	0	7	2	2	3	4	1	6	0	1	0	0	0	9	Toland Perry, Amber	PT
7206	3.0	22	0	0	4	0	5	4	0	3	1	4	0	1	0	5	Dill, Bert	PT
7207	3.0	30	0	4	0	0	9	0	0	9	0	7	1	0	0	4	Medra, Joseph	
7208	3.0	21	0	4	0	0	11	0	0	5	0	1	0	0	0	15	Balasubramanian, Kamala	
7209	3.0	30	1	4	1	4	13	0	4	2	0	0	1	0	0	4	Hurvitz, Tate	
7210	3.0	31	0	3	3	7	2	4	2	4	1	4	0	1	0	6	Jendian, Micah	
7211	3.0	14	0	1	1	0	1	1	2	5	0	3	0	0	0	18	Kaluzhski, Sasha	PT
7212	3.0	26	0	3	1	5	7	1	0	1	1	7	0	0	0	3	Hurvitz, Tate	
7213	3.0	21	0	5	3	1	3	0	1	4	0	4	0	0	0	8	Schmitt, Adele	
7214	3.0	30	0	5	1	5	3	2	3	4	3	4	0	0	0	5	Jendian, Micah	
7215	3.0	21	0	9	0	0	3	0	0	6	0	3	0	0	0	8	Mond, Stephane	
7216	3.0	35	1	7	4	3	7	0	4	5	2	2	0	0	0	2	Wenzell, James	PT
7217	3.0	31	0	7	1	1	9	5	1	5	0	2	0	0	0	4	Griffith, Ryan	
7218	3.0	17	0	8	0	0	5	0	0	3	0	1	0	0	0	15	Balasubramanian, Kamala	
7219	3.0	25	0	5	0	0	12	0	0	7	1	0	0	0	0	9	Medra, Joseph	
7220	3.0	24	0	1	1	2	6	0	1	4	4	5	0	0	0	4	Bernabei, Eben	PT
7221	3.0	19	0	2	0	0	6	0	0	6	2	3	0	0	0	11	Sherlock, Karl	
7222	3.0	22	0	4	1	1	4	2	3	4	1	2	0	0	0	9	Jendian, Micah	
7224	3.0	31	0	3	1	2	3	4	6	4	1	7	0	0	0	6	Jendian, Micah	XP
7225	3.0	31	0	1	10	1	5	5	0	4	2	3	0	0	0	3	Griffith, Ryan	
7227N	3.0	20	0	10	0	0	3	0	0	5	0	2	0	0	0	8	Ledner, Peter	PT
7228	3.0	23	0	8	0	0	6	0	0	1	2	6	0	0	0	11	Farguar, Christopher	PT
7229	3.0	27	0	6	4	1	7	3	3	1	0	2	0	0	0	8	Alfonsi, Marie	PT
7230N	3.0	25	6	4	2	2	3	0	2	5	1	0	0	0	0	8	Williams, Robert	PT

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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

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Grade Distribution by Division																	
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
7231N	3.0	19	0	7	2	0	5	0	0	5	0	0	0	0	5 Tucker, Michelle	PT	
7232N	3.0	31	2	17	0	0	8	1	0	3	0	0	0	0	5 Vienna, Olga	PT	
7234N	3.0	31	1	4	12	1	6	3	0	0	0	4	0	0	4 Cordozo, Patricia	PT	
7235N	3.0	28	0	1	0	0	13	0	0	4	0	10	0	0	6 Medina, Joseph	XP	
7236	3.0	18	0	2	0	0	5	0	0	3	1	7	0	0	11 Musgrave, James	PT	
7237	3.0	19	0	3	0	0	4	1	0	2	0	9	0	0	14 Tuttle, Sandra	PT	
7238	3.0	18	0	2	2	2	3	4	0	0	0	5	0	0	8 Schmitt, Adelle		
7239	3.0	24	0	17	0	0	4	0	0	1	0	2	0	0	11 Vargas, Michaela	PT	
7302	3.0	12	0	1	0	0	6	0	0	2	0	3	0	0	15 Williams, Jason	PT	
9159	3.0	14	0	0	0	0	7	0	0	3	1	2	1	0	15 Williams, Jason	PT	
9160	3.0	26	0	6	0	0	11	0	0	5	1	2	1	0	9 Ledo-Aguilar, Jennie		
9800	3.0	28	1	2	3	2	4	1	1	7	1	6	0	0	5 Toland Perry, Amber	PT	
Course Total		1120	21	223	78	53	274	59	42	170	40	153	5	2	0	344	
ENGL-122 Introduction to Literature																	
7240	3.0	24	0	8	0	0	11	0	0	3	0	2	0	0	9 Balasubramanian, Kamala		
7241	3.0	23	0	9	0	0	7	0	0	7	0	0	0	0	8 Jensen, Susan		
7242	3.0	38	0	10	0	0	15	0	0	7	0	3	2	0	4 Cardenas, Juliana		
7243	3.0	27	0	9	0	0	4	0	0	8	2	4	0	0	6 Mood, Stephanie		
7244N	3.0	16	0	1	0	0	2	0	0	4	5	4	0	0	4 Lusk, Homer	PT	
Course Total		128	0	37	0	0	39	0	0	29	7	13	2	0	0	31	
ENGL-124 Adv Comp Critcl Reason/Write																	
0120	3.0	30	0	16	0	0	11	0	0	0	2	0	1	0	2 Voth, Joseph	PT	
7246	3.0	32	4	3	9	5	8	1	1	1	0	0	0	0	3 Lesser, Matthew	PT	
7248	3.0	23	0	6	0	0	8	0	0	6	1	2	0	0	8 Sako, Qais		
7249	3.0	26	0	14	0	0	4	0	0	4	1	2	0	1	0	6 Lederer, Peter	PT

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Grade Distribution by Division																	
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
7251	3.0	33	0	15	0	0	17	0	0	0	1	0	0	0	1 Voth, Joseph	PT	
7252	3.0	35	0	27	1	0	4	0	1	1	0	1	0	0	1 Tucker, Michelle	PT	
7253	3.0	28	0	4	0	0	13	0	0	8	1	2	0	0	6 Ledo-Aguilar, Jennie	XP	
7254	3.0	33	0	13	0	0	13	0	0	6	0	1	0	0	4 Balasubramanian, Kamala		
7255	3.0	31	0	3	9	2	7	3	0	6	0	1	0	0	2 Griffith, Ryan		
7256	3.0	15	0	3	2	4	2	1	1	0	0	2	0	0	3 Griffith, Ryan		
7257	3.0	28	0	15	0	0	9	0	0	4	0	0	0	0	4 Mood, Stephanie		
7258	3.0	40	0	22	0	0	15	0	0	3	0	0	0	0	4 Brown, Sydney		
7259	3.0	32	0	17	0	0	11	0	0	3	0	1	0	0	2 Brown, Sydney		
7260	3.0	34	0	11	0	0	8	0	0	6	4	3	0	1	0	6 Bell, Brandi	PT
7261N	3.0	28	0	2	6	3	4	2	1	5	0	5	0	0	5 Lantor, Cali	PT	
7262N	3.0	34	8	6	4	5	6	0	1	2	0	0	1	1	0	3 Williams, Robert	PT
Course Total		482	12	177	31	19	140	7	5	55	10	20	2	3	0	60	
ENGL-126 Creative Writing																	
7263	3.0	29	0	11	0	0	11	0	0	4	0	3	0	0	7 Brown, Sydney		
7264	3.0	34	0	15	0	0	11	0	0	4	0	4	0	0	1 Cardenas, Juliana		
7265N	3.0	27	0	19	0	0	4	0	0	1	2	1	0	0	4 Sherlock, Karl		
Course Total		90	0	45	0	0	26	0	0	9	2	8	0	0	0	12	
ENGL-130 Short Fiction Writing																	
7266N	3.0	10	0	4	0	0	4	0	0	1	0	1	0	0	6 Mood, Stephanie		
Course Total		10	0	4	0	0	4	0	0	1	0	1	0	0	0	6	
ENGL-131 Short Fiction Writing																	
7267N	3.0	1	0	0	0	0	0	0	0	1	0	0	0	0	3 Mood, Stephanie		
Course Total		1	0	0	0	0	0	0	0	1	0	0	0	0	0	3	

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Grade Distribution by Division
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Grade Distribution by Division																			
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ENGL-132 Short Fiction Writing																			
7268N	3.0	4	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	Mood, Stephanie	
Course Total		4	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0		
ENGL-133 Short Fiction Writing																			
7269N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Mood, Stephanie
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL-134 Creative Nonfiction Writing																			
7270N	3.0	15	0	11	1	3	0	0	0	0	0	0	0	0	0	0	0	1	Griffith, Ryan
Course Total		15	0	11	1	3	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL-135 Creative Nonfiction Writing																			
7271N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Griffith, Ryan
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL-136 Creative Nonfiction Writing																			
7272N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Griffith, Ryan
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-137 Creative Nonfiction Writing																			
7273N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Griffith, Ryan
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ENGL-140 Poetry Writing																			
7274N	3.0	17	0	9	0	0	7	0	0	0	0	0	1	0	0	0	0	3	Brown, Sydney
Course Total		17	0	9	0	0	7	0	0	0	0	0	1	0	0	0	0	3	
ENGL-141 Poetry Writing																			
7275N	3.0	6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	3	Brown, Sydney
Course Total		6	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	3	
ENGL-142 Poetry Writing																			
7276N	3.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Brown, Sydney
Course Total		6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																			
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Course Total		6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-143 Poetry Writing																			
7277N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Brown, Sydney
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-145 Acorn Review, Edit/Production																			
7278N	3.0	14	0	12	0	0	1	0	0	0	0	1	0	0	0	0	0	0	Cardenas, Juliana
Course Total		14	0	12	0	0	1	0	0	0	0	1	0	0	0	0	0	0	
ENGL-146 Acorn Review, Edit/Production																			
7279N	3.0	9	0	8	0	0	0	0	0	0	0	1	0	0	0	0	0	1	Cardenas, Juliana
Course Total		9	0	8	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
ENGL-147 Acorn Review, Edit/Production																			
7280N	3.0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	Cardenas, Juliana
Course Total		1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	
ENGL-148 Acorn Review, Edit/Production																			
7281N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Cardenas, Juliana
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-160 Playwriting																			
7282N	3.0	8	0	2	0	0	4	0	0	1	0	1	0	0	0	0	0	4	Sherlock, Karl
Course Total		8	0	2	0	0	4	0	0	1	0	1	0	0	0	0	0	4	
ENGL-161 Playwriting																			
7283N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Sherlock, Karl
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
ENGL-162 Playwriting																			
7284N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sherlock, Karl
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

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Grade Distribution by Division																
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
ENGL 163 Playwriting																
7285N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Sherlock, Karl
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
ENGL 175 Novel Writing																
7286N	3.0	12	0	8	0	0	4	0	0	0	0	0	0	0	4	Shapiro, Lisa
Course Total		12	0	8	0	0	4	0	0	0	0	0	0	0	4	
ENGL 176 Novel Writing																
7287N	3.0	11	0	10	0	0	1	0	0	0	0	0	0	0	1	Shapiro, Lisa
Course Total		11	0	10	0	0	1	0	0	0	0	0	0	0	1	
ENGL 177 Novel Writing																
7288N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	Shapiro, Lisa
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	
ENGL 178 Novel Writing																
7289N	3.0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	Shapiro, Lisa
Course Total		2	0	0	0	0	2	0	0	0	0	0	0	0	0	
ENGL 215 Mythology																
7292	3.0	23	0	9	0	0	7	0	0	4	0	3	0	0	4	Balasubramanian, Kamala
Course Total		23	0	9	0	0	7	0	0	4	0	3	0	0	4	
ENGL 217 Fantasy and Science Fiction																
7294	3.0	26	0	1	3	1	3	2	0	6	9	1	0	0	5	Mitchell, Linda
Course Total		26	0	1	3	1	3	2	0	6	9	1	0	0	5	
ENGL 221 British Literature I																
7296N	3.0	31	0	6	1	3	8	3	4	5	0	1	0	0	3	Hurvitz, Tate
Course Total		31	0	6	1	3	8	3	4	5	0	1	0	0	3	

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Grade Distribution by Division
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Grade Distribution by Division																
School: Grossmont College -- Term: 2010SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
ENGL 222 British Literature II																
7297	3.0	29	0	14	0	0	9	0	0	5	1	0	0	0	5	Ding, Anthony
Course Total		29	0	14	0	0	9	0	0	5	1	0	0	0	5	
ENGL 232 American Literature II																
7298	3.0	29	0	16	0	0	10	0	0	2	0	1	0	0	4	Holter, Orles
Course Total		29	0	16	0	0	10	0	0	2	0	1	0	0	4	
ENGL 238 Black Literature																
7300N	3.0	15	0	9	0	0	3	0	0	2	0	1	0	0	5	Ford, Theresa
Course Total		15	0	9	0	0	3	0	0	2	0	1	0	0	5	
ENGL 298 English Study Skills																
9967	1.0	19	0	0	0	0	0	0	0	0	0	0	13	6	0	Harris, Cinda
Course Total		19	0	0	0	0	0	0	0	0	0	0	13	6	0	
Subject Total		5093	44	1063	244	168	1103	175	118	753	241	560	524	97	0	1131
Division Total		5093	44	1063	244	168	1103	175	118	753	241	560	524	97	0	1131

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Grade Distribution by Division
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Fall 2009

Grade Distribution by Division																			
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
G04 -- Humanities Social & Behav Sciences																			
ENGL-051A College Writing Skills																			
2871	.5		32	0	0	0	0	0	0	0	0	0	0	22	10	0	11	Luster, Carl	PT
Course Total			32	0	0	0	0	0	0	0	0	0	0	22	10	0	11		
ENGL-051B College Writing Skills																			
2872	.5		13	0	0	0	0	0	0	0	0	0	0	11	2	0	3	Luster, Carl	PT
Course Total			13	0	0	0	0	0	0	0	0	0	0	11	2	0	3		
ENGL-051C College Writing Skills																			
2873	.5		3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	Luster, Carl	PT
Course Total			3	0	0	0	0	0	0	0	0	0	0	3	0	0	0		
ENGL-051D College Writing Skills																			
2874	.5		2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	Luster, Carl	PT
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	0		
ENGL-052A College Writing Skills																			
2875	1.0		121	0	0	0	0	0	0	0	0	0	0	106	15	0	33	Luster, Carl	PT
Course Total			121	0	0	0	0	0	0	0	0	0	0	106	15	0	33		
ENGL-052B College Writing Skills																			
2876	1.0		29	0	0	0	0	0	0	0	0	0	0	25	4	0	5	Luster, Carl	PT
Course Total			29	0	0	0	0	0	0	0	0	0	0	25	4	0	5		
ENGL-052C College Writing Skills																			
2877	1.0		15	0	0	0	0	0	0	0	0	0	0	15	0	0	3	Luster, Carl	PT
Course Total			15	0	0	0	0	0	0	0	0	0	0	15	0	0	3		

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Grade Distribution by Division
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Grade Distribution by Division																			
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
ENGL-052D College Writing Skills																			
2878	1.0		5	0	0	0	0	0	0	0	0	0	0	4	1	0	2	Luster, Carl	PT
Course Total			5	0	0	0	0	0	0	0	0	0	0	4	1	0	2		
ENGL-090 Basic English Skills																			
2880	3.0		27	0	0	0	0	0	0	0	0	0	0	20	7	0	3	Ahrens, Joan	
2881	3.0		26	0	0	0	0	0	0	0	0	0	0	18	8	0	1	Thomas, Linda	PT
2882	3.0		26	0	0	0	0	0	0	0	0	0	0	19	7	0	1	Knitel, Rebecca	PT
2883	14 3.0		24	0	0	0	0	0	0	0	0	0	0	19	5	0	4	Harris, Cindi	XP
2884	3.0		25	0	0	0	0	0	0	0	0	0	0	21	4	0	4	Ahrens, Joan	
2885N	3.0		26	0	0	0	0	0	0	0	0	0	0	15	11	0	1	Kovacs, Sara	PT
2886N	3.0		21	0	0	0	0	0	0	0	0	0	0	20	1	0	7	Sargent, Denise	PT
4754	3.0		23	0	0	0	0	0	0	0	0	0	0	20	3	0	6	Harris, Cindi	
8742N	3.0		17	0	0	0	0	0	0	0	0	0	0	16	1	0	9	Ades, Sally	PT
Course Total			215	0	0	0	0	0	0	0	0	0	0	168	47	0	36		
ENGL-090R Reading Skills Development																			
2887	3.0		20	0	0	0	0	0	0	0	0	0	0	16	4	0	7	Jedri-Aguilar, Jennie	
2888	3.0		25	0	0	0	0	0	0	0	0	0	0	22	3	0	2	Mitchell, Linda	
2889	3.0		27	0	0	0	0	0	0	0	0	0	0	22	5	0	3	Mitchell, Linda	
2890	3.0		25	0	0	0	0	0	0	0	0	0	0	22	3	0	4	Jedri-Aguilar, Jennie	
2891N	3.0		24	0	0	0	0	0	0	0	0	0	0	21	3	0	2	Nolan, Jenny	
2892N	3.0		22	0	0	0	0	0	0	0	0	0	0	21	1	0	3	Nolan, Jenny	
4751	3.0		26	0	0	0	0	0	0	0	0	0	0	19	7	0	1	Montuori, Gary	PT
Course Total			169	0	0	0	0	0	0	0	0	0	0	143	26	0	22		
ENGL-098 English Fundamentals																			
2894	4.0		22	0	0	4	1	3	5	0	6	2	1	0	0	0	8	Harvey, Catherine	XP

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Grade Distribution by Division
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—English Department Program Review Appendices—

Grade Distribution by Division																		
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2895	4.0	32	0	6	0	0	19	0	0	4	0	3	0	0	0	4	McGregor, Kristin	PT
2896	4.0	19	0	3	0	0	9	0	0	6	0	1	0	0	0	9	Sako, Qais	
2897	4.0	22	0	1	0	0	11	0	0	4	1	4	1	0	0	13	Silva, Alan	PT
2898	4.0	26	0	2	0	0	13	0	0	7	3	1	0	0	0	4	Ding, Anthony	
2899	4.0	20	0	0	1	0	1	0	0	8	7	3	0	0	0	12	Kaluzhski, Sasha	PT
2900	4.0	17	0	0	3	0	2	1	0	6	2	3	0	0	0	11	Johnson, Eric	PT
2901	4.0	34	0	16	0	0	7	0	0	5	4	2	0	0	0	5	Hiskey, James	PT
2904	14 4.0	28	0	12	0	0	5	0	0	11	0	0	0	0	0	8	Castillo, Jana	PT
2905	4.0	24	0	4	0	0	4	0	0	11	5	0	0	0	0	4	Ding, Anthony	
2906	4.0	26	0	3	0	0	8	0	0	11	2	2	0	0	0	6	Sako, Qais	
2907	4.0	23	0	0	3	0	2	8	2	6	1	1	0	0	0	9	Vanbiancom, Margaret	PT
2909	4.0	23	0	1	1	1	7	1	1	8	1	2	0	0	0	4	Hurwitz, Tate	
2910	4.0	26	0	3	3	1	3	3	0	6	2	5	0	0	0	2	Schmitt, Adele	
2911	4.0	25	0	0	0	1	6	0	0	9	8	1	0	0	0	4	Bernabei, Ellen	PT
2912	4.0	33	0	0	0	0	8	0	0	16	9	0	0	0	0	6	Sherlock, Kari	
2913N	4.0	30	0	2	0	0	8	0	0	9	3	8	0	0	0	3	Voth, Joseph	PT
2914	4.0	37	0	5	0	0	15	0	0	10	5	0	1	0	0	0	Osborne, Richard	PT
2915	4.0	25	0	1	2	3	9	2	2	4	0	2	0	0	0	3	Hurwitz, Tate	
2916	4.0	23	0	2	3	2	6	3	1	6	0	0	0	0	0	8	Drake, Dorothy	PT
2918	4.0	27	0	2	3	1	3	1	2	3	6	6	0	0	0	5	Sweeney, Heather	PT
2919	4.0	32	0	14	0	0	11	0	0	3	4	0	0	0	0	6	Hiskey, James	PT
2921N	4.0	23	0	4	0	0	6	0	0	7	5	1	0	0	0	6	Ding, Anthony	
2922N	4.0	25	0	8	0	0	9	0	0	4	3	1	0	0	0	3	Kovacs, Sara	PT
2923	4.0	25	0	9	0	0	9	0	0	6	1	0	0	0	0	5	Farquar, Christopher	PT
2924N	4.0	27	0	0	0	0	3	0	0	11	3	8	0	2	0	6	Lusk, Homer	PT

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																		
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2925N	4.0	27	1	0	4	1	8	3	1	7	1	1	0	0	0	2	Schmitt, Adele	
2926N	4.0	21	0	5	0	0	9	0	0	6	0	1	0	0	0	7	Farquar, Christopher	PT
2927N	4.0	24	0	8	0	0	8	0	0	8	0	0	0	0	0	9	McGregor, Kristin	PT
8740	4.0	32	0	5	0	0	12	0	0	6	6	3	0	0	0	3	Toland Perry, Amber	PT
8746N	4.0	26	0	11	0	0	9	0	0	4	1	0	1	0	0	7	Sandelin, Raul	PT
8747	4.0	30	0	0	0	0	9	0	0	11	6	4	0	0	0	6	Sherlock, Kari	
9627	4.0	21	0	0	0	0	0	0	0	8	10	3	0	0	0	7	Sherlock, Kari	
Course Total		855	1	126	27	11	242	27	9	237	101	67	3	2	0	195		
ENGL-098R Reading Fundamentals																		
2928	3.0	25	0	6	0	0	5	0	0	6	2	6	0	0	0	3	Ledri-Agular, Jennie	
2929	3.0	26	0	9	0	0	11	0	0	5	1	0	0	0	0	6	Jensen, Susan	XP
2930	3.0	26	0	1	4	3	2	4	5	4	2	1	0	0	0	6	Harvey, Catherine	
2931	3.0	25	0	8	0	0	10	0	0	0	4	3	0	0	0	4	Harris, Cindi	
2932	3.0	19	0	4	5	2	2	3	1	0	0	2	0	0	0	7	Harvey, Catherine	
2933	3.0	26	0	1	0	0	12	0	0	12	1	0	0	0	0	4	Phelps, Paul	
2934	3.0	25	0	3	2	3	3	5	2	5	2	0	0	0	0	3	Mitchell, Linda	
2935	3.0	22	0	8	0	0	6	0	0	4	1	3	0	0	0	5	Harris, Cindi	
2936	3.0	26	2	6	3	1	7	1	0	1	1	4	0	0	0	2	Noen, Jenny	
2937N	3.0	25	0	5	0	0	10	0	0	4	3	3	0	0	0	3	Bellinghere, Janice	
2938N	3.0	21	2	6	1	7	2	0	2	0	0	1	0	0	0	7	Lepetri, Joseph	PT
2939N	3.0	24	0	13	0	0	6	0	0	4	1	0	0	0	0	4	Bellinghere, Janice	
4769N	3.0	30	0	5	0	0	15	0	0	6	2	2	0	0	0	0	Thomas, Linda	PT
4783N	3.0	26	1	7	5	4	3	2	2	2	0	0	0	0	0	5	Lepetri, Joseph	PT
Course Total		346	5	82	20	20	94	16	12	53	20	25	0	0	0	59		
ENGL-105 College Reading																		
4787	3.0	14	0	7	0	0	4	0	0	1	0	2	0	0	0	9	Gess, Lisa	PT

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																		
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
4802	3.0	14	0	3	0	0	0	8	0	0	1	0	2	0	0	0	1 Gess, Lisa	PT
Course Total		28	0	10	0	0	12	0	0	2	0	4	0	0	0	10		
ENGL-106 College Reading																		
4790	3.0	3	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0 Gess, Lisa	PT
4803	3.0	5	0	2	0	0	2	0	0	1	0	0	0	0	0	0	1 Gess, Lisa	PT
Course Total		8	0	3	0	0	4	0	0	1	0	0	0	0	0	1		
ENGL-107 College Reading																		
4791	3.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0 Gess, Lisa	PT
4804	3.0	4	0	0	0	0	2	0	0	0	0	2	0	0	0	0	1 Gess, Lisa	PT
Course Total		6	0	1	0	0	2	0	0	0	1	2	0	0	0	1		
ENGL-108 College Vocabulary																		
2955	2.0	25	0	0	0	0	0	0	0	0	0	0	18	7	0	6 Harris, Cindi		
9508	2.0	22	0	0	0	0	0	0	0	0	0	0	18	4	0	7 Harris, Cindi		
Course Total		47	0	0	0	0	0	0	0	0	0	0	36	11	0	13		
ENGL-110 College Composition																		
2822	3.0	26	0	2	1	0	5	3	6	3	2	2	2	0	0	1 Aagard, Annette	PT	
2823	3.0	20	0	5	1	2	3	2	0	3	1	2	1	0	0	4 Aagard, Annette	PT	
2824	3.0	22	0	2	0	0	8	0	0	4	2	1	4	1	0	1 Goldberg, Maxine	PT	
2825	3.0	23	0	0	3	3	7	1	1	1	0	0	7	0	0	2 Laird-Jackson, Barbara	PT	
2826	14 3.0	24	0	1	5	1	3	1	0	3	1	2	5	2	0	1 Loveless, Barbara		
2827N	3.0	22	0	8	0	0	9	0	0	1	1	2	0	1	0	7 Freedman, Elizabeth	PT	
2961	3.0	33	2	8	4	4	5	0	1	5	2	2	0	0	0	3 Berger, Micah	PT	
2962	3.0	31	5	6	5	2	3	4	1	5	0	0	0	0	0	3 Hankinson, Joseph	PT	
2963	3.0	18	2	2	0	2	3	0	3	4	1	1	0	0	0	7 Howell, Mara	PT	
2965	3.0	30	0	3	0	0	9	0	0	8	2	8	0	0	0	7 Edwards, Allison	PT	

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Grade Distribution by Division
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Grade Distribution by Division																	
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
2966	3.0	33	0	10	0	0	14	0	0	2	3	4	0	0	0	7 Jones, Elaine	PT
2967	3.0	32	0	6	4	2	6	1	4	5	1	3	0	0	0	4 Berger, Micah	PT
2968	3.0	21	0	1	2	2	1	3	0	3	2	7	0	0	0	5 Schmitt, Adelle	
2969	3.0	33	0	3	0	0	12	0	0	4	1	13	0	0	0	9 Rafi, John	PT
2970	3.0	34	0	5	0	0	16	0	0	5	1	6	0	1	0	5 Atkinson, Sarah	PT
2971	3.0	27	0	6	0	0	9	0	0	4	2	6	0	0	0	4 Cardenas, Juliana	
2972	3.0	30	0	5	0	0	17	0	0	5	1	2	0	0	0	0 Sako, Oais	
2973	3.0	31	0	10	0	0	9	0	0	11	1	0	0	0	0	6 Osborne, Richard	PT
2974	3.0	27	0	4	0	0	9	0	0	6	1	7	0	0	0	8 Ness, Katherine	PT
2975	3.0	31	0	7	0	0	10	0	0	9	2	3	0	0	0	0 Phillips, Paul	
2976	3.0	24	0	9	0	0	10	0	0	3	1	1	0	0	0	2 Jones, Elaine	PT
2977	3.0	26	0	16	0	0	4	0	0	2	1	3	0	0	0	2 Ashby, Swan	PT
2978	3.0	31	0	2	0	0	8	0	0	11	2	8	0	0	0	5 Medina, Joseph	XP
2979	3.0	34	0	7	0	0	14	0	0	9	0	4	0	0	0	1 Bellinghieri, Janice	
2980	3.0	27	0	4	0	2	1	3	2	4	1	10	0	0	0	7 Schmitt, Adelle	
2981	3.0	26	0	1	1	2	2	11	0	5	1	3	0	0	0	10 Vanblaricom, Margaret	PT
2983	3.0	26	0	7	0	0	13	0	0	0	0	6	0	0	0	11 Voth, Joseph	PT
2984	3.0	29	0	12	0	0	10	0	0	5	2	0	0	0	0	5 Phillips, Paul	
2985	3.0	28	0	7	0	0	10	0	0	6	2	3	0	0	0	3 Bell, Brandi	PT
2987	3.0	26	0	9	0	0	9	0	0	7	1	0	0	0	0	7 Sandelin, Raul	PT
2988	3.0	30	0	3	1	2	10	1	1	6	3	3	0	0	0	5 Krenblel, Rosemary	PT
2989N	3.0	22	0	2	4	1	1	6	3	1	2	2	0	0	0	3 Bacchia, Ryan	PT
2990	8 3.0	31	0	7	0	0	6	0	0	5	5	7	0	0	0	6 Bell, Brandi	PT
2991N	3.0	30	0	4	3	2	9	6	1	1	1	3	0	0	0	5 Drake, Dorothy	PT
2992N	3.0	16	0	0	2	0	1	2	0	5	0	6	0	0	0	14 Moretti, Christine	PT

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Grade Distribution by Division
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—English Department Program Review Appendices—

Grade Distribution by Division																	
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
2994N	3.0	31	0	4	0	2	14	0	0	6	2	3	0	0	3 Beringhieri, Janice		
2996N	3.0	31	0	15	0	0	14	0	0	0	0	1	1	0	1 Shapiro, Lisa	PT	
2997N	3.0	25	0	0	0	0	0	0	4	11	9	0	0	0	7 Woznak, Stephen	PT	
2998	3.0	25	0	3	0	0	9	0	0	10	2	1	0	0	7 Medina, Joseph		
2999N	3.0	27	1	2	2	3	5	4	1	3	2	4	0	0	6 Felden, Carl	XP	
3000N	3.0	27	0	8	0	0	7	0	0	6	2	4	0	0	7 Carozo, Patricia	PT	
3001	3.0	9	0	1	0	0	1	0	2	2	2	1	0	0	20 Musgrave, James	PT	
3002	3.0	23	0	2	5	3	3	2	0	1	0	7	0	0	12 Dickson, Christy	PT	
4808	3.0	29	0	2	3	5	5	7	0	5	0	2	0	0	6 Jendian, Micah		
4815	8 3.0	31	0	16	0	0	8	0	0	2	1	3	0	1	4 Vargas, Michaela	PT	
9702	3.0	30	0	5	0	0	10	0	0	4	2	5	1	2	7 Cardenas, Juliana		
Course Total		1242	10	243	46	40	342	57	26	204	73	170	21	9	0	250	
ENGL-110R Principles of College Reading																	
2535	3.0	30	0	1	6	9	6	1	2	1	4	0	0	0	0	0 Mitchell, Linda	
2956	3.0	26	0	3	0	0	14	0	0	7	2	0	0	0	2 Philips, Paul		
2957	3.0	21	3	5	1	0	5	1	1	3	0	1	1	0	6 Nolen, Jenny		
2959N	3.0	19	0	3	0	0	5	0	0	6	3	2	0	0	11 Sargent, Denise	PT	
Course Total		96	3	12	7	9	30	2	3	17	9	3	1	0	0	19	
ENGL-118 Ling & Engl: Intro to Language																	
3004N	3.0	24	0	3	0	0	6	0	0	10	2	2	0	0	4 Justice, Paul	PT	
Course Total		24	0	3	0	0	6	0	0	10	2	2	0	0	0	4	
ENGL-120 College Composition & Reading																	
3005	3.0	33	0	9	9	6	4	2	0	1	0	2	0	0	2 Praniewicz, Brendan	PT	
3006	3.0	25	0	0	1	2	5	4	2	5	2	4	0	0	9 Ahrens, Joan		
3007	3.0	31	0	1	0	0	16	0	0	11	3	0	0	0	3 Baker, Jodi	PT	

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
3008	3.0	29	0	10	0	0	12	0	0	0	0	7	0	0	7 Rai, John	PT
3009	3.0	34	6	8	8	3	2	4	0	1	0	2	0	0	1 Hankinson, Joseph	PT
3010	3.0	25	0	5	1	1	4	1	1	4	0	8	0	0	7 Dil, Bert	PT
3011	3.0	30	0	7	0	0	13	0	0	3	3	4	0	0	6 Toland Perry, Amber	PT
3012	3.0	27	0	8	4	5	7	0	0	1	0	2	0	0	7 Praniewicz, Brendan	PT
3013	3.0	28	0	3	0	0	13	0	0	5	6	1	0	0	7 Baker, Jodi	PT
3014	3.0	19	0	5	0	0	6	0	0	4	0	4	0	0	15 Balasubramanian, Kamala	
3015	3.0	33	0	15	0	0	11	0	0	5	0	2	0	0	6 Brown, Sydney	
3016	3.0	18	0	1	3	0	0	3	1	6	0	4	0	0	13 Kaluzhski, Sasha	PT
3017	3.0	28	0	3	0	0	15	0	0	8	0	2	0	0	6 Medina, Joseph	
3018	8 3.0	27	0	3	5	3	2	4	1	1	0	8	0	0	12 Jendian, Micah	
3019	3.0	22	0	7	0	0	7	0	0	7	0	1	0	0	6 Mood, Stephanie	
3021	3.0	33	8	14	0	2	4	1	1	1	0	1	1	0	2 Vienna, Olga	PT
3022	3.0	15	0	3	0	0	7	0	0	5	0	0	0	0	18 Balasubramanian, Kamala	
3023	3.0	31	0	19	1	1	3	2	1	2	0	2	0	0	5 Tucker, Michele	PT
3024	3.0	29	0	7	2	1	2	4	1	7	4	1	0	0	6 Griffith, Ryan	
3025	3.0	30	0	6	0	0	14	0	0	8	0	1	1	0	2 Brown, Sydney	
3026	3.0	29	0	7	1	1	6	3	2	7	0	2	0	0	6 Griffith, Ryan	XP
3027	3.0	40	6	15	2	2	6	1	1	2	0	0	5	0	1 Vienna, Olga	PT
3028	3.0	25	0	4	0	0	12	0	0	7	0	2	0	0	8 Medina, Joseph	
3029N	3.0	31	0	18	0	0	8	0	0	3	0	1	1	0	7 Tucker, Michele	PT
3030	3.0	30	0	5	1	3	12	4	1	1	2	1	0	0	2 Hurvitz, Tate	
3031N	3.0	20	0	2	2	5	2	1	2	3	1	2	0	0	13 Deusch, Adam	PT
3033N	3.0	27	0	4	1	1	5	3	4	7	2	0	0	0	5 Krebbiel, Rosemary	PT

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Grade Distribution by Division
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Grade Distribution by Division																
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
3034	3.0	25	0	12	0	0	5	0	0	8	0	0	0	0	5 Lederer, Peter	PT
3036N	3.0	28	0	10	0	3	4	0	0	4	0	7	0	0	8 Cardozo, Patricia	PT
3037N	3.0	28	1	5	3	3	9	3	0	0	1	2	0	1	6 Hayter, Brian	PT
3038N	3.0	20	0	5	0	0	9	0	0	4	1	1	0	0	10 Medina, Joseph	
3039	3.0	12	0	5	0	0	6	0	0	0	0	1	0	0	9 Musgrave, James	PT
3040	3.0	31	0	7	10	3	1	7	0	1	0	2	0	0	7 Dickson, Christy	PT
3041	3.0	38	0	7	0	0	8	0	0	6	0	17	0	0	10 Tuttle, Sandia	PT
4816	3.0	39	0	8	2	4	13	0	2	5	0	4	1	0	3 Wenzel, James	PT
4817	3.0	26	1	1	3	0	3	3	0	4	0	11	0	0	6 Dill, Bert	PT
4821	3.0	32	0	2	0	2	11	0	0	11	2	4	0	0	3 Bernabei, Ellen	PT
4824	8 3.0	23	0	3	5	2	1	5	2	4	0	0	1	0	4 Jendian, Micah	XP
4825	3.0	29	0	5	2	1	8	4	0	3	0	5	1	0	3 Hayter, Brian	PT
4826	8 3.0	31	0	18	0	0	8	0	0	2	1	2	0	0	2 Vargas, Michaela	PT
9104	3.0	13	0	1	0	0	3	0	0	5	1	3	0	0	16 Williams, Jason	PT
9550	3.0	19	0	2	0	0	5	0	0	8	3	1	0	0	5 Ledri-Aguilar, Jennie	
9551	3.0	25	0	8	0	0	6	0	0	6	1	4	0	0	11 Brown, Sydney	
9552	3.0	19	0	2	0	0	9	0	0	4	0	4	0	0	6 Allison, Sarah	PT
9553	3.0	15	0	0	0	0	3	0	0	9	0	2	1	0	18 Williams, Jason	PT
Course Total:		1202	22	290	66	54	310	59	22	199	33	134	12	1	0	314
ENGL-122 Introduction to Literature																
3042	3.0	18	0	7	0	0	5	0	0	6	0	0	0	0	10 Balasubramanian, Kamala	
3043	3.0	23	0	7	0	0	7	0	0	6	3	0	0	0	10 Jensen, Susan	
3044	3.0	25	0	12	0	0	8	0	0	3	0	2	0	0	5 Cardenas, Juliana	
3045N	3.0	19	0	2	5	4	3	1	1	1	2	0	0	0	2 Turner, Catherine	PT
Course Total:		85	0	28	5	4	23	1	1	16	5	2	0	0	0	27

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Grade Distribution by Division																
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
ENGL-124 Adv Comp/Critcl Reason/Write																
3046	3.0	32	0	4	1	8	9	8	1	1	0	0	0	0	4 Jendian, Micah	
3047N	3.0	31	0	22	4	2	0	0	1	1	0	1	0	0	4 Shumate, Kathleen	PT
3048	3.0	23	0	4	0	0	10	0	0	3	4	2	0	0	9 Sako, Qac	
3049	3.0	30	1	3	7	6	10	1	2	0	0	0	0	0	1 Alfonso, Marie	PT
3050	3.0	28	0	4	9	6	3	4	0	2	0	0	0	0	5 Jendian, Micah	
3051	3.0	37	3	4	4	4	15	0	2	2	1	2	0	0	5 Wenzel, James	PT
3052	3.0	26	0	8	7	4	2	1	1	0	3	0	0	0	5 Lesser, Matthew	PT
3053	3.0	26	0	13	0	0	7	0	0	5	0	1	0	0	10 Balasubramanian, Kamala	
3054	3.0	31	0	10	5	1	9	2	1	2	0	1	0	0	4 Griffith, Ryan	
3055	3.0	31	0	8	1	0	7	6	4	4	0	1	0	0	4 Griffith, Ryan	
3056	3.0	29	0	11	0	0	11	0	0	7	0	0	0	0	2 Mood, Stephanie	
3057	3.0	31	0	14	3	3	1	4	1	1	3	1	0	0	2 Lesser, Matthew	PT
3058	3.0	32	0	10	0	0	14	0	0	4	0	4	0	0	6 Mood, Stephanie	
3059N	3.0	30	14	3	2	8	1	1	0	1	0	0	0	0	2 Williams, Robert	PT
3060N	3.0	28	14	2	1	4	2	0	2	0	1	2	0	0	4 Williams, Robert	PT
4827	3.0	14	0	6	0	0	4	0	0	3	0	0	1	0	12 Lederer, Peter	PT
4828N	3.0	26	0	0	5	3	1	3	2	3	1	8	0	0	8 Linfor, Cali	PT
6026N	3.0	26	0	18	4	3	1	0	0	0	0	0	0	0	4 Shumate, Kathleen	PT
Course Total:		511	32	144	53	52	107	30	17	39	13	23	1	0	0	91
ENGL-126 Creative Writing																
3063	3.0	31	0	15	0	0	8	0	0	2	2	4	0	0	3 Cardenas, Juliana	
3064	3.0	28	0	11	0	0	12	0	0	5	0	0	0	0	5 Brown, Sydney	
Course Total:		59	0	26	0	0	20	0	0	7	2	4	0	0	0	8

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
ENGL-130 Short Fiction Writing																
3066N	3.0	16	0	10	0	0	5	0	0	1	0	0	0	0	8 Mood, Stephanie	
Course Total		16	0	10	0	0	5	0	0	1	0	0	0	0	8	
ENGL-131 Short Fiction Writing																
3067N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	2 Mood, Stephanie	
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	2	
ENGL-132 Short Fiction Writing																
3068N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0 Mood, Stephanie	
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	
ENGL-133 Short Fiction Writing																
3069N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Mood, Stephanie	
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL-134 Creative Nonfiction Writing																
3070N	3.0	16	0	15	0	0	0	0	0	0	0	0	1	0	0	0 Griffith, Ryan
Course Total		16	0	15	0	0	0	0	0	0	0	0	1	0	0	0
ENGL-135 Creative Nonfiction Writing																
3071N	3.0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	1 Griffith, Ryan
Course Total		3	0	2	0	0	0	0	0	1	0	0	0	0	0	1
ENGL-136 Creative Nonfiction Writing																
3072N	3.0	3	0	2	0	0	1	0	0	0	0	0	0	0	0	1 Griffith, Ryan
Course Total		3	0	2	0	0	1	0	0	0	0	0	0	0	0	1
ENGL-137 Creative Nonfiction Writing																
3073N	3.0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0 Griffith, Ryan
Course Total		2	0	0	0	0	0	0	0	2	0	0	0	0	0	0
ENGL-140 Poetry Writing																
3074N	3.0	8	0	6	0	0	1	0	0	0	0	0	0	1	0	3 Brown, Sydney

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Grade Distribution by Division																
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																
Course Total		8	0	6	0	0	1	0	0	0	0	0	0	1	0	3
ENGL-141 Poetry Writing																
3075N	3.0	8	0	8	0	0	0	0	0	0	0	0	0	0	0	1 Brown, Sydney
Course Total		8	0	8	0	0	0	0	0	0	0	0	0	0	0	1
ENGL-142 Poetry Writing																
3076N	3.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	1 Brown, Sydney
Course Total		6	0	6	0	0	0	0	0	0	0	0	0	0	0	1
ENGL-143 Poetry Writing																
3077N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0 Brown, Sydney
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
ENGL-145 Acorn Review: Edit/Production																
3078N	3.0	17	0	10	0	0	4	0	0	0	0	3	0	0	0	1 Cardenas, Juliana
Course Total		17	0	10	0	0	4	0	0	0	0	3	0	0	0	1
ENGL-146 Acorn Review: Edit/Production																
3079N	3.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	3 Cardenas, Juliana
Course Total		2	0	1	0	0	1	0	0	0	0	0	0	0	0	3
ENGL-148 Acorn Review: Edit/Production																
3081N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0 Cardenas, Juliana
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
ENGL-175 Novel Writing																
3082N	3.0	24	0	19	0	0	2	0	0	2	0	1	0	0	0	4 Shapiro, Lisa
Course Total		24	0	19	0	0	2	0	0	2	0	1	0	0	0	4
ENGL-176 Novel Writing																
3083N	3.0	5	0	4	0	0	0	0	0	1	0	0	0	0	0	0 Shapiro, Lisa
Course Total		5	0	4	0	0	0	0	0	1	0	0	0	0	0	0

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Grade Distribution by Division
School: Grossmont College -- Term: 2009FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Spring 2009

Grade Distribution by Division																		
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
Section N = Night	S, T Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
** = Not valid for ADA																		
G04 -- Humanities Social & Behav Sciences																		
ENGL-051A	College Writing Skills																	
7069	5		26	0	0	0	0	0	0	0	0	0	0	22	4	0	19	Luster, Carl
Course Total			26	0	0	0	0	0	0	0	0	0	0	22	4	0	19	
ENGL-051B	College Writing Skills																	
7070	5		7	0	0	0	0	0	0	0	0	0	0	6	1	0	3	Luster, Carl
Course Total			7	0	0	0	0	0	0	0	0	0	0	6	1	0	3	
ENGL-051C	College Writing Skills																	
7071	5		2	0	0	0	0	0	0	0	0	0	0	2	0	0	1	Luster, Carl
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	1	
ENGL-051D	College Writing Skills																	
7072	5		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	Luster, Carl
Course Total			1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
ENGL-052A	College Writing Skills																	
7073	10		67	0	0	0	0	0	0	0	0	0	0	58	9	0	41	Luster, Carl
Course Total			67	0	0	0	0	0	0	0	0	0	0	58	9	0	41	
ENGL-052B	College Writing Skills																	
7074	10		20	0	0	0	0	0	0	0	0	0	0	18	2	0	8	Luster, Carl
Course Total			20	0	0	0	0	0	0	0	0	0	0	18	2	0	8	
ENGL-052C	College Writing Skills																	
7075	10		8	0	0	0	0	0	0	0	0	0	0	7	1	0	1	Luster, Carl
Course Total			8	0	0	0	0	0	0	0	0	0	0	7	1	0	1	

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
Section N = Night	S, T Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
** = Not Valid for ADA																		
ENGL-052D College Writing Skills																		
7076	10		5	0	0	0	0	0	0	0	0	0	0	4	1	0	1	Luster, Carl
Course Total			5	0	0	0	0	0	0	0	0	0	0	4	1	0	1	
ENGL-090 Basic English Skills																		
7077	3.0		16	0	0	0	0	0	0	0	0	0	0	7	9	0	6	Ahrens, Joan
7078	3.0		18	0	0	0	0	0	0	0	0	0	0	14	4	0	8	Knittel, Rebecca
7079	3.0		16	0	0	0	0	0	0	0	0	0	0	11	5	0	11	Ahrens, Joan
7080N	3.0		23	0	0	0	0	0	0	0	0	0	0	15	8	0	6	Kovacs, Sara
7081N	3.0		15	0	0	0	0	0	0	0	0	0	0	8	7	0	8	Howell, Maria
7082N	3.0		21	0	0	0	0	0	0	0	0	0	0	17	4	0	5	Lepetit, Joseph
Course Total			109	0	0	0	0	0	0	0	0	0	0	72	37	0	44	
ENGL-090R Reading Skills Development																		
7083	3.0		15	0	0	0	0	0	0	0	0	0	0	9	6	0	7	Ledri-Aguilar, Jennie
7084	3.0		20	0	0	0	0	0	0	0	0	0	0	15	5	0	6	Ivanovici, Marilyn
7085	3.0		16	0	0	0	0	0	0	0	0	0	0	14	2	0	10	Nolen, Jenny
7086N	3.0		22	0	0	0	0	0	0	0	0	0	0	17	5	0	2	Bellinghere, Janice
7087N	3.0		20	0	0	0	0	0	0	0	0	0	0	16	4	0	3	Bellinghere, Janice
Course Total			93	0	0	0	0	0	0	0	0	0	0	71	22	0	28	
ENGL-098 English Fundamentals																		
7088	4.0		27	0	5	0	0	15	0	0	5	1	1	0	0	0	4	Sandeln, Raul
7089	4.0		14	0	1	0	0	5	0	0	4	3	1	0	0	0	18	Luko, Mary
7090	4.0		22	0	8	0	0	5	0	0	2	5	2	0	0	0	5	Thomas, Linda
7091	4.0		24	0	0	0	0	7	0	0	6	8	3	0	0	0	5	Ding, Anthony
7092	4.0		25	0	2	0	0	8	0	0	8	2	5	0	0	0	9	Voth, Joseph
7093	4.0		15	0	3	0	0	6	0	0	4	1	1	0	0	0	6	Johnson, Eric

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
7094	4.0	18	0	8	0	0	5	0	0	2	1	1	1	0	0	10	Castillo, Jana	PT
7095	4.0	24	0	2	0	0	10	0	0	9	2	0	0	1	0	3	Harvey, Catherine	XP
7096	4.0	18	0	1	0	0	8	0	0	5	1	2	1	0	0	8	Ding, Anthony	
7097	4.0	20	0	2	0	0	3	0	0	8	7	0	0	0	0	3	Harris, Cindi	
7098	4.0	21	0	3	0	0	7	0	0	10	0	1	0	0	0	7	Sako, Qais	
7099	4.0	19	0	4	0	0	5	0	0	4	2	4	0	0	0	9	Sako, Qais	
7100	4.0	22	0	3	0	0	3	0	0	7	2	7	0	0	0	5	Hurwitz, Tate	
7101	4.0	24	0	2	0	0	9	0	0	3	5	5	0	0	0	4	Schmitt, Adelle	XP
7102	4.0	20	0	2	0	0	9	0	0	7	0	2	0	0	0	7	Hurwitz, Tate	
7103	4.0	19	0	2	0	0	8	0	0	7	2	0	0	0	0	10	Sako, Qais	XP
7104	4.0	21	0	2	0	0	6	0	0	5	2	6	0	0	0	8	Sargent, Denise	PT
7105	4.0	23	0	2	0	0	11	0	0	4	1	5	0	0	0	9	Thowsen, Linda	PT
7106	4.0	27	0	5	0	0	7	0	0	5	2	7	1	0	0	4	Sweeney, Heather	PT
7107	4.0	10	0	0	0	0	6	0	0	2	2	0	0	0	0	9	Osborne, Richard	PT
7108	4.0	14	0	4	0	0	2	0	0	2	0	6	0	0	0	1	McGregor, Kristin	PT
7109	4.0	15	0	0	0	0	3	0	0	6	4	2	0	0	0	5	Bernabei, Ellen	PT
7110N	4.0	29	0	8	0	0	10	0	0	6	1	4	0	0	0	7	Drake, Dorothy	PT
7111N	4.0	27	0	8	0	0	7	0	0	3	3	6	0	0	0	0	Kovaacs, Sara	PT
7112N	4.0	16	0	1	0	0	2	0	0	6	1	6	0	0	0	10	Lusk, Homer	PT
7113N	4.0	19	0	9	0	0	5	0	0	2	0	3	0	0	0	3	Farquar, Christopher	PT
7114N	4.0	13	0	0	0	0	5	0	0	4	2	2	0	0	0	5	Sherlock, Karl	
7115N	4.0	25	0	14	0	0	6	0	0	5	0	0	0	0	0	2	Roberson, Jennifer	PT
7116N	4.0	8	0	0	0	0	3	0	0	1	1	3	0	0	0	8	Kaluzhski, Sasha	PT
8945	4.0	21	0	2	0	0	10	0	0	4	0	4	1	0	0	2	Montuori, Gary	PT
Course Total		600	0	103	0	0	196	0	0	146	61	89	4	1	0	186		

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Grade Distribution by Division
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Grade Distribution by Division																		
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
ENGL-098R Reading Fundamentals																		
7117	3.0	25	0	8	0	0	10	0	0	5	0	1	0	1	0	1	Ding, Anthony	
7118	3.0	15	0	7	0	0	5	0	0	2	0	1	0	0	0	11	Harvey, Catherine	
7119	3.0	15	0	3	0	0	7	0	0	4	1	0	0	0	0	6	Harvey, Catherine	
7120	3.0	22	0	8	0	0	4	0	0	9	1	0	0	0	0	4	Mitchell, Linda	
7121	3.0	21	0	1	0	0	5	0	0	5	4	5	1	0	0	3	Thomas, Linda	PT
7122	3.0	22	0	9	0	0	6	0	0	3	2	2	0	0	0	5	Harris, Cindi	
7123	3.0	24	0	0	0	0	12	0	0	8	0	4	0	0	0	5	Phillips, Paul	
7124	3.0	20	0	11	0	0	3	0	0	2	1	3	0	0	0	7	Ivanovic, Marilyn	
7125	3.0	20	0	3	0	0	10	0	0	4	1	2	0	0	0	6	Mitchell, Linda	
7126	3.0	20	0	6	0	0	10	0	0	2	2	0	0	0	0	8	Mitchell, Linda	
7127	3.0	23	0	8	0	0	8	0	0	2	2	3	0	0	0	3	Nolen, Jenny	
7128N	3.0	19	0	9	0	0	5	0	0	2	0	3	0	0	0	5	Nolen, Jenny	
7129N	3.0	25	0	10	0	0	8	0	0	3	0	4	0	0	0	4	Lepetri, Joseph	PT
7130N	3.0	27	0	12	0	0	4	0	0	4	1	6	0	0	0	0	Beilinghere, Janice	
8947	3.0	21	0	8	0	0	3	0	0	5	0	5	0	0	0	2	Harris, Cindi	
Course Total		319	0	103	0	0	100	0	0	60	15	39	1	1	0	70		
ENGL-105 College Reading																		
7131	3.0	7	0	2	0	0	1	0	0	1	1	2	0	0	0	6	Montuori, Gary	PT
7133N	3.0	5	0	2	0	0	3	0	0	0	0	0	0	0	0	3	Montuori, Gary	PT
Course Total		12	0	4	0	0	4	0	0	1	1	2	0	0	0	9		
ENGL-106 College Reading																		
7134	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	Montuori, Gary	PT
7136N	3.0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	1	Montuori, Gary	PT
Course Total		2	0	0	0	0	1	0	0	0	1	0	0	0	0	4		

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Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																	
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
ENGL-107 College Reading																	
7137	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Montuori, Gary	PT
7139N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Montuori, Gary	PT
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0		
ENGL-110 College Composition																	
7147	3.0	31	0	8	0	0	9	0	0	8	0	6	0	0	0	5 Harris, Cindi	
7148	3.0	27	0	5	0	0	9	0	0	7	5	1	0	0	0	4 Baker, Jodi	PT
7149	3.0	24	0	1	0	0	9	0	0	2	9	3	0	0	0	4 Philips, Paul	
7150	3.0	21	0	4	0	0	6	0	0	7	1	3	0	0	0	4 Sako, Qais	
7151	3.0	31	0	12	0	0	10	0	0	6	2	1	0	0	0	5 Allison, Sarah	PT
7152	3.0	26	0	11	0	0	5	0	0	6	2	2	0	0	0	8 Farquar, Christopher	PT
7153	3.0	19	0	11	0	0	5	0	0	1	1	1	0	0	0	12 Ashby, Swan	PT
7154	3.0	18	0	13	0	0	4	0	0	1	0	0	0	0	0	12 Lederer, Peter	PT
7155	3.0	13	0	5	0	0	5	0	0	2	0	1	0	0	0	2 Jendian, Micah	
7156	3.0	30	0	12	0	0	12	0	0	3	0	3	0	0	0	7 Snider, Donna	PT
7157	3.0	22	0	2	0	0	7	0	0	9	0	4	0	0	0	13 Luko, Mary	PT
7158	3.0	26	0	10	0	0	9	0	0	6	1	0	0	0	0	6 Lesser, Matthew	PT
7159	3.0	20	0	7	0	0	8	0	0	1	3	1	0	0	0	6 Sandelin, Raul	PT
7160	3.0	14	0	3	0	0	1	0	0	1	5	4	0	0	0	2 Ashby, Swan	PT
7161	3.0	28	0	2	0	0	4	0	0	16	0	6	0	0	0	3 Medina, Joseph	
7163	3.0	24	0	1	0	0	12	0	0	7	1	3	0	0	0	9 Vanblancom, Margaret	PT
7165	3.0	26	0	3	0	0	4	0	0	8	4	7	0	0	0	5 Bayles, Joyce	PT
7166	3.0	15	0	4	0	0	8	0	0	3	0	0	0	0	0	0 Cardenas, Juliana	
7167	3.0	28	0	3	0	0	12	0	0	5	1	7	0	0	0	5 Medina, Joseph	
7168	3.0	13	0	3	0	0	5	0	0	2	1	2	0	0	0	16 Schmitt, Adelle	

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Grade Distribution by Division																	
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
ENGL-110 College Composition																	
7169	3.0	19	0	6	0	0	3	0	0	7	1	2	0	0	0	2 Jones, Elaine	PT
7170	3.0	21	0	1	0	0	6	0	0	7	2	5	0	0	0	6 Schmitt, Adelle	
7171	3.0	29	0	12	0	0	4	0	0	4	3	6	0	0	0	7 Hiskey, James	PT
7172	3.0	27	0	6	0	0	11	0	0	4	2	3	1	0	0	4 Drake, Dorothy	PT
7173	3.0	26	0	9	0	0	10	0	0	5	0	2	0	0	0	8 Snider, Donna	PT
7174	3.0	28	0	6	0	0	9	0	0	8	1	3	1	0	0	5 Bacchia, Ryan	PT
7175	3.0	27	0	6	0	0	13	0	0	3	2	3	0	0	0	2 Moretti, Christine	PT
7176	3.0	26	0	3	0	0	6	0	0	11	1	5	0	0	0	5 Krehbiel, Rosemary	PT
7177	3.0	28	0	5	0	0	11	0	0	8	0	4	0	0	0	4 Bellinghere, Janice	
7178	3.0	24	0	4	0	0	9	0	0	5	3	3	0	0	0	6 Bell, Brandi	PT
7180N	3.0	21	0	13	0	0	7	0	0	1	0	0	0	0	0	5 Shapiro, Lisa	PT
7181N	3.0	30	0	9	0	0	7	0	0	9	4	0	1	0	0	5 Osborne, Richard	PT
7182N	3.0	25	0	20	0	0	3	0	0	1	1	0	0	0	0	9 Tucker, Michelle	PT
7183N	3.0	11	0	2	0	0	2	0	0	4	1	2	0	0	0	4 Vanblancom, Margaret	PT
7184N	3.0	18	0	5	0	0	7	0	0	1	1	4	0	0	0	10 Voth, Joseph	PT
7185N	3.0	29	0	5	0	0	13	0	0	3	4	4	0	0	0	5 Fielden, Carl	XP
7187N	3.0	14	0	6	0	0	4	0	0	0	0	4	0	0	0	16 Cardozo, Patricia	PT
7188N	3.0	21	0	8	0	0	6	0	0	1	0	6	0	0	0	11 Cardozo, Patricia	PT
7189	3.0	14	0	3	0	0	4	0	0	1	1	5	0	0	0	14 Musgrave, James	PT
7190	3.0	21	0	8	0	0	7	0	0	0	1	2	3	0	0	8 Dickson, Christy	PT
7191	3.0	25	0	8	0	0	10	0	0	4	0	3	0	0	0	5 Dickson, Christy	PT
7193	8 3.0	26	0	15	0	0	4	0	0	4	0	1	2	0	0	3 Vargas, Michaela	PT
7301	14 3.0	13	0	6	0	0	2	0	0	2	1	1	1	0	0	21 Turner, Catherine	PT
7358	3.0	26	0	7	0	0	10	0	0	6	0	1	2	0	0	1 Goldberg, Maxine	PT
7359	3.0	26	0	9	0	0	12	0	0	2	1	1	1	0	0	0 Aagard, Annette	PT

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Grade Distribution by Division
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7360	3.0	28	0	11	0	0	10	0	0	4	0	2	1	0	0	0	Aagard, Annette	PT
7361	3.0	28	0	14	0	0	6	0	0	1	2	0	5	0	0	0	Laird-Jackson, Barbara	PT
7362	14 3.0	22	0	6	0	0	7	0	0	5	3	0	1	0	0	5	Loveless, Barbara	
7363N	3.0	23	0	3	0	0	2	0	0	11	1	0	6	0	0	1	Brian-Hemme, Nancy	PT
9146	3.0	29	0	20	0	0	7	0	0	1	0	1	0	0	0	7	Hankinson, Joseph	PT
Course Total		1161	0	356	0	0	356	0	0	224	72	128	25	0	0	307		
ENGL-110R Principles of College Reading																		
7140	3.0	22	0	9	0	0	3	0	0	2	4	4	0	0	0	4	Ivanovici, Marilyn	
7141	3.0	23	0	8	0	0	10	0	0	3	0	2	0	0	0	4	Nolen, Jenny	
7142	3.0	24	0	6	0	0	5	0	0	5	1	7	0	0	0	2	Ivanovici, Marilyn	
7143	3.0	13	0	1	0	0	6	0	0	4	2	0	0	0	0	3	Phillips, Paul	
7145	3.0	17	0	3	0	0	6	0	0	3	0	5	0	0	0	4	Ledri-Aguilar, Jennie	
7146N	3.0	13	0	2	0	0	6	0	0	2	1	2	0	0	0	2	Sargent, Denise	PT
Course Total		112	0	29	0	0	36	0	0	19	8	20	0	0	0	19		
ENGL-118 Ling & Engl Intro to Language																		
7194N	3.0	24	0	7	0	0	10	0	0	2	2	2	1	0	0	4	Justice, Paul	PT
Course Total		24	0	7	0	0	10	0	0	2	2	2	1	0	0	4		
ENGL-120 College Composition & Reading																		
7195	3.0	26	0	4	0	0	4	0	0	4	3	11	0	0	0	8	Ness, Katherine	PT
7196	3.0	33	0	13	0	0	12	0	0	7	0	1	0	0	0	1	Berger, Micah	PT
7197	8 3.0	31	0	10	0	0	10	0	0	8	0	3	0	0	0	5	McGregor, Kristin	PT
7198	3.0	22	0	4	0	0	5	0	0	8	0	5	0	0	0	7	Jendian, Micah	
7199	3.0	31	0	11	0	0	8	0	0	3	1	8	0	0	0	4	Praniewicz, Brendan	PT
7200	3.0	24	0	10	0	0	5	0	0	4	0	4	0	0	0	12	Shumate, Kathleen	PT
7201	3.0	24	0	1	0	0	5	0	0	5	2	11	0	0	0	9	Dill, Bert	PT

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
7202	3.0	25	0	10	0	0	7	0	0	4	3	1	0	0	0	4	Baker, Jodi	PT
7203	3.0	9	0	3	0	0	2	0	0	1	0	3	0	0	0	8	Williams, Jason	PT
7204	3.0	19	0	2	0	0	8	0	0	5	1	3	0	0	0	8	Edwards, Allison	PT
7205	3.0	15	0	4	0	0	3	0	0	3	0	5	0	0	0	3	Toland Perry, Amber	PT
7206	3.0	18	0	2	0	0	4	0	0	4	2	5	0	1	0	10	Dill, Bert	PT
7207	3.0	28	0	6	0	0	10	0	0	9	0	3	0	0	0	7	Medina, Joseph	
7208	3.0	22	0	8	0	0	9	0	0	4	0	1	0	0	0	11	Balasubramanian, Kamala	
7209	3.0	33	0	15	0	0	14	0	0	2	0	1	1	0	0	2	Praniewicz, Brendan	PT
7210	3.0	17	0	2	0	0	6	0	0	4	1	4	0	0	0	12	Jendian, Micah	
7211	3.0	28	0	11	0	0	12	0	0	2	1	2	0	0	0	7	Allison, Tarah	PT
7212	3.0	21	0	5	0	0	9	0	0	5	2	0	0	0	0	3	Hurwitz, Tate	
7213	3.0	19	0	4	0	0	8	0	0	6	1	0	0	0	0	13	Schmitt, Adelle	
7214	3.0	9	0	1	0	0	1	0	0	4	0	3	0	0	0	7	Kaluzhski, Gasha	PT
7215	3.0	17	0	5	0	0	3	0	0	5	2	2	0	0	0	12	Mood, Stephanie	
7216	3.0	35	0	12	0	0	11	0	0	8	2	2	0	0	0	8	Wenzell, James	PT
7217	3.0	20	0	2	0	0	7	0	0	5	0	6	0	0	0	8	Ledri-Aguilar, Jennie	
7218	3.0	22	0	4	0	0	9	0	0	3	0	6	0	0	0	9	Balasubramanian, Kamala	
7219	3.0	24	0	6	0	0	4	0	0	9	2	3	0	0	0	8	Medina, Joseph	
7220	3.0	14	0	11	0	0	2	0	0	0	1	0	0	0	0	11	Vienna, Olga	PT
7221	3.0	27	0	13	0	0	7	0	0	4	3	0	0	0	0	7	Hiskey, James	PT
7222	3.0	24	0	16	0	0	2	0	0	3	0	3	0	0	0	4	Shumate, Kathleen	PT
7224	3.0	22	0	2	0	0	10	0	0	4	4	2	0	0	0	3	Bayles, Joyce	PT
7225	3.0	30	0	11	0	0	13	0	0	4	2	0	0	0	0	5	Berger, Micah	PT
7226	3.0	31	0	16	0	0	10	0	0	2	2	1	0	0	0	5	Wenzell, James	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
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7227	8	3.0	17	0	4	0	0	3	0	0	6	1	3	0	0	0	4 Jendian, Micah	
7228		3.0	27	0	8	0	0	11	0	0	4	1	3	0	0	0	5 Bell, Brandi	PT
7229		3.0	33	0	11	0	0	12	0	0	7	2	1	0	0	0	3 Alfonsi, Marie	PT
7230N		3.0	22	0	2	0	0	8	0	0	6	0	6	0	0	0	3 Krehbiel, Rosemary	PT
7231N		3.0	13	0	8	0	0	3	0	0	2	0	0	0	0	0	13 Vienna, Olga	PT
7232N		3.0	15	0	5	0	0	7	0	0	0	0	3	0	0	0	11 Alfonsi, Marie	PT
7234N		3.0	18	0	11	0	0	6	0	0	0	0	1	0	0	0	3 Hankinson, Joseph	PT
7235N		3.0	23	0	5	0	0	9	0	0	7	0	2	0	0	0	4 Medina, Joseph	XP
7236		3.0	14	0	1	0	0	9	0	0	3	0	1	0	0	0	9 Musgrave, James	PT
7237		3.0	13	0	0	0	0	3	0	0	3	0	7	0	0	0	18 Tuttle, Sandia	PT
7238		3.0	18	0	1	0	0	15	0	0	0	0	2	0	0	0	10 Schmitt, Adelle	
7239	8	3.0	26	0	19	0	0	4	0	0	1	0	2	0	0	0	4 Vargas, Michaela	PT
7232		3.0	32	0	4	0	0	15	0	0	3	0	10	0	0	0	8 Tuttle, Sandia	PT
8959	8	3.0	24	0	9	0	0	4	0	0	4	0	7	0	0	0	14 Jendian, Micah	XP
9159		3.0	11	0	3	0	0	4	0	0	0	1	3	0	0	0	13 Williams, Jason	PT
9160		3.0	14	0	0	0	0	4	0	0	2	4	4	0	0	0	6 Ahrens, Joan	
Course Total			1040	0	315	0	0	337	0	0	187	44	154	1	1	0	349	
ENGL-122 Introduction to Literature																		
7240		3.0	11	0	4	0	0	3	0	0	4	0	0	0	0	0	6 Balasubramanian, Kamala	
7241		3.0	30	0	9	0	0	13	0	0	6	0	2	0	0	0	1 Jensen, Susan	
7242		3.0	28	0	18	0	0	7	0	0	1	0	2	0	0	0	7 Brown, Sydney	XP
7243		3.0	19	0	6	0	0	9	0	0	2	1	1	0	0	0	2 Mood, Stephanie	
7244N		3.0	25	0	11	0	0	7	0	0	4	1	2	0	0	0	3 Cardenas, Juliana	
Course Total			113	0	48	0	0	39	0	0	17	2	7	0	0	0	19	

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Grade Distribution by Division
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Grade Distribution by Division																		
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ENGL-124 Adv Comp/critical Reason/Write																		
7246		3.0	24	0	10	0	0	10	0	0	2	2	0	0	0	0	8 Lesser, Matthew	PT
7248		3.0	27	0	6	0	0	14	0	0	7	0	0	0	0	0	3 Sako, Qais	
7249		3.0	22	0	8	0	0	12	0	0	0	1	0	1	0	0	3 Turner, Catherine	PT
7250		3.0	15	0	1	0	0	6	0	0	5	1	2	0	0	0	6 Bernabei, Ellen	PT
7251		3.0	31	0	21	0	0	6	0	0	2	1	0	1	0	0	4 Lederer, Peter	PT
7252		3.0	49	0	33	0	0	9	0	0	2	0	3	2	0	0	3 Tucker, Michelle	PT
7253		3.0	22	0	6	0	0	10	0	0	5	0	1	0	0	0	5 Ledri-Aguilar, Jennie	
7254		3.0	24	0	10	0	0	13	0	0	1	0	0	0	0	0	8 Balasubramanian, Kamala	
7255		3.0	14	0	3	0	0	8	0	0	1	1	1	0	0	0	3 Vanblaricom, Margaret	PT
7256		3.0	33	0	17	0	0	12	0	0	4	0	0	0	0	0	0 Williams, Robert	PT
7257		3.0	37	0	15	0	0	10	0	0	8	0	3	1	0	0	7 Mood, Stephanie	
7258		3.0	35	0	18	0	0	8	0	0	7	0	2	0	0	0	3 Brown, Sydney	
7259	8	3.0	25	0	10	0	0	12	0	0	3	0	0	0	0	0	7 Brown, Sydney	
7260	8	3.0	20	0	3	0	0	13	0	0	2	1	1	0	0	0	4 Brown, Sydney	
7261N		3.0	18	0	3	0	0	6	0	0	4	0	5	0	0	0	6 Linfor, Cab	PT
7262N		3.0	28	0	10	0	0	10	0	0	3	0	5	0	0	0	4 Miller, Cathy	PT
Course Total			424	0	174	0	0	159	0	0	56	7	23	5	0	0	74	
ENGL-126 Creative Writing																		
7263		3.0	30	0	15	0	0	8	0	0	2	1	4	0	0	0	1 Cardenas, Juliana	
7264		3.0	24	0	21	0	0	1	0	0	0	1	0	1	0	0	3 Shapiro, Lisa	PT
7265N		3.0	17	0	8	0	0	6	0	0	1	0	2	0	0	0	3 Sherlock, Karl	
Course Total			71	0	44	0	0	15	0	0	3	2	6	1	0	0	7	
ENGL-130 Fiction Writing																		
7266N		3.0	11	0	10	0	0	0	0	0	0	1	0	0	0	0	2 Mood, Stephanie	

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Course Total		11	0	10	0	0	0	0	0	0	0	1	0	0	2
ENGL-131 Fiction Writing															
7257N	3.0	3	0	2	0	0	0	0	0	1	0	0	0	0	1 Mood, Stephanie
Course Total		3	0	2	0	0	0	0	0	1	0	0	0	0	1
ENGL-132 Fiction Writing															
7268N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0 Mood, Stephanie
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0
ENGL-133 Fiction Writing															
7269N	3.0	4	0	1	0	0	0	0	0	2	0	1	0	0	0 Mood, Stephanie
Course Total		4	0	1	0	0	0	0	0	2	0	1	0	0	0
ENGL-134 Creative Nonfiction Writing															
7270N	3.0	14	0	11	0	0	2	0	0	0	0	0	1	0	5 Williams, Robert PT
Course Total		14	0	11	0	0	2	0	0	0	0	0	1	0	5
ENGL-135 Creative Nonfiction Writing															
7271N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0 Williams, Robert PT
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0
ENGL-136 Creative Nonfiction Writing															
7272N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0 Williams, Robert PT
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0
ENGL-137 Creative Nonfiction Writing															
7273N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0 Williams, Robert PT
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0
ENGL-140 Poetry Writing															
7274N	3.0	21	0	15	0	0	4	0	0	1	0	0	1	0	8 Brown, Sydney
Course Total		21	0	15	0	0	4	0	0	1	0	0	1	0	8

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Grade Distribution by Division															
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Course Total		11	0	10	0	0	0	0	0	0	0	1	0	0	2
ENGL-141 Poetry Writing															
7275N	3.0	6	0	5	0	0	0	0	0	1	0	0	0	0	0 Brown, Sydney
Course Total		6	0	5	0	0	0	0	0	1	0	0	0	0	0
ENGL-142 Poetry Writing															
7276N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0 Brown, Sydney
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	0
ENGL-143 Poetry Writing															
7277N	3.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0 Brown, Sydney
Course Total		4	0	4	0	0	0	0	0	0	0	0	0	0	0
ENGL-145 Acorn Review: Edit/Production															
7278N	3.0	14	0	10	0	0	3	0	0	0	1	0	0	0	1 Cardenas, Juliana
Course Total		14	0	10	0	0	3	0	0	0	1	0	0	0	1
ENGL-146 Acorn Review: Edit/Production															
7279N	3.0	2	0	1	0	0	0	0	0	0	1	0	0	0	0 Cardenas, Juliana
Course Total		2	0	1	0	0	0	0	0	0	1	0	0	0	0
ENGL-147 Acorn Review: Edit/Production															
7280N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	1 Cardenas, Juliana
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	1
ENGL-148 Acorn Review: Edit/Production															
7281N	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 Cardenas, Juliana
Course Total		0	0	0	0	0	0	0	0	0	0	0	0	0	1
ENGL-160 Playwriting															
7282N	3.0	7	0	0	0	0	6	0	0	1	0	0	0	0	0 Sherlock, Karl
Course Total		7	0	0	0	0	6	0	0	1	0	0	0	0	0
ENGL-161 Playwriting															
7283N	3.0	5	0	5	0	0	0	0	0	0	0	0	0	0	0 Sherlock, Karl

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Course Total		5	0	5	0	0	0	0	0	0	0	0	0	0	0
ENGL-162 Playwriting															
7284N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	2 Sherlock, Karl
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	2
ENGL-163 Playwriting															
7285N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0 Sherlock, Karl
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0
ENGL-175 Novel Writing															
7286N	3.0	8	0	5	0	0	0	0	0	0	2	1	0	0	1 Phillips, Paul
Course Total		8	0	5	0	0	0	0	0	0	2	1	0	0	1
ENGL-176 Novel Writing															
7287N	3.0	5	0	2	0	0	1	0	0	2	0	0	0	0	0 Phillips, Paul
Course Total		5	0	2	0	0	1	0	0	2	0	0	0	0	0
ENGL-177 Novel Writing															
7288N	3.0	7	0	4	0	0	0	0	0	3	0	0	0	0	0 Phillips, Paul
Course Total		7	0	4	0	0	0	0	0	3	0	0	0	0	0
ENGL-178 Novel Writing															
7289N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	1 Phillips, Paul
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	1
ENGL-198W Supervised Tutoring - Writing															
7290	0	906	0	0	0	0	0	0	0	0	0	0	0	0	0 Harvey, Catherine
Course Total		906	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGL-201 Images of Women in Literature															
7291	3.0	14	0	3	0	0	6	0	0	4	1	0	0	0	2 Ledri-Aguilar, Jennie XP
Course Total		14	0	3	0	0	6	0	0	4	1	0	0	0	2

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Grade Distribution by Division															
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses															
ENGL-215 Mythology															
7292	3.0	23	0	13	0	0	5	0	0	4	0	1	0	0	0 Balasubramanian, Kamala
7293N	3.0	15	0	4	0	0	5	0	0	2	2	2	0	0	2 Lusk, Homer PT
Course Total		38	0	17	0	0	10	0	0	6	2	3	0	0	11
ENGL-217 Fantasy and Science Fiction															
7294	3.0	25	0	1	0	0	7	0	0	10	5	2	0	0	0 3 Mitchell, Linda
Course Total		25	0	1	0	0	7	0	0	10	5	2	0	0	0 3
ENGL-219 Views of Death & Dying in Lit															
7295N	3.0	7	0	1	0	0	4	0	0	2	0	0	0	0	0 3 Sherlock, Karl
Course Total		7	0	1	0	0	4	0	0	2	0	0	0	0	0 3
ENGL-221 British Literature I															
7296N	3.0	20	0	5	0	0	10	0	0	2	1	2	0	0	0 3 Hurvitz, Tate
Course Total		20	0	5	0	0	10	0	0	2	1	2	0	0	0 3
ENGL-222 British Literature II															
7297	3.0	28	0	11	0	0	15	0	0	1	0	1	0	0	0 1 Ding, Anthony
Course Total		28	0	11	0	0	15	0	0	1	0	1	0	0	0 1
ENGL-232 American Literature II															
7298	3.0	27	0	13	0	0	12	0	0	1	0	1	0	0	0 6 Holder, Orlee XP
Course Total		27	0	13	0	0	12	0	0	1	0	1	0	0	0 6
ENGL-236 Chicano Literature															
7299	3.0	9	0	7	0	0	1	0	0	1	0	0	0	0	0 Cardenas, Juliana
Course Total		9	0	7	0	0	1	0	0	1	0	0	0	0	0
ENGL-238 Black Literature															
7300N	3.0	8	0	5	0	0	1	0	0	2	0	0	0	0	0 2 Ford, Theresa XP
Course Total		8	0	5	0	0	1	0	0	2	0	0	0	0	0 2

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Grade Distribution by Division
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

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Grade Distribution by Division															
School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses															
Subject Total	5425	0	1337	0	0	1335	0	0	755	224	485	302	80	0	1248
Division Total	5425	0	1337	0	0	1335	0	0	755	224	485	302	80	0	1248

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Grade Distribution by Division
 School: Grossmont College -- Term: 2009SP -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

Fall 2008

Grade Distribution by Division																			
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
G04 -- Humanities Social & Behav Sciences																			
ENGL-051A College Writing Skills																			
2871	.5		32	0	0	0	0	0	0	0	0	0	0	25	7	0	6	Luster, Carl	PT
Course Total			32	0	0	0	0	0	0	0	0	0	0	25	7	0	6		
ENGL-051B College Writing Skills																			
2872	.5		3	0	0	0	0	0	0	0	0	0	0	3	0	0	2	Luster, Carl	PT
Course Total			3	0	0	0	0	0	0	0	0	0	0	3	0	0	2		
ENGL-051C College Writing Skills																			
2873	.5		2	0	0	0	0	0	0	0	0	0	0	2	0	0	1	Luster, Carl	PT
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	1		
ENGL-051D College Writing Skills																			
2874	.5		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	Luster, Carl	PT
Course Total			1	0	0	0	0	0	0	0	0	0	0	1	0	0	0		
ENGL-052A College Writing Skills																			
2875	1.0		64	0	0	0	0	0	0	0	0	0	0	54	10	0	17	Luster, Carl	PT
Course Total			64	0	0	0	0	0	0	0	0	0	0	54	10	0	17		
ENGL-052B College Writing Skills																			
2876	1.0		14	0	0	0	0	0	0	0	0	0	0	14	0	0	4	Luster, Carl	PT
Course Total			14	0	0	0	0	0	0	0	0	0	0	14	0	0	4		
ENGL-052C College Writing Skills																			
2877	1.0		7	0	0	0	0	0	0	0	0	0	0	5	2	0	1	Luster, Carl	PT
Course Total			7	0	0	0	0	0	0	0	0	0	0	5	2	0	1		

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Grade Distribution by Division																			
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																			
Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
ENGL-052D College Writing Skills																			
2878	1.0		6	0	0	0	0	0	0	0	0	0	0	6	0	0	1	Luster, Carl	PT
Course Total			6	0	0	0	0	0	0	0	0	0	0	6	0	0	1		
ENGL-090 Basic English Skills																			
2880	3.0		21	0	0	0	0	0	0	0	0	0	0	19	2	0	4	Ahrens, Joan	
2881	3.0		19	0	0	0	0	0	0	0	0	0	0	15	4	0	5	Thomas, Linda	PT
2882	3.0		25	0	0	0	0	0	0	0	0	0	0	20	5	0	2	Knittel, Rebecca	PT
2883	14 3.0		18	0	0	0	0	0	0	0	0	0	0	13	5	0	4	Harris, Cindi	
2884	3.0		17	0	0	0	0	0	0	0	0	0	0	13	4	0	6	Ahrens, Joan	
2885N	3.0		23	0	0	0	0	0	0	0	0	0	0	16	7	0	6	Kovacs, Sara	PT
2886N	3.0		21	0	0	0	0	0	0	0	0	0	0	16	5	0	6	Sargent, Denise	PT
4754	3.0		18	0	0	0	0	0	0	0	0	0	0	13	5	0	7	Harris, Cindi	
8742N	3.0		22	0	0	0	0	0	0	0	0	0	0	15	7	0	7	Sargent, Denise	PT
Course Total			184	0	0	0	0	0	0	0	0	0	0	140	44	0	47		
ENGL-090R Reading Skills Development																			
2887	3.0		19	0	0	0	0	0	0	0	0	0	0	13	6	0	8	Ledri-Agular, Jennie	
2888	3.0		17	0	0	0	0	0	0	0	0	0	0	14	3	0	6	Harvey, Catherine	XP
2889	3.0		21	0	0	0	0	0	0	0	0	0	0	19	2	0	4	Mitchell, Linda	
2890	3.0		15	0	0	0	0	0	0	0	0	0	0	14	1	0	7	Ivanovici, Marijyn	
2891N	3.0		24	0	0	0	0	0	0	0	0	0	0	20	4	0	4	Nolen, Jenny	
2892N	3.0		17	0	0	0	0	0	0	0	0	0	0	15	2	0	9	Nolen, Jenny	
4751	3.0		21	0	0	0	0	0	0	0	0	0	0	19	2	0	6	Montuori, Gary	PT
Course Total			134	0	0	0	0	0	0	0	0	0	0	114	20	0	44		
ENGL-096 English Fundamentals																			
2894	4.0		14	0	4	0	0	4	0	0	5	0	1	0	0	0	19	Luko, Mary	PT

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Grade Distribution by Division																		
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2895	4.0	33	0	4	0	0	12	0	0	9	2	6	0	0	0	3 Sweeney, Heather	PT	
2896	4.0	24	0	0	0	0	7	0	0	15	2	0	0	0	0	5 Sako, Qais		
2897	14	4.0	22	0	1	0	0	6	0	0	9	2	4	0	0	0	9 Silva, Alan	PT
2898	4.0	15	0	1	0	0	8	0	0	5	1	0	0	0	0	6 Ding, Anthony		
2899	14	4.0	33	0	12	0	0	7	0	0	9	1	4	0	0	0	3 Toland Perry, Amber	PT
2900	4.0	23	0	4	0	0	10	0	0	9	0	0	0	0	0	0	5 Johnson, Eric	PT
2901	4.0	26	0	4	0	0	10	0	0	5	3	4	0	0	0	0	7 Edwards, Alison	PT
2903	4.0	24	0	10	0	0	4	0	0	6	3	1	0	0	0	0	4 Hiskey, James	PT
2904	14	4.0	24	0	9	0	0	8	0	0	5	2	0	0	0	0	8 Castillo, Jana	PT
2905	4.0	17	0	4	0	0	4	0	0	5	3	1	0	0	0	0	11 Ding, Anthony	
2906	4.0	21	0	2	0	0	5	0	0	13	1	0	0	0	0	0	10 Sako, Qais	
2907	4.0	20	0	1	0	0	14	0	0	5	0	0	0	0	0	0	8 Vanoliaricom, Margaret	PT
2909	4.0	26	0	2	0	0	10	0	0	11	1	2	0	0	0	0	1 Hurvitz, Tate	
2910	4.0	22	0	6	0	0	5	0	0	8	1	2	0	0	0	0	5 Schmitt, Adele	
2911	4.0	29	0	9	0	0	10	0	0	7	2	1	0	0	0	0	3 Lesser, Matthew	PT
2912	4.0	22	0	0	0	0	3	0	0	5	14	0	0	0	0	0	12 Sherlock, Karl	
2913N	4.0	30	0	7	0	0	13	0	0	3	1	6	0	0	0	0	4 Voth, Joseph	PT
2914	4.0	35	0	6	0	0	20	0	0	6	3	0	0	0	0	0	2 Osborne, Richard	PT
2915	4.0	25	0	2	0	0	12	0	0	4	3	4	0	0	0	0	1 Hurvitz, Tate	
2916	4.0	23	0	3	0	0	8	0	0	4	2	3	3	0	0	0	5 Drake, Dorothy	PT
2917	4.0	19	0	0	0	0	7	0	0	8	2	2	0	0	0	0	8 Emery, Yolanda	PT
2918	4.0	22	0	0	0	0	6	0	0	8	4	4	0	0	0	0	8 Bernabei, Ellen	PT
2919	4.0	10	0	0	0	0	1	0	0	5	1	1	2	0	0	0	14 Kaluzhski, Sasha	PT
2920	4.0	27	0	17	0	0	9	0	0	0	1	0	0	0	0	0	2 McGregor, Kristin	PT
2921N	4.0	25	0	10	0	0	11	0	0	2	0	2	0	0	0	0	5 Lepetr, Joseph	PT

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2922N	4.0	24	0	9	0	0	5	0	0	5	3	2	0	0	0	0	2 Kovacs, Sara	PT
2923	4.0	19	0	7	0	0	6	0	0	4	1	1	0	0	0	0	7 Farquar, Christopher	PT
2924N	4.0	19	0	2	0	0	7	0	0	6	1	3	0	0	0	0	10 Lusk, Homer	PT
2925N	4.0	19	0	5	0	0	7	0	0	3	3	0	0	0	0	0	5 Schmitt, Adele	
2926N	4.0	25	0	10	0	0	8	0	0	3	1	2	0	0	0	0	3 Miller, Cathy	PT
2927N	4.0	22	0	0	0	0	5	0	0	8	7	1	1	0	0	0	10 Sherlock, Karl	
8740	4.0	24	0	1	0	0	6	0	0	11	2	4	0	0	0	0	9 Sako, Qais	
8746N	4.0	17	0	4	0	0	8	0	0	3	2	0	0	0	0	0	19 Schmitt, Adele	XP
8747	4.0	12	0	0	0	0	1	0	0	3	6	2	0	0	0	0	9 Sherlock, Karl	
8760	4.0	15	0	6	0	0	1	0	0	8	0	0	0	0	0	0	4 Thomas, Linda	PT
Course Total		807	0	163	0	0	268	0	0	225	81	63	5	0	0	0	248	
ENGL-098R Reading Fundamentals																		
2928	3.0	17	0	8	0	0	4	0	0	4	0	1	0	0	0	0	11 Ledri-Aguilar, Jennie	
2929	3.0	20	0	6	0	0	10	0	0	3	0	1	0	0	0	0	11 Harvey, Catherine	
2930	3.0	19	0	14	0	0	4	0	0	1	0	0	0	0	0	0	9 Harvey, Catherine	
2931	3.0	22	0	7	0	0	6	0	0	3	2	4	0	0	0	0	5 Ivanovici, Marilyn	
2932	3.0	28	0	5	0	0	13	0	0	4	3	3	0	0	0	0	2 Michel, Linda	
2933	3.0	14	0	0	0	0	11	0	0	3	0	0	0	0	0	0	6 Phillips, Paul	
2934	3.0	22	0	11	0	0	4	0	0	3	1	3	0	0	0	0	4 Ivanovici, Marilyn	
2935	3.0	25	0	9	0	0	10	0	0	4	2	0	0	0	0	0	2 Thomas, Linda	PT
2936	3.0	25	0	6	0	0	9	0	0	4	4	2	0	0	0	0	3 Sargent, Denise	PT
2937N	3.0	20	0	10	0	0	3	0	0	3	1	3	0	0	0	0	6 Harris, Cindi	
2938N	3.0	25	0	14	0	0	6	0	0	1	0	4	0	0	0	0	2 Belinghere, Janice	
2939N	3.0	24	0	16	0	0	5	0	0	1	1	1	0	0	0	0	2 Harris, Cindi	
4769N	3.0	20	0	13	0	0	2	0	0	1	0	4	0	0	0	0	4 Nolan, Jenny	

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Grade Distribution by Division
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses

—English Department Program Review Appendices—

Grade Distribution by Division																		
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
4783N	3.0	20	0	5	0	0	11	0	0	1	0	3	0	0	0	6 Bellinghieri, Janice		
8761	3.0	15	0	6	0	0	6	0	0	1	1	1	0	0	0	4 Ivanovici, Marilyn		
Course Total		316	0	130	0	0	104	0	0	37	15	30	0	0	0	77		
ENGL-105 College Reading																		
2942N	3.0	15	0	7	0	0	2	0	0	2	0	5	0	0	0	1 Roberson, Jennifer PT		
2943N	3.0	7	0	6	0	0	1	0	0	0	0	0	0	0	0	7 Bellinghieri, Janice XP		
4787	3.0	14	0	1	0	0	5	0	0	5	1	2	0	0	0	3 Montuori, Gary PT		
4802	3.0	18	0	3	0	0	9	0	0	1	2	3	0	0	0	2 Thowsen, Linda PT		
Course Total		55	0	17	0	0	17	0	0	8	3	10	0	0	0	13		
ENGL-106 College Reading																		
2947N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0 Roberson, Jennifer PT	
2948N	3.0	3	0	0	0	0	2	0	0	0	0	0	0	1	0	0	1 Bellinghieri, Janice	
4790	3.0	4	0	0	0	0	2	0	0	1	0	1	0	0	0	0	2 Montuori, Gary PT	
4803	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Thowsen, Linda PT	
Course Total		9	0	2	0	0	4	0	0	1	0	1	1	0	0	0	3	
ENGL-107 College Reading																		
2952N	3.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0 Roberson, Jennifer PT
2953N	3.0	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0 Bellinghieri, Janice
4791	3.0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1 Montuori, Gary PT	
4804	3.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0 Thowsen, Linda PT
Course Total		8	0	1	0	0	2	0	0	2	3	0	0	0	0	0	0	1
ENGL-110 College Composition																		
2822	3.0	13	0	3	0	0	6	0	0	3	0	0	1	0	0	0	1 Zahn-Arellano, Caroline PT	
2823	3.0	22	0	2	0	0	11	0	0	7	0	0	2	0	0	0	2 Goldberg, Maxine PT	
2824	3.0	17	0	5	0	0	5	0	0	6	1	0	0	0	0	0	3 Aagard, Annette PT	

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Grade Distribution by Division																		
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
2825	3.0	18	0	5	0	0	7	0	0	4	1	1	0	0	0	0	0	0 Laird-Jackson, Barbara PT
2826	13 3.0	13	0	1	0	0	0	0	0	9	2	0	1	0	0	0	0	2 Loveless, Barbara
2827N	3.0	19	0	3	0	0	5	0	0	8	2	0	1	0	0	0	0	4 Brian-Hemme, Nancy PT
2961	3.0	28	0	2	0	0	11	0	0	11	4	0	0	0	0	0	0	6 Baker, Jodi PT
2962	3.0	20	0	2	0	0	4	0	0	6	3	5	0	0	0	0	0	8 Ahrens, Joan
2963	3.0	30	0	7	0	0	9	0	0	5	3	4	2	0	0	0	0	4 Howell, Maria PT
2965	3.0	24	0	3	0	0	11	0	0	9	0	1	0	0	0	0	0	12 Snider, Donna PT
2966	3.0	21	0	2	0	0	5	0	0	7	0	7	0	0	0	0	0	14 Liko, Mary PT
2967	3.0	24	0	9	0	0	12	0	0	3	0	0	0	0	0	0	0	10 Snider, Donna PT
2968	3.0	18	0	7	0	0	4	0	0	3	4	0	0	0	0	0	0	8 Schmitt, Adelle
2969	3.0	25	0	4	0	0	9	0	0	11	0	1	0	0	0	0	0	0 Medina, Joseph
2970	3.0	34	0	12	0	0	15	0	0	6	1	0	0	0	0	0	0	2 Berger, Micah PT
2971	3.0	31	0	2	0	0	9	0	0	13	1	4	0	2	0	0	0	3 Cardenas, Juliana
2972	3.0	19	0	3	0	0	5	0	0	9	1	1	0	0	0	0	0	5 Sako, Qais
2973	3.0	24	0	10	0	0	12	0	0	2	0	0	0	0	0	0	0	7 Sandelin, Raul PT
2974	3.0	31	0	12	0	0	14	0	0	5	0	0	0	0	0	0	0	5 Berger, Micah PT
2975	3.0	23	0	0	0	0	8	0	0	10	5	0	0	0	0	0	0	3 Phillips, Paul
2976	3.0	22	0	1	0	0	9	0	0	5	2	5	0	0	0	0	0	4 Bellinghieri, Janice
2977	3.0	22	0	6	0	0	7	0	0	3	2	4	0	0	0	0	0	3 Ashby, Swan PT
2978	3.0	26	0	5	0	0	10	0	0	9	1	1	0	0	0	0	0	4 Medina, Joseph XP
2979	3.0	29	0	7	0	0	14	0	0	2	4	2	0	0	0	0	0	2 Bellinghieri, Janice
2980	3.0	13	0	3	0	0	3	0	0	2	3	2	0	0	0	0	0	16 Schmitt, Adelle
2981	3.0	25	0	4	0	0	10	0	0	8	2	1	0	0	0	0	0	10 VanBlaricom, Margaret PT
2982	3.0	30	0	6	0	0	16	0	0	6	0	2	0	0	0	0	0	2 Moretti, Christine PT
2983	3.0	27	0	9	0	0	7	0	0	8	3	0	0	0	0	0	0	8 Osborne, Richard PT

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Grade Distribution by Division
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Grade Distribution by Division																	
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																	
2984	3.0	33	0	13	0	0	14	0	0	2	1	2	1	0	0	3 Wenzel, James	PT
2985	3.0	25	0	11	0	0	8	0	0	3	2	1	0	0	0	10 Ashby, Gwan	PT
2986	3.0	31	0	10	0	0	10	0	0	7	0	3	1	0	0	3 Alfonsi, Marie	PT
2987	3.0	34	0	4	0	0	11	0	0	3	3	11	0	1	0	2 Toland Perry, Amber	PT
2988	3.0	31	0	14	0	0	4	0	0	7	4	1	0	0	0	7 Hickey, James	PT
2989N	3.0	20	0	6	0	0	6	0	0	2	2	3	1	0	0	4 Miller, Cathy	PT
2990	8 3.0	15	0	5	0	0	4	0	0	5	0	1	0	0	0	12 Balasubramanian, Kamala	
2991	8 3.0	25	0	12	0	0	8	0	0	1	1	1	2	0	0	7 Bell, Brandi	PT
2992N	3.0	33	0	7	0	0	13	0	0	9	3	1	0	0	0	4 Drake, Dorothy	PT
2994N	3.0	32	0	11	0	0	11	0	0	3	2	5	0	0	0	3 Bell, Brandi	PT
2996N	3.0	31	0	5	0	0	9	0	0	9	1	7	0	0	0	3 Krenbiel, Rosemary	PT
2997N	3.0	26	0	0	0	0	1	0	0	2	6	15	1	1	0	3 Wozniak, Stephen	PT
2998N	8 3.0	19	0	7	0	0	3	0	0	7	0	1	1	0	0	5 Balasubramanian, Kamala	
2999N	3.0	27	0	8	0	0	4	0	0	3	2	5	0	5	0	4 Cardozo, Patricia	PT
3000N	3.0	27	0	7	0	0	13	0	0	2	0	5	0	0	0	2 Fielden, Carl	XP
3001	3.0	19	0	1	0	0	10	0	0	2	0	6	0	0	0	6 Musgrave, James	PT
3002	3.0	26	0	8	0	0	6	0	0	2	2	8	0	0	0	9 Dickson, Christy	PT
4806	3.0	28	0	4	0	0	4	0	0	7	2	11	0	0	0	7 Bayles, Joyce	PT
4815	8 3.0	32	0	16	0	0	8	0	0	5	2	0	1	0	0	1 Vargas, Michaela	PT
Course Total		1162	0	284	0	0	385	0	0	261	78	128	15	9	0	243	
ENGL-110R Principles of College Reading																	
2535	3.0	20	0	4	0	0	14	0	0	1	0	1	0	0	0	3 Mitchell, Linda	
2956	3.0	22	0	0	0	0	16	0	0	5	1	0	0	0	0	3 Phillips, Paul	
2957	3.0	20	0	8	0	0	9	0	0	1	1	1	0	0	0	6 Nolan, Jenny	

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Grade Distribution by Division																	
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2958	3.0	25	0	8	0	0	13	0	0	2	1	1	0	0	0	0 Sandeln, Raul	PT
2959	3.0	21	0	9	0	0	7	0	0	1	1	3	0	0	0	7 Jensen, Susan	
Course Total		108	0	29	0	0	59	0	0	10	4	6	0	0	0	19	
ENGL-118 Ling & Engl: Intro to Language																	
3004N	3.0	22	0	7	0	0	5	0	0	6	2	2	0	0	0	2 Justice, Paul	PT
Course Total		22	0	7	0	0	5	0	0	6	2	2	0	0	0	2	
ENGL-120 College Composition & Reading																	
3005	8 3.0	20	0	1	0	0	10	0	0	6	1	2	0	0	0	8 Williams, Jason	PT
3006	3.0	30	0	10	0	0	10	0	0	3	1	6	0	0	0	4 Pranievicz, Brendan	PT
3007	3.0	28	0	4	0	0	10	0	0	9	2	3	0	0	0	5 Baker, Jodi	PT
3008	3.0	34	0	10	0	0	13	0	0	8	1	2	0	0	0	2 Allison, Tarah	PT
3009	3.0	24	0	17	0	0	1	0	0	2	0	4	0	0	0	12 Stafford, Rosalie	PT
3010	3.0	20	0	2	0	0	6	0	0	3	3	6	0	0	0	13 Dill, Bert	PT
3011	3.0	21	0	8	0	0	7	0	0	4	1	1	0	0	0	15 Brown, Sydney	
3012	3.0	25	0	11	0	0	11	0	0	3	0	1	0	0	0	4 Shapiro, Lisa	PT
3013	3.0	24	0	5	0	0	8	0	0	8	0	2	0	1	0	8 Jendian, Micah	
3014	3.0	22	0	1	0	0	7	0	0	3	1	10	0	0	0	5 Oll, Bert	PT
3015	3.0	21	0	4	0	0	8	0	0	5	0	2	0	1	0	13 Medina, Joseph	
3016	3.0	35	0	13	0	0	10	0	0	7	1	4	0	0	0	1 Bacchia, Ryan	PT
3017	3.0	30	0	17	0	0	8	0	0	2	0	3	0	0	0	2 Hayter, Brian	PT
3018	8 3.0	20	0	4	0	0	6	0	0	5	0	5	0	0	0	9 Jendian, Micah	
3019	3.0	14	0	3	0	0	5	0	0	5	1	0	0	0	0	9 Mood, Stephanie	
3020	3.0	14	0	1	0	0	3	0	0	5	5	0	0	0	0	3 Ariens, Joan	
3021	3.0	25	0	11	0	0	11	0	0	4	0	0	0	0	0	7 Evans, Shinichi	PT
3022	3.0	34	0	9	0	0	17	0	0	4	0	3	1	0	0	3 Alfonsi, Marie	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
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3023	3.0	25	0	7	0	0	6	0	0	3	3	6	0	0	0	5	Ledri-Agular, Jennie	
3024	3.0	32	0	19	0	0	7	0	0	0	6	0	0	0	0	3	Shumate, Kathleen	PT
3025	3.0	31	0	21	0	0	6	0	0	1	1	2	0	0	0	3	Shumate, Kathleen	PT
3026	3.0	29	0	23	0	0	5	0	0	0	1	0	0	0	0	8	Vienna, Olga	PT
3027	3.0	26	0	8	0	0	10	0	0	5	0	3	0	0	0	8	McGregor, Kristin	PT
3028	3.0	20	0	2	0	0	10	0	0	6	0	2	0	0	0	10	Medina, Joseph	
3029N	3.0	27	0	10	0	0	13	0	0	4	0	0	0	0	0	7	Hayter, Brian	PT
3030	3.0	28	0	24	0	0	3	0	0	1	0	0	0	0	0	11	Vienna, Olga	PT
3031	3.0	31	0	21	0	0	8	0	0	1	0	1	0	0	0	6	Tucker, Michelle	PT
3033N	3.0	28	0	2	0	0	11	0	0	7	2	6	0	0	0	5	Krehbiel, Rosemary	PT
3034	3.0	26	0	12	0	0	9	0	0	4	1	0	0	0	0	7	Lederer, Peter	PT
3035N	3.0	14	0	2	0	0	2	0	0	4	3	3	0	0	0	5	Jendian, Micah	
3036N	3.0	26	0	7	0	0	8	0	0	2	0	5	0	4	0	5	Cardozo, Patricia	PT
3037N	3.0	12	0	2	0	0	3	0	0	4	2	1	0	0	0	9	Bernabei, Ellen	PT
3038N	3.0	18	0	3	0	0	6	0	0	3	2	4	0	0	0	12	Medina, Joseph	
3039	3.0	9	0	1	0	0	4	0	0	3	1	0	0	0	0	15	Musgrave, James	PT
3040	3.0	30	0	12	0	0	13	0	0	1	0	4	0	0	0	7	Dickson, Christy	PT
3041	3.0	20	0	4	0	0	10	0	0	2	1	3	0	0	0	14	Tuttle, Sandia	PT
4816	8 3.0	19	0	6	0	0	9	0	0	3	0	0	0	1	0	5	Brown, Sydney	
4817	8 3.0	17	0	5	0	0	4	0	0	5	0	3	0	0	0	2	Brown, Sydney	
4821	3.0	28	0	4	0	0	12	0	0	4	2	6	0	0	0	5	Hurwitz, Tate	
4824	8 3.0	13	0	5	0	0	5	0	0	0	0	0	3	0	0	4	Jendian, Micah	
4825	8 3.0	11	0	4	0	0	3	0	0	3	0	0	1	0	0	10	Balasubramanian, Kamala	
4826	8 3.0	30	0	22	0	0	7	0	0	1	0	0	0	0	0	3	Vargas, Michaela	PT
9104	8 3.0	15	0	1	0	0	1	0	0	4	1	7	0	1	0	9	Williams, Jason	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
School: Grossmont College -- Term: 2008FA -- Division: All Divisions -- Subject: ENGL -- Course: All Courses																		
Course Total		1008	0	358	0	0	326	0	0	157	43	110	5	8	0	301		
ENGL-122 Introduction to Literature																		
3042	3.0	20	0	9	0	0	8	0	0	2	0	1	0	0	0	1	Tuttle, Sandia	PT
3043	3.0	20	0	6	0	0	8	0	0	3	0	2	1	0	0	2	Jensen, Susan	
3044	3.0	31	0	8	0	0	11	0	0	8	1	3	0	0	0	2	Cardenas, Juliana	
3045N	3.0	13	0	4	0	0	7	0	0	0	1	1	0	0	0	2	Turner, Catherine	PT
Course Total		84	0	27	0	0	34	0	0	13	2	7	1	0	0	7		
ENGL-124 Adv Comp/Critical Reason/Write																		
3046	3.0	33	0	10	0	0	10	0	0	6	4	3	0	0	0	3	Bayles, Joyce	PT
3047	8 3.0	24	0	2	0	0	10	0	0	8	1	3	0	0	0	8	Williams, Jason	PT
3048	3.0	18	0	3	0	0	11	0	0	4	0	0	0	0	0	4	Sako, Qais	
3049	3.0	22	0	22	0	0	0	0	0	0	0	0	0	0	0	11	Tucker, Michelle	PT
3050	3.0	29	0	13	0	0	11	0	0	4	0	1	0	0	0	5	Lesser, Matthew	PT
3051	3.0	22	0	20	0	0	2	0	0	0	0	0	0	0	0	9	Jones, Elaine	PT
3052	3.0	29	0	15	0	0	9	0	0	0	0	5	0	0	0	7	Voth, Joseph	PT
3053	3.0	27	0	7	0	0	11	0	0	9	0	0	0	0	0	8	Ledri-Agular, Jennie	
3054	3.0	35	0	21	0	0	10	0	0	1	2	1	0	0	0	2	Wenzel, James	PT
3055	3.0	14	0	1	0	0	7	0	0	5	0	1	0	0	0	10	Kaluzhski, Sasha	PT
3056	3.0	30	0	10	0	0	14	0	0	3	3	0	0	0	0	1	Mood, Stephanie	
3057	3.0	21	0	18	0	0	0	0	0	0	3	0	0	0	0	6	Voth, Joseph	PT
3058	3.0	30	0	17	0	0	10	0	0	2	0	1	0	0	0	2	Mood, Stephanie	
3059N	3.0	26	0	20	0	0	4	0	0	2	0	0	0	0	0	5	Williams, Robert	PT
3060N	3.0	21	0	6	0	0	8	0	0	2	1	4	0	0	0	13	Linfar, Cali	PT
4827	3.0	9	0	7	0	0	1	0	0	1	0	0	0	0	0	8	Lederer, Peter	PT
4828N	3.0	10	0	3	0	0	5	0	0	2	0	0	0	0	0	7	Dapper, Roxana	PT

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Grade Distribution by Division
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Grade Distribution by Division																		
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6026N	3.0	10	0	2	0	0	4	0	0	2	2	0	0	0	8	Sherlock, Karl		
Course Total		410	0	197	0	0	127	0	0	51	16	19	0	0	0	118		
ENGL-126 Creative Writing																		
3063	3.0	29	0	17	0	0	3	0	0	5	1	2	1	0	0	4	Cardenas, Juliana	
3064	3.0	32	0	8	0	0	21	0	0	2	0	0	0	0	0	5	Brown, Sydney	
3065N	3.0	16	0	12	0	0	4	0	0	0	0	0	0	0	0	3	Shapiro, Lisa	PT
Course Total		77	0	37	0	0	28	0	0	7	1	2	1	0	0	12		
ENGL-130 Fiction Writing																		
3066N	3.0	13	0	9	0	0	2	0	0	1	0	1	0	0	0	4	Mood, Stephanie	
Course Total		13	0	9	0	0	2	0	0	1	0	1	0	0	0	4		
ENGL-131 Fiction Writing																		
3067N	3.0	4	0	3	0	0	0	0	0	1	0	0	0	0	0	0	Mood, Stephanie	
Course Total		4	0	3	0	0	0	0	0	1	0	0	0	0	0	0		
ENGL-132 Fiction Writing																		
3068N	3.0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	Mood, Stephanie	
Course Total		3	0	3	0	0	0	0	0	0	0	0	0	0	0	0		
ENGL-133 Fiction Writing																		
3069N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Mood, Stephanie	
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
ENGL-134 Creative Nonfiction Writing																		
3070N	3.0	15	0	10	0	0	4	0	0	0	0	1	0	0	0	3	Williams, Robert	PT
Course Total		15	0	10	0	0	4	0	0	0	0	1	0	0	0	3		
ENGL-135 Creative Nonfiction Writing																		
3071N	3.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	Williams, Robert	PT
Course Total		6	0	6	0	0	0	0	0	0	0	0	0	0	0	0		

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Grade Distribution by Division
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Grade Distribution by Division																		
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ENGL-136 Creative Nonfiction Writing																		
3072N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Williams, Robert	PT
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	1		
ENGL-137 Creative Nonfiction Writing																		
3073N	3.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	Williams, Robert	PT
Course Total		2	0	1	0	0	1	0	0	0	0	0	0	0	0	0		
ENGL-140 Poetry Writing																		
3074	3.0	8	0	7	0	0	0	0	0	1	0	0	0	0	0	4	Brown, Sydney	XP
Course Total		8	0	7	0	0	0	0	0	1	0	0	0	0	0	4		
ENGL-141 Poetry Writing																		
3075	3.0	5	0	4	0	0	1	0	0	0	0	0	0	0	0	0	Brown, Sydney	
Course Total		5	0	4	0	0	1	0	0	0	0	0	0	0	0	0		
ENGL-142 Poetry Writing																		
3076	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Brown, Sydney	
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0		
ENGL-143 Poetry Writing																		
3077	3.0	5	0	3	0	0	1	0	0	0	0	0	1	0	0	1	Brown, Sydney	
Course Total		5	0	3	0	0	1	0	0	0	0	0	1	0	0	1		
ENGL-145 Acorn Review: Edit/Production																		
3078N	3.0	9	0	7	0	0	2	0	0	0	0	0	0	0	0	1	Cardenas, Juliana	
Course Total		9	0	7	0	0	2	0	0	0	0	0	0	0	0	1		
ENGL-146 Acorn Review: Edit/Production																		
3079N	3.0	7	0	5	0	0	1	0	0	0	0	1	0	0	0	0	Cardenas, Juliana	
Course Total		7	0	5	0	0	1	0	0	0	0	1	0	0	0	0		
ENGL-175 Novel Writing																		
3082N	3.0	9	0	7	0	0	1	0	0	1	0	0	0	0	0	2	Phillips, Paul	

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Course Total		9	0	7	0	0	1	0	0	1	0	0	0	0	2
ENGL-176 Novel Writing															
3083N	3.0	7	0	5	0	0	0	0	0	2	0	0	0	0	0 Philips, Paul
Course Total		7	0	5	0	0	0	0	0	2	0	0	0	0	0
ENGL-177 Novel Writing															
3084N	3.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0 Philips, Paul
Course Total		1	0	1	0	0	0	0	0	0	0	0	0	0	0
ENGL-178 Novel Writing															
3085N	3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	1 Philips, Paul
Course Total		2	0	2	0	0	0	0	0	0	0	0	0	0	1
ENGL-198W Supervised Tutoring - Writing															
3086	.0	956	0	0	0	0	0	0	0	0	0	0	0	0	0 Harvey, Catherine
Course Total		956	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGL-201 Images of Women in Literature															
3087	3.0	20	0	5	0	0	6	0	0	5	2	2	0	0	4 Ledri-Agular, Jenne XP
Course Total		20	0	5	0	0	6	0	0	5	2	2	0	0	4
ENGL-215 Mythology															
3089N	3.0	10	0	3	0	0	4	0	0	2	0	1	0	0	9 Lusk, Homer PT
Course Total		10	0	3	0	0	4	0	0	2	0	1	0	0	9
ENGL-217 Fantasy and Science Fiction															
3090	3.0	23	0	1	0	0	6	0	0	10	6	0	0	0	4 Mitchell, Linda
Course Total		23	0	1	0	0	6	0	0	10	6	0	0	0	4
ENGL-218 Shakespeare-Plays & Theatre															
4831N	3.0	11	0	5	0	0	2	0	0	2	0	1	1	0	3 Ding, Anthony
Course Total		11	0	5	0	0	2	0	0	2	0	1	1	0	3

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Grade Distribution by Division
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Grade Distribution by Division															
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ENGL-221 British Literature I															
3092	3.0	15	0	6	0	0	9	0	0	0	0	0	0	0	6 Ding, Anthony
Course Total		15	0	6	0	0	9	0	0	0	0	0	0	0	6
ENGL-222 British Literature II															
3093N	3.0	21	0	7	0	0	11	0	0	3	0	0	0	0	2 Hurwitz, Tate
Course Total		21	0	7	0	0	11	0	0	3	0	0	0	0	2
ENGL-231 American Literature I															
3094	3.0	20	0	8	0	0	9	0	0	3	0	0	0	0	4 Eherlock, Karl
Course Total		20	0	8	0	0	9	0	0	3	0	0	0	0	4
ENGL-236 Chicano Literature															
3095	3.0	8	0	2	0	0	4	0	0	1	0	0	1	0	2 Cardenas, Juliana
Course Total		8	0	2	0	0	4	0	0	1	0	0	1	0	2
Subject Total		5696	0	1365	0	0	1423	0	0	810	256	385	396	100	0 1219
Division Total		5696	0	1365	0	0	1423	0	0	810	256	385	396	100	0 1219

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G R O S S M O N T C O L L E G E
G R A D E D I S T R I B U T I O N S U M M A R Y

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SPRING 2008

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
WKS	HRS													
ENGL 051A COLLEGE WRITING SKILLS														
4720	16	1.0						20	3	17	40	21.0	LUSTER	
COURSE TOTAL								20	3	17	40	21.0		
ENGL 051B COLLEGE WRITING SKILLS														
4721	16	1.0						2		1	3	1.8	LUSTER	
COURSE TOTAL								2		1	3	1.8		
ENGL 051C COLLEGE WRITING SKILLS														
4723	16	1.0						1		1	2	0.9	LUSTER	
COURSE TOTAL								1		1	2	0.9		
ENGL 052A COLLEGE WRITING SKILLS														
4724	16	2.0					1	45	3	22	71	89.6	LUSTER	PT
COURSE TOTAL							1	45	3	22	71	89.6		
ENGL 052B COLLEGE WRITING SKILLS														
4725	16	2.0						7		3	10	12.8	LUSTER	
COURSE TOTAL								7		3	10	12.8		
ENGL 052C COLLEGE WRITING SKILLS														
4726	16	2.0						12	1	2	15	23.8	LUSTER	
COURSE TOTAL								12	1	2	15	23.8		
ENGL 052D COLLEGE WRITING SKILLS														
4727	16	2.0						6		2	8	11.0	LUSTER	
COURSE TOTAL								6		2	8	11.0		
ENGL 090 BASIC ENGLISH SKILLS														
4730	4.0							12	3	5	20	76.0	AHRENG	
4731	4.0							13	8	2	23	92.0	KNITTEL	PT
4733	4.0							11	6	8	25	100.0	AHRENS	
4736N	4.0							11	7	10	28	112.0	KOVACS	PT
4737N	4.0							11	7	3	21	84.0	REINSTEIN	PT
4738N	4.0							11	8	5	24	96.0	SARGENT	PT
COURSE TOTAL								69	39	33	141	560.0		
ENGL 090R READING SKILLS DEVELOPMENT														
4742	4.0							13	2	4	19	76.0	IVANOVICI	
4743	4.0							9	5	11	25	100.0	IVANOVICI	
4744	4.0							17	1	6	24	96.0	NOLEN	
4745N	4.0							14	4	6	24	96.0	THOMAS	PT
4748N	4.0							14	3	8	25	100.0	BELLINGHIERE	
COURSE TOTAL								67	15	35	117	468.0		
ENGL 099 ENGLISH FUNDAMENTALS														
4751	4.0	4	3	0	8	2				5	31	124.0	ASHBY	PT
4752	4.0	3	7	7	1	3				10	31	124.0	LUNG	PT
4753	4.0	5	5	6	2	2				4	24	96.0	ESING	XP
4754	4.0	6	10	1	2	2				7	28	112.0	PHILLIPS	XP
4755	4.0	6	3	6		3				8	31	120.0	MCGREGOR	PT

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		S.T.											TOTAL	TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR		
ENGL 098	ENGLISH FUNDAMENTALS																
																	(CONT'D)
4756	4.0		5	2	3	2	4					17	33	128.0	JOHNSON	FT	
4759	4.0		9	5	6		1					11	32	128.0	CASTILLO	FT	
4760	4.0			8	7		2			1		11	29	116.0	HARVEY	XP	
4761	4.0		7	6	4	1						10	28	108.0	JONES	FT	
4762	4.0		2	6	9		1					6	24	96.0	HURVITZ		
4763	4.0		1	4	10	4	1					4	24	96.0	SAKO	XP	
4764	4.0			4	6	5	5					7	27	108.0	SAKO		
4765	4.0		2	8	7	4					1	5	27	108.0	DING		
4767	4.0			5	9	2	3					6	25	100.0	SCHMITT	XP	
4769	4.0		3	3	9		4					3	27	108.0	HURVITZ	XP	
4770	4.0		3	3	9	1						10	31	124.0	LESSER	FT	
4771	4.0			4	2		4					10	20	80.0	TUTTLE	FT	
4772	15 4.3		1	3	5	3	7			3		6	28	81.1	EMERY	FT	
4774	4.0		6	4	5	1						13	29	116.0	HISKEY	FT	
4776	4.0		4	10	5	3			2			11	35	140.0	OSBORNE	FT	
4777	4.0		7	12	5	1			1			5	31	124.0	DRAKE	FT	
4779	4.0			3	6	2	5					14	30	120.0	BERNABEI	FT	
4780N	4.0		13	9	1	2	3					3	31	124.0	BACCHIA	FT	
4781N	4.0		7	7	4		2					8	28	108.0	KOVACS	FT	
4783N	4.0			2	4	2	4				1	12	24	96.0	LUSK	FT	
4784N	4.0		2	7	3							13	25	100.0	FARQUAR	FT	
4785N	4.0			7	10		2					11	30	120.0	SHERLOCK	XP	
4786N	4.0		17	7	2					1		6	33	124.0	ROBERSON	FT	
4787N	4.0		1	3	2		3					17	36	144.0	KALUZHSKI	FT	
	COURSE TOTAL		114	175	162	46	63	3	5	2	252	822	3233.1				
ENGL 098R	READING FUNDAMENTALS																
4790	4.0			8	5	1	2			1		12	29	116.0	LEDRI-AGUILAR		
4791	4.0		5	8	5							10	28	108.0	HARVEY		
4792	4.0		10	5	2	1						6	24	96.0	HARVEY		
4793	4.0		3	5	6	6						5	25	100.0	MITCHELL		
4794	4.0		3	4	5	3	5					3	33	92.0	SARGENT	FT	
4800	4.0		3	13	3	2						3	24	96.0	PHILLIPS		
4801	4.0		6	11	2	1						8	28	112.0	MITCHELL		
4804	4.0		8	5	7	3	1					3	27	108.0	DING		
4807	4.0		3	2	4	2	2					7	20	80.0	MITCHELL		
4815	4.0		2	4	5	3	4					7	25	100.0	BELLINGHIERE		
4817	4.0		1	13	6	2						4	26	104.0	LEDRI-AGUILAR		
4820N	4.0		6	3	4							12	25	100.0	NOLEN		
4822N	4.0		15	6	3		1			1		6	32	120.0	LEPETRI	FT	
4823N	4.0		7	10	2		1					7	27	108.0	THOMAS	FT	
	COURSE TOTAL		72	97	59	24	16			2	93	363	1440.0				
ENGL 105	COLLEGE READING																
4826	3.0		3	2	1	3	1			1		3	14	42.0	MONTEORI	FT	
4828N	3.0		10	1	2		2					2	17	51.0	ROBERSON	FT	
4829N	3.0		5	4			1					9	19	57.0	LEPETRI	FT	
	COURSE TOTAL		18	7	3	3	4			1	14	50	150.0				

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WKS	HRS									W	ENR	WSCH	
ENGL 106 COLLEGE READING													
4834	3.0	1	1							1	3	9.0	MONTUORI
4836N	3.0	4									4	12.0	ROBERSON
4837N	3.0	1									1	3.0	LEPETRI
COURSE TOTAL		6	1							1	8	24.0	
ENGL 107 COLLEGE READING													
4844N	3.0		1			2					3	9.0	ROBERSON
4845N	3.0	2									2	6.0	LEPETRI
COURSE TOTAL		2	1			2					5	15.0	
ENGL 110 COLLEGE COMPOSITION													
4858	3.0	6	4	3		5				9	27	81.0	HOWELL
4859	3.0	15	10	5		1				4	35	105.0	EVANS
4860	3.0	5	8	5	1	2				9	30	90.0	PHILLIPS
4861	3.0	2	3	4		2				10	22	66.0	SAKO
4862	3.0	6	9	6	2	2				7	32	93.0	ALPONGI
4863	3.0	9	5	5		1				15	39	105.0	SHUMATE
4864	3.0	6	10	4	3					4	33	99.0	TURNER
4865	3.0	7	3	2						9	21	63.0	LEDERER
4866	3.0	4	5	9	1	3				3	25	75.0	JENDIAN
4867	3.0	4	3	10	1	4				2	24	72.0	CARDENAS
4869	3.0	1	9	8	4	3				8	33	99.0	LUKO
4870	2.0	2	9	3		2				11	27	81.0	BELLINGHIERE
4871	2.0	7	11	6		1				6	31	93.0	SANDELIN
4872	3.0			6	2	2				3	13	39.0	AHRENS
4873	3.0	3	13	6						10	32	93.0	MEDINA
4874	3.0	2	11	6		2				1	22	66.0	MITCHELL
4875	3.0	5	10	6		5				7	33	99.0	VANBLARICOM
4876	3.0	1	3	1						9	14	42.0	SCHMITT
4877	3.0	5	8	3	2	5				6	29	84.0	ASHBY
4878	3.0	5	19	5	2					6	37	111.0	HISKEY
4879	3.0	5	13	6		3				6	33	96.0	MEDINA
4880	3.0	1	4	2		3				17	27	75.0	SCHMITT
4881	3.0	2	3	1	5	2	1			11	25	75.0	LEDRI-AGUILAR
4882	3.0	1	3	6		2				12	24	72.0	SCHMITT
4883	3.0	3	5	5	3	2				5	23	69.0	SNIDER
4884	3.0	5	6	8	4	4			1	11	39	117.0	BELL
4885	3.0	20	4	9	2	2				2	40	120.0	WENZELL
4886	3.0	8	7	8						10	33	96.0	TURNER
4888	3.0	9	7	7		2			1	9	35	105.0	MORETTI
4889	3.0	12	9	2		2				2	27	81.0	LEDERER
4890	3.0	4	3	7	4	3				9	30	90.0	BAYLES
4891	3.0	9	7	2	2	3				11	33	99.0	TUCKER
4892	3.0	11	6	1		1				2	21	63.0	TOLAND
4893N	3.0	5	7	7	2					3	24	72.0	SWEBNEY
4894N	3.0	6	13	2	3					11	38	114.0	OSBORNE
4895N	3.0	19	7	3		2			3	4	38	105.0	SHAPIRO
4896N	3.0	7	2	4	1	1	1	1		2	19	57.0	MILLER
4897N	3.0	1	6	3	3	1				2	16	48.0	KREHBIEL
4898N	3.0	4	11	4		1				16	36	108.0	FIELDEN

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COURSE	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL WSCH	INSTRUCTOR	
	WKS	HRS									W	SNR			
ENGL 110	COLLEGE COMPOSITION (CCMT'D)														
4899N	3.0				4		5		2		2	13	39.0	WOZNIAK	PT
4900N	3.0		2	8	2	3	3	2			5	25	72.0	CARDOZO	PT
4901N	3.0		4	8		2	2	3			2	21	60.0	CARDOZO	PT
4902	3.0			5	1						6	12	36.0	MUSGRAVE	PT
4903	3.0		11	8	1		3				6	29	87.0	DICKSON	PT
4904	3.0			8	5		4				9	26	78.0	DICKSON	PT
4906	8	6.0	16	7	1	1			2		4	31	74.1	MCNAHAN	PT
5036	14	3.4	6	12	3		8				8	37	78.9	MCNAHAN	PT
5095	3.0		11	10	1	1					4	27	61.0	PERKINS	PT
5096	3.0		8	7	2	1			3	1	1	23	69.0	LAIRD-JACKSON	PT
5097	3.0		5	5	1	3	1		1		7	23	69.0	TRIMBLE	PT
5098	3.0		5	11	3	1			1		5	26	78.0	RAGARD	PT
5099	12	4.0	6	5	5	1	1		3		4	25	57.6	LOVELESS	
5100N	3.0		3	6	8	3	4			1	2	27	81.0	BRIAN-HEMME	PT
	COURSE TOTAL		311	379	222	63	106	7	18	3	349	1458	4207.9		
ENGL 116R	PRINCIPLES OF COLLEGE READING														
4849	4.0		4	1			1				8	14	66.0	IVANOVICI	
4850	4.0		4	6	6		1				7	24	96.0	NOLEN	
4851	4.0		3	6	1	2		1			9	22	88.0	JENSEN	
4852	4.0			3	3		2				3	11	44.0	IVANOVICI	
4853	4.0		9	9	4						1	23	92.0	JENSEN	
4854	4.0		4	3	3	1	2				12	25	100.0	NOLEN	
4855N	4.0		6	6	2	1				1	5	19	76.0	BELLINGHIERS	
	COURSE TOTAL		30	34	19	4	6	1		1	43	138	552.0		
ENGL 112	ESSENTIALS OF LITERATURE														
4905	3.0		5	11		1					11	28	84.0	JONES	PT
	COURSE TOTAL		5	11		1					11	28	84.0		
ENGL 118	LING & ENGL: INTRO TO LANGUAGE														
4907N	3.0		8	7	2	2	2			1	2	24	72.0	JUSTICE	PT
	COURSE TOTAL		8	7	2	2	2			1	2	24	72.0		
ENGL 120	COLLEGE COMPOSITION & READING														
4908	14	3.0	9	1	3		2				9	24	66.0	STAFFORD	PT
4909	3.0			1	2		1				5	9	27.0	BAKER	PT
4910	8	6.0	8	6	3		1				4	32	49.4	MCGREGOR	PT
4911	3.0		4	8	13	4	4				1	34	102.0	BAKER	PT
4912	3.0			2	8		1				6	17	51.0	EDWARDS	PT
4913	3.0		3	6	9	5	2				5	30	90.0	CHNDIAN	
4914	3.0		5	4	2	5	4				10	31	93.0	DILL	PT
4915	3.0		4	12	6	2	3				5	32	96.0	BAKER	PT
4916	3.0		4	8	2						9	20	57.0	TOLAND	PT
4917	3.0		14	8	6	1	3		1		1	34	102.0	BERGER	PT
4918	3.0		10	6	6		2				5	29	87.0	LAIN	PT
4919	3.0		2	3	1		4		1		7	18	54.0	DILL	PT
4920	3.0		4	12	10		2				8	36	108.0	MEDINA	XP
4921	3.0		13	5	4						12	34	102.0	BALASUBRAMANIA	
4922	3.0		6	13	6	1	2				3	31	93.0	GRIFFITH	

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WKS	HRS												
ENGL 120	COLLEGE COMPOSITION & READING (CONT'D)												
4923	3.0	9	10	3		2	1			16	41	120.0	BROWN
4924	3.0	4	10	5	2					11	32	96.0	LEDRI-AGUILAR
4925	3.0	11	5							10	26	78.0	BALASUBRAMANIA
4926	3.0		1	2	1					6	10	30.0	AHRENS
4927	3.0	5	9	9	1	4				7	38	102.0	JENDIAN
4928	3.0	7	2	4	1					10	24	69.0	MOOD
4929	3.0	5	13	3		1				6	28	81.0	HURVITZ
4930	3.0	9	13	4		4				5	35	105.0	GRIFFITH
4931	3.0	3	8	7	1			1		11	31	93.0	JENDIAN
4932	3.0	4	6	5						13	38	84.0	MEDINA
4933	3.0	13	2	2						3	20	60.0	VIENNA
4934	8 6.0	9	8	10		1				8	36	76.8	BELL
4935	8 6.0	5	6	3		2	1			8	25	46.6	BROWN
4936	8 6.0	2	8	9	1	7			1	5	33	76.8	BROWN
4937	3.0	19	4	3		1				7	34	99.0	SHUMATE
4938	3.0	15	3	1	2					11	32	96.0	VIENNA
4940	3.0	11	19	2						3	35	105.0	BERGER
4941	8 6.0	5	1	4	1					8	19	30.2	JENDIAN
4942	3.0		3	2	1	1	1			7	16	48.0	BEHNABI
4943	3.0	26	5	2						5	38	114.0	SHAIRO
4944N	3.0	1	3	3	1	2				4	14	42.0	KREHBIEL
4945N	3.0	12	5	1	1	3				4	26	78.0	VOTE
4946N	3.0	4	7			5				5	21	63.0	WILLIAMS
4947N	3.0	2	1	3		4				9	19	57.0	KALUZHSKI
4948N	3.0	9	6	2	1	4				14	36	102.0	LINFOR
4949N	3.0	3	6	8		2				8	27	78.0	MEDINA
4951	3.0	2	5	3		2				8	20	57.0	MUSGRAVE
4952	3.0	3	4	3		2	1			16	29	84.0	TUTTLE
4953	3.0	4	4	2		3				9	22	63.0	WILLIAMS
4954	8 6.0	21	5	1		2				5	34	79.5	MONAHAN
5037	14 3.4	3	6	2	1	2				21	35	38.1	MUSGRAVE
COURSE TOTAL		312	280	189	33	85	5	3	2	153	1262	3499.4	
ENGL 122	INTRODUCTION TO LITERATURE												
4955	3.0	7	6	3		1				4	21	63.0	BALASUBRAMANIA
4956	3.0	3	2		1	1				3	10	30.0	JENSEN
4957	3.0	9	11	4	1			2		4	31	93.0	BROWN
4958	3.0	7	4	6	2	2	1			4	26	78.0	CARDENAS
4959N	3.0	6	3	2						2	13	39.0	DRAKE
COURSE TOTAL		32	26	15	4	4	1	2		17	101	303.0	
ENGL 124	ADV COMP:CRITICAL REASON/WRITE												
4960	3.0	3	5	1						6	15	45.0	ALLISON
4961	3.0	19	9	1	2	1				3	35	105.0	LESSER
4962	3.0	3	11	4	2	2				10	32	96.0	VANBLARICOM
4963	3.0		2	3		1				4	10	30.0	SAKO
4964	3.0	3	1	2						4	10	27.0	HAYLES
4965	3.0	6	12							6	24	72.0	ALFONSI
4966	3.0	23	11							1	35	105.0	TUCHER
4967	3.0	16	17	1		1				3	38	114.0	WENZEL

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		WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ENGL 124	ADV COMP:CRITICAL REASON/WRITE (CONT'D)															
	4968	3.0	20	10	2	1	1			1			35	105.0	WILLIAMS	PT
	4969	3.0	10	9	3							11	33	99.0	BALASUBRAMANIA	
	4970	3.0	8	9	8	1	1					6	33	99.0	GRIFFITH	
	4971	3.0	8	5	3			2		1		1	20	60.0	GRIFFITH	XF
	4972	3.0	6	11	4			1		1		10	33	99.0	MOOD	
	4973	8	6.0	15	5		4	1		1		15	41	71.3	VOYH	PT
	4974	3.0	13	8	5	3	4					3	36	108.0	MOOD	
	4977	3.0	5	4								7	16	48.0	FARQUAR	PT
	4978N	3.0		8	3	3						4	18	54.0	DAPPER	PT
	4979N	3.0		4	3							10	17	48.0	DAPPER	PT
	COURSE TOTAL			158	141	43	16	15		4		104	481	1385.3		
ENGL 126	CREATIVE WRITING															
	4981	3.0	15	5	4	1	2					6	33	99.0	CARDENAS	
	4982	3.0	21	19	1		2						34	102.0	WILLIAMS	PT
	4983N	3.0	10	3	2		1					6	22	66.0	SHERLOCK	
	COURSE TOTAL			46	18	7	1	5				12	89	267.0		
ENGL 130	FICTION WRITING															
	4985N	3.0	5	2			4					7	18	54.0	MOOD	
	COURSE TOTAL			5	2		4					7	18	54.0		
ENGL 131	FICTION WRITING															
	4987N	3.0	4	1								2	7	21.0	MOOD	
	COURSE TOTAL			4	1							2	7	21.0		
ENGL 132	FICTION WRITING															
	4988N	3.0	1										1	3.0	MOOD	
	COURSE TOTAL			1									1	3.0		
ENGL 133	FICTION WRITING															
	4991N	3.0	1										1	3.0	MOOD	
	COURSE TOTAL			1									1	3.0		
ENGL 134	CREATIVE NONFICTION WRITING															
	4992N	3.0	4									6	10	24.0	GRIFFITH	
	COURSE TOTAL			4								6	10	24.0		
ENGL 135	CREATIVE NONFICTION WRITING															
	4993N	3.0	3									2	5	15.0	GRIFFITH	
	COURSE TOTAL			3								2	5	15.0		
ENGL 136	CREATIVE NONFICTION WRITING															
	4994N	3.0	1										1	3.0	GRIFFITH	
	COURSE TOTAL			1									1	3.0		
ENGL 137	CREATIVE NONFICTION WRITING															
	4995N	3.0	1									1	2	6.0	GRIFFITH	
	COURSE TOTAL			1								1	2	6.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ENGL 140	POETRY WRITING														
	4997N	3.0		9	1	1						4	15	45.0	BROWN
	COURSE TOTAL			9	1	1						4	15	45.0	
ENGL 141	POETRY WRITING														
	4998N	3.0		1						1		1	3	9.0	BROWN
	COURSE TOTAL			1						1		1	3	9.0	
ENGL 142	POETRY WRITING														
	4999N	3.0		7								1	8	24.0	BROWN
	COURSE TOTAL			7								1	8	24.0	
ENGL 143	POETRY WRITING														
	5000N	3.0		1								1	2	6.0	BROWN
	COURSE TOTAL			1								1	2	6.0	
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION														
	5002N	3.0		6	1					1			8	24.0	CARDENAS
	COURSE TOTAL			6	1					1			8	24.0	
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION														
	5003N	3.0		3	1								4	12.0	CARDENAS
	COURSE TOTAL			3	1								4	12.0	
ENGL 147	ACORN REVIEW: EDIT/PRODUCTION														
	5004N	3.0		1									1	3.0	CARDENAS
	COURSE TOTAL			1									1	3.0	
ENGL 148	ACORN REVIEW: EDIT/PRODUCTION														
	5005N	3.0		2									2	6.0	CARDENAS
	COURSE TOTAL			2									2	6.0	
ENGL 160	PLAYWRITING														
	5006N	3.0		5	1							2	8	24.0	SHERLOCK
	COURSE TOTAL			5	1							2	8	24.0	
ENGL 161	PLAYWRITING														
	5007N	3.0		3									3	9.0	SHERLOCK
	COURSE TOTAL			3									3	9.0	
ENGL 162	PLAYWRITING														
	5008N	3.0		1									1	3.0	SHERLOCK
	COURSE TOTAL			1									1	3.0	
ENGL 175	NOVEL WRITING														
	5011N	3.0		8	1	1		1				4	15	45.0	PHILLIPS
	COURSE TOTAL			8	1	1		1				4	15	45.0	
ENGL 176	NOVEL WRITING														
	5012N	3.0		3									3	9.0	PHILLIPS

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HUMANITIES, SOCIAL & BEHAV SCIENCES

											TOTAL	TOTAL		
		S.T.									W	ENR	WSCH	INSTRUCTOR
		WKS	HRS	A	B	C	D	F	I	CR	NC			
ENGL 176	NOVEL WRITING													
	COURSE TOTAL			3								3	9.0	
ENGL 177	NOVEL WRITING													
5013N	3.0			3								1	4	12.0 PHILLIPS
	COURSE TOTAL			3								1	4	12.0
ENGL 178	NOVEL WRITING													
5014N	3.0			1								1	2	6.0 PHILLIPS
	COURSE TOTAL			1								1	2	6.0
ENGL 198W	SUPERVISED TUTORING - WRITING													
5017 **	16	0.0										36	36	0.0 HARVEY
	COURSE TOTAL													0.0
ENGL 201	IMAGES OF WOMEN IN LITERATURE													
5018	3.0			5	4	5	5	3				3	25	75.0 LEDRI-AGUILAR XP
	COURSE TOTAL			5	4	5	5	3				3	25	75.0
ENGL 215	MYTHOLOGY													
5022	3.0			14	5	3						11	33	99.0 BALASUBRAMANIA
5023N	3.0			4	4	4						6	18	54.0 LUSK PT
	COURSE TOTAL			18	9	7						17	51	153.0
ENGL 217	FANTASY AND SCIENCE FICTION													
5024	3.0			2	6	10	3	1				9	31	93.0 MITCHELL
	COURSE TOTAL			2	6	10	3	1				9	31	93.0
ENGL 219	VIEWS OF DEATH & DYING IN LIT													
5025N	3.0			1	6							5	12	36.0 SHERLOCK
	COURSE TOTAL			1	6							5	12	36.0
ENGL 221	BRITISH LITERATURE I													
5027N	3.0			10	12	4						3	29	84.0 HURVITZ
	COURSE TOTAL			10	12	4						3	29	84.0
ENGL 222	BRITISH LITERATURE II													
5028	3.0			8	10	7	1					5	31	93.0 DING
	COURSE TOTAL			8	10	7	1					5	31	93.0
ENGL 232	AMERICAN LITERATURE II													
5030	3.0			17	8	2		1	1	1		4	34	102.0 HOLDER XP
	COURSE TOTAL			17	8	2		1	1	1		4	34	102.0
ENGL 236	CHICANO LITERATURE													
5032	3.0			3		2						2	7	21.0 CARDENAS
	COURSE TOTAL			3		2						2	7	21.0

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HUMANITIES, SOCIAL & BEHAV SCIENCES

											TOTAL	TOTAL		
		S.T.									W	ENR	WSCH	INSTRUCTOR
		WKS	HRS	A	B	C	D	F	I	CR	NC			
ENGL 238	BLACK LITERATURE													
5033N	3.0			1	6	1		1				3	12	36.0 FORD
	COURSE TOTAL			1	6	1		1				3	12	36.0
	SUBJECT TOTAL			1253	1246	761	266	219	19	267	70	1451	5592	17480.6

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL	INSTRUCTOR	
WKS	HRS									W	ENR	WTKN	

ENGL 051A COLLEGE WRITING SKILLS													
4820	16	1.0						14	2	8	24	14.6	LUSTER
COURSE TOTAL								14	2	8	24	14.6	
ENGL 051B COLLEGE WRITING SKILLS													
4812	16	1.0						2	1	3	6	2.7	LUSTER
COURSE TOTAL								2	1	3	6	2.7	
ENGL 051C COLLEGE WRITING SKILLS													
4814	16	1.0						4		2	6	3.7	LUSTER
COURSE TOTAL								4		2	6	3.7	
ENGL 051D COLLEGE WRITING SKILLS													
4826	16	1.0						3			3	2.7	LUSTER
COURSE TOTAL								3			3	2.7	
ENGL 051A COLLEGE WRITING SKILLS													
4828	16	2.0						36	7	26	69	78.6	LUSTER PT
COURSE TOTAL								36	7	26	69	78.6	
ENGL 081B COLLEGE WRITING SKILLS													
4810	16	2.0						14		6	20	25.6	LUSTER
COURSE TOTAL								14		6	20	25.6	
ENGL 052C COLLEGE WRITING SKILLS													
4852	16	2.0						14		3	17	21.6	LUSTER
COURSE TOTAL								14		3	17	21.6	
ENGL 052D COLLEGE WRITING SKILLS													
4834	16	2.0						8		2	10	14.6	LUSTER
COURSE TOTAL								8		2	10	14.6	
ENGL 090 BASIC ENGLISH SKILLS													
4810		4.0						12	6	8	27	108.0	APRENS
4841		4.0						17	6	8	29	116.0	TUTTLE PT
4842		4.0						6	10	10	26	100.0	SCHMIE PT
4843		4.0						18	4	4	26	100.0	KNITTEL PT
4844	14	4.5						12	8	3	23	72.0	ALLISON PT
4845		4.0						13	8	7	28	112.0	APRENS
4846N		4.0						22	1	4	28	112.0	LEPSTRI PT
4840N		4.0						19	6	3	28	112.0	BOVACE PT
COURSE TOTAL								121	49	45	115	832.0	
ENGL 090R READING SKILLS DEVELOPMENT													
4854		4.0						18	3	5	26	112.0	JENSEN
4855		4.0						13	7	5	24	96.0	HARVEY
4856		4.0						18	6	5	29	112.0	MITCHELL
4859		4.0						15	8	9	29	108.0	THOMAS PT
4860N		4.0						20	2	4	26	104.0	NOLEN
4862N		4.0						20	1	3	25	100.0	NOLEN

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		S.T.										TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WEEKS	INSTRUCTOR		
ENGL 999F READING SKILLS DEVELOPMENT (CONT'D)												103	26	31	180	532.0	
ENGL 999 ENGLISH FUNDAMENTALS																	
4869	14	4.0	13	3	0	4	2					9	34	90.0	VIENNA PT		
4870		4.0	3	2	10	1	6					9	34	132.0	LUKE PT		
4871		4.0	8	13	9	1						6	36	144.0	OSHOENE PT		
4875		4.0	3	6	11	2	0					5	29	116.0	TROWSEN PT		
4876	14	4.5	9	4	8		3					11	35	89.3	STAFFORD PT		
4879		4.0	3	4	11	4	1					7	31	124.0	DING		
4880	14	4.5	3	9	14	6						6	26	115.2	EDWARDS PT		
4881		4.0	10	11	6							4	36	144.0	CASTELLO PT		
4882		4.0	5	6	10	4	4					5	34	136.0	TOLAND PT		
4883		4.0		8	8	3	4					6	29	116.0	BAYLES PT		
4884		4.5	5	6	4	7	8					6	34	136.0	TURNER PT		
4885	14	4.5	5	1	3	1	3					16	29	47.9	MONAHAN PT		
4886		4.0	3	4	8		2					10	27	108.0	HARVEY XP		
4887		4.0		8	10	1	4					4	27	108.0	SAKO		
4889		4.0	1	11	10		3					3	34	130.0	HURVITZ		
4892		4.0	9	9	3	1	2		1			1	26	104.0	JONES PT		
4903		4.0	3	10	7		1					6	27	108.0	SAKO XP		
4905		4.0	2	16	7	4	2					2	32	128.0	HURVITZ		
4908		4.0	21	5	5	5						6	27	148.0	VIENNA PT		
4909		4.0	11	5	6	1						7	19	100.0	HISKEY PT		
4900		4.0	6		7	3	5					11	32	128.0	WOTH PT		
4902		4.0	10	6	11	1						2	34	136.0	MILLER PT		
4903		4.0	1	8	10			1				2	29	116.0	VANELARICOM PT		
4908		4.0		3	16	5	1					7	32	128.0	SHERLOCK		
4907		4.0	1	5	4	4	1					10	26	100.0	BERNABRI PT		
4909		4.0	3	10	5	1	2					9	29	112.0	DRAKE PT		
4911		4.0	5	7	8		1					10	31	120.0	JOHNSON PT		
4910N		4.0		8	4	3	8					8	28	112.0	KALUZHSKI PT		
4913N		4.0	4	3	11	3	3					5	29	116.0	KOVACS PT		
4914N		4.0	2	9	6	1	4					5	27	108.0	FARQUER PT		
4915	14	4.5	3	3	7	5	4					12	34	61.0	ASHBY PT		
4917N		4.0	2	1	8	1	4					2	24	96.0	LUKE PT		
4918N		4.0	9	8	3	3	1					6	28	112.0	RELD PT		
4918N		4.0	1	10	3	3	1					4	29	116.0	SUFFINGTON PT		
4920N		4.0	10	10	3	1	3					6	33	132.0	MCGREGOR PT		
COURSE TOTAL			181	324	279	73	88		1			232	1079	4029.3			
ENGL 999F READING FUNDAMENTALS																	
4924		4.0	2	7	5	3	3					8	28	108.0	LEURI-AGUILAR		
4925		4.0	7	9	6	1						5	28	112.0	DING		
4927		4.0	5	15	0		1		1			3	28	112.0	HARVEY		
4930		4.0	3	7	6	5	2					4	27	108.0	TROWSEN PT		
4932		4.0	4	11	1	3	2					6	29	116.0	MITCHELL		
4934		4.0	1	16	5	2						7	31	124.0	PHILLIPS		
4938		4.0	10	13	5							7	29	116.0	DING		
4940		4.0	10	11	1		3					1	26	104.0	BELLINGHIERE		
4941		4.0	9	20	8	1						2	31	124.0	PHILLIPS		

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		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	P	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
ENGL 006R READING FUNDAMENTALS		(CONT'D)														
4942N	4.0	11	7	3				1				7	29	115.0	LEDETRI	PT
4943N	4.0	5	5	3		4		2				4	29	115.0	SARGENT	PT
4946N	4.0	11	5	3		1		1				5	27	108.0	BELLINGHIERS	XP
COURSE TOTAL		74	130	45		22		15		1		54	342	1364.0		
ENGL 106 COLLEGE READING																
4951	3.0	2	3			1		1				5	21	63.0	BELLINGHIERS	
4952	3.0	2	3			4		1				4	12	54.0	BELLINGHIERS	
4953N	3.0	5	2	1		1						6	15	45.0	DING	XP
4954N	3.0	6	3	2				2				4	18	54.0	ROBERSON	PT
4957N	3.0	5	4					2				2	15	45.0	ROBERSON	PT
COURSE TOTAL		25	23	8		2		7				22	87	261.0		
ENGL 106 COLLEGE READING																
4961	3.0	1						1		3		1	6	18.0	BELLINGHIERS	
4962	3.0					1							1	3.0	BELLINGHIERS	
4963N	3.0	1	1										2	6.0	DING	
4964N	3.0	4				1						1	6	18.0	ROBERSON	
4967N**	3.0											1	1	3.0	ROBERSON	
COURSE TOTAL		6	1			2		1		3		2	15	45.0		
ENGL 107 COLLEGE READING																
4971	3.0	1											1	3.0	BELLINGHIERS	
4972	3.0	1											1	3.0	BELLINGHIERS	
4973N	3.0		2										2	6.0	DING	
4974N	3.0	1										1	2	6.0	ROBERSON	
4977N	3.0	1	1	1				1				2	6	18.0	ROBERSON	
COURSE TOTAL		4	3	1				1				3	12	33.0		
ENGL 108 COLLEGE VOCABULARY																
4985N	3.0	7	2	3	2	3				1	2	10	30	18.3	OSBORNE	PT
COURSE TOTAL		7	2	3	2	3				1	2	10	30	18.3		
ENGL 110 COLLEGE COMPOSITION																
4717	3.0	5	2	3	1	2						4	17	51.0	TRIMSLE	PT
4718	3.0	5	10	5	1	1				3		1	28	75.0	SNIDER	PT
4719	3.0	9	11	1	1	1						1	34	72.0	AGARD	PT
4721	3.0	13	9	1									25	75.0	LAIRD-JACKSON	PT
4722	12	4.0	2	5	3			1				3	15	12.0	DEVEREES	
4724N	3.0	2	7	6	2	2					1	2	13	39.0	BRIAN-HEMME	PT
5019	3.0		14	3	1	2						10	35	105.0	SPARE	PT
5020	3.0	4	5	7	4							5	31	93.0	BAKER	PT
5021	3.0	5	7	6	3	10						2	24	102.0	TRAVIS	PT
5023	3.0	8	15	9	1	1						2	26	108.0	ALFONSI	PT
5024	3.0	14	10	4	2							2	35	105.0	CASTILLO	PT
5025	3.0	9	15	4	2	1						5	26	108.0	BERGER	PT
5026	3.0	10	17	4		3						2	37	111.0	ALFONSI	PT
5028	3.0	1	3	11	1	6					1	2	30	90.0	ARRIENS	

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ENGL	CRS	COLLEGE COMPOSITION	GRADE DISTRIBUTION							TOTAL W	TOTAL ENR	TOTAL WAGE	INSTRUCTOR	
			A	B	C	D	F	I	CR					
ENGL 110	3.0	COLLEGE COMPOSITION												
5031	3.0		18	5	1	3			1	3	31	93.0	MEDINA	
5032	3.0		3	9	12	5				7	39	109.0	MITCHELL	
5033	3.0		4	5	3	4				7	39	90.0	CARDENAS	
5034	3.0		4	5	10		1			9	29	84.0	SAKO	
5035	3.0		12	9	10		1			2	34	100.0	BRIGER	
5036	3.0		7	10	7		2			5	31	93.0	LAIN	
5037	3.0		8	9	7		1		2	7	31	90.0	PHILLIPS	
5038	3.0		4	7	5				5	8	26	79.0	LEBRI-AGUILAR	
5039	3.0		7	7	2		1		2	9	23	69.0	SCHMITT	
5041	3.0		3	10	4		3		6	4	30	97.0	MEDINA	
5042	3.0		5	5	4		1		6	8	29	84.0	BELLINGHIERS	
5043	3.0		5	5	4		2		2	11	26	78.0	SCHMITT	
5044	3.0		5	10	5		2		1	8	34	102.0	VANBLARIJCOM	
5046	3.0		2	3	1		1		1	4	17	49.0	MORETTI	
5048	3.0		4	6	5		3		4	9	31	93.0	LERO	
5049	3.0		12	6	6		1			9	34	103.0	SHAPIRO	
5050	3.0		5	10	4		8			2	23	90.0	OSBORNE	
5051	3.0		0	8	11		1		6	4	38	108.0	BELL	
5052	3.0		9	5	6		1		5	9	36	105.0	TOLAND	
5053	3.0		2	13	10		1		3	4	33	99.0	BAYLES	
5054	3.0		1	9	9		1			6	26	84.0	EMERY	
5055	3.0		2	15	4		3			12	37	98.0	TURNER	
5056	3.0		1	11	5				1	8	33	94.0	MORETTI	
5057N	3.0		0	8	3		1		9	11	35	105.0	VOYH	
5058	3.0		1								1	3.0	VOYH	
5059N	3.0		2	10	5		1		2	5	29	87.0	BUFFINGTON	
5060N	3.0		4	10					3	5	27	86.0	SCHMITT	
5061N	3.0		12	8	4				3	3	28	81.0	HOWELL	
5062N	3.0		4	4	2		10			1	13	66.0	WOENIAK	
5063N	3.0		4	9	6		2		4	10	35	105.0	FIELDSN	
5064N	3.0		7		1		1		2	17	28	94.0	CARDOSO	
5065N	3.0		6	5	2		2		2	12	28	84.0	CARDOSO	
5066	3.0		6	5	3		1		4	3	31	80.0	MISERAVE	
5067	3.0		6	7	1				10	7	33	93.0	DICKSON	
COURSE TOTAL			137	495	246	68	137			9	3	298	1394	4059.4
ENGL 110R	4.0	PRINCIPLES OF COLLEGE READING												
5099	4.0		5	11	2				1	7	29	112.0	JENSEN	
5000	4.0		3	5	3		4		1	6	23	92.0	SARGENT	
5002	4.0		5	11	7		2			3	29	115.0	LEBRI-AGUILAR	
5005	4.0		7	2						2	11	44.0	SANDBLIN	
5006	4.0		6	7	5					9	26	104.0	NOLAN	
5010N	4.0		2	7	2					5	22	89.0	NOLAN	
COURSE TOTAL			37	43	19	5	2			1	22	140	556.0	
ENGL 112	3.0	ESSENTIALS OF LITERATURE												
5071	3.0		7	7	5				7	4	30	90.0	JONES	
COURSE TOTAL			7	7	5				7	4	30	90.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	

HUMANITIES, SOCIAL & BEHAV SCIENCES														

ENGL 118 LING & ENGL: INTRO TO LANGUAGE														
5072N	3.0	3	9	3					1	7	23	69.0	JUSTICE	PT
COURSE TOTAL		3	9	3					1	7	23	69.0		
ENGL 120 COLLEGE COMPOSITION & READING														
5073	8 6.0	21	8	6				2		5	42	131.5	TUCKER	PT
5074	3.0	3	10	3	2	6				6	30	90.0	HURVITZ	
5075	3.0	2	15	3	5	2				5	32	96.0	JENDIAN	
5077	3.0	23	6	3		1				1	34	102.0	SHUMATE	PT
5078	3.0	5	9	11	2	1				9	37	111.0	BAKER	PT
5079	3.0	2	10	2	1	10				10	35	102.0	DILL	PT
5080	3.0	3	5	5		4				12	30	90.0	KALUZHSKI	PT
5081	3.0	6	10	7	5	3				4	35	105.0	BELL	PT
5083	3.0	6	13	9						2	36	105.0	JENDIAN	
5084	3.0	10	3	2		6		1		12	34	102.0	BALASUBRAMANIA	
5086	3.0	5	8	11		4				3	36	105.0	MEDINA	
5087	3.0	7	13	12		1				4	37	111.0	BACCCHIA	PT
5088	3.0	2	6	6	6	5				3	33	99.0	AHRENS	
5089	8 6.0	7	8	6	1	3			1	7	33	71.2	JENDIAN	XP
5090	3.0	5	4	3	2	2				16	32	96.0	MOOD	
5091	3.0	3	7	4	1	2				2	19	57.0	MITCHELL	
5092	3.0	10	13	5		2				5	35	105.0	EVANS	PT
5093	3.0	8	11	6		5				2	32	96.0	GRIFFITH	
5094	3.0	4	19	2	2	1				7	35	102.0	LEDRI-AGUILAR	
5095	3.0	10	4	1		6		1		10	32	96.0	BALASUBRAMANIA	
5096	3.0	9	10	5						7	31	93.0	JENDIAN	
5097	3.0	18	10	5						2	35	105.0	GRIFFITH	
5099	3.0			3	1	10				10	24	69.0	DILL	PT
5099	3.0	4	7	5						14	30	87.0	MEDINA	XP
5100	3.0	3	7	8	1	4				10	33	96.0	AKER	PT
5101	3.0	21	3	1						9	34	102.0	VIENNA	PT
5102	3.0	10	4	7	1	4				4	30	87.0	SANDELIN	PT
5103N	3.0	16	6	2	1	4				1	30	90.0	FELD	PT
5104N	3.0	2	7	5	5	3				10	32	96.0	BERNABEI	PT
5105	14 3.4	12	13			1				11	37	70.7	SNIDER	PT
5106N	3.0		9	3		5				10	27	81.0	KREIBIEL	PT
5107N	3.2	18	9	4	1	2				3	39	124.8	WENZELL	PT
5110N	3.0	5	7	3		3		1		9	29	84.0	WILLIAMS	PT
5112N	3.0	3	14	6		2				11	36	108.0	MEDINA	XP
5113	3.0	4	3			3		1		3	19	57.0	MUSGRAVE	PT
5114	3.0	11	9	1		8				11	40	117.0	DICKSON	PT
5115	3.0	4	10	3		4				10	31	90.0	TUTTLE	PT
COURSE TOTAL		282	310	169	37	117		6	1	283	1205	3500.3		
ENGL 122 INTRODUCTION TO LITERATURE														
5116	3.0	2	3	3	1	1				1	11	33.0	BALASUBRAMANIA	
5117	3.0	5	6	5	1	1				6	24	72.0	JENSEN	XP
5118	3.0	8	11	5	1	1				4	30	90.0	CARDENAS	
5119N	3.0	6	4	1	1					3	15	45.0	AKER	PT
COURSE TOTAL		21	24	14	4	3				14	80	240.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL	INSTRUCTOR		
WKS	HRS									W	ENR	WEEK		
ENGL 124 ADV COMP CRITICAL REASON/WRITE														
5121	3.0	10	11	7				1		5	34	99.0	LESSER	PT
5122	3.0	21	9	1						7	38	85.0	TUCKER	PT
5123	3.0	3	7	3	1	1			1	7	22	68.0	SAYO	
5124	3.0	2	5	5		3				13	28	51.0	WILLIAMS	PT
5125	3.0	17	9	4	3					9	35	102.0	LESSER	PT
5126	3.0	15	11	8						1	35	106.0	JINDIAN	
5127	3.0	17	10				1			5	34	102.0	SHUMATE	PT
5128	3.0	12	15	1						7	36	108.0	GRIFFITH	
5129	3.0	15	15	4						2	36	108.0	GRIFFITH	
5130	3.0	9	5	6		1				9	26	78.0	BALASUBRAMANIA	
5132	3.0	13	8	6		1				8	35	105.0	MOOD	
5134	3.0	20	9	1				1		2	33	99.0	WILLIAMS	PT
5135	3.0	19	10	3						3	35	105.0	WENZEL	PT
5136N	3.0	1	5	1						3	16	48.0	SHERLOCK	XP
5138N	3.0	9	4	1						4	18	54.0	LESSER	PT
5139N	3.0	2	4	3		1				8	18	54.0	LAPPER	PT
5140N	3.0	3	4		1	1				7	16	48.0	FARQUAR	PT
COURSE TOTAL		188	149	94	5	11		2	1	95	496	1450.0		
ENGL 125 CREATIVE WRITING														
5141	3.0	19	9	2	1			1		5	35	102.0	CARBENAS	
5142	3.0	24								4	28	84.0	WILLIAMS	PT
5143N	3.0	9	1	1						4	16	48.0	SHERLOCK	
COURSE TOTAL		52	9	4	1			1		13	79	234.0		
ENGL 130 FICTION WRITING														
5144N	3.0	7	4	2		1				5	19	54.0	MOOD	
COURSE TOTAL		7	4	2		1				5	19	54.0		
ENGL 131 FICTION WRITING														
5145N	3.0	2								2	6	18.0	MOOD	
COURSE TOTAL		2								2	6	18.0		
ENGL 132 FICTION WRITING														
5146N	3.0	2								1	3	9.0	MOOD	
COURSE TOTAL		2								1	3	9.0		
ENGL 133 FICTION WRITING														
5147N	3.0	1								1	3	9.0	MOOD	
COURSE TOTAL		1								1	3	9.0		
ENGL 134 CREATIVE NONFICTION WRITING														
5148N	3.0	4								3	7	21.0	GRIFFITH	XP
COURSE TOTAL		4								3	7	21.0		
ENGL 135 CREATIVE NONFICTION WRITING														
5149N	3.0	2								1	3	9.0	GRIFFITH	
COURSE TOTAL		2								1	3	9.0		

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		S.I.	A	B	C	D	F	I	CR	NC	TOTAL	TOTAL				
		WKS	HRS								W	ENR	WGSCH	INSTRUCTOR		
ENGL 136	CREATIVE NONFICTION WRITING															
5150N		3.0	1								1	3.0	GRIFFITH			
	COURSE TOTAL		1								1	3.0				
ENGL 137	CREATIVE NONFICTION WRITING															
5151N		3.0	1								1	3.0	GRIFFITH			
	COURSE TOTAL		1								1	3.0				
ENGL 140	POETRY WRITING															
5152N		3.0	6	1							2	9	LINFOR	PT		
	COURSE TOTAL		6	1							2	9				
ENGL 141	POETRY WRITING															
5153N		3.0	1								1	2	LINFOR			
	COURSE TOTAL		1								1	2				
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION															
5155N		3.0	5	1	2		1				2	11	CARDENAS			
	COURSE TOTAL		5	1	2		1				2	11				
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION															
5157N		3.0	3								3	9.0	CARDENAS			
	COURSE TOTAL		3								3	9.0				
ENGL 147	ACORN REVIEW: EDIT/PRODUCTION															
5158N		3.0	2								2	6.0	CARDENAS			
	COURSE TOTAL		2								2	6.0				
ENGL 175	NOVEL WRITING															
5161N		3.0	1		1			2			4	8	PHILLIPS			
	COURSE TOTAL		1		1			2			4	8				
ENGL 176	NOVEL WRITING															
5162N		3.0	5								1	6	PHILLIPS			
	COURSE TOTAL		5								1	6				
ENGL 177	NOVEL WRITING															
5163N		3.0	3								3	9.0	PHILLIPS			
	COURSE TOTAL		3								3	9.0				
ENGL 178	NOVEL WRITING															
5164N		3.0	1								1	3.0	PHILLIPS			
	COURSE TOTAL		1								1	3.0				
ENGL 195W	SUPERVISED TUTORING - WRITING															
5165E ** 16		0.0									34	34	HARVEY			
	COURSE TOTAL															

** CLASS NOT VALID FOR A.S.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

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		S.T.									TOTAL		TOTAL		
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WEEK	INSTRUCTOR
ENGL 201 IMAGES OF WOMEN IN LITERATURE															
5156	3.0			7	6	2		5				8	28	94.0	HOLDER XP
COURSE TOTAL				7	6	2		5				8	28	94.0	
ENGL 216 MYTHOLOGY															
5158	3.0			12	3	2						8	27	91.0	BALASUBRAMANIA
5159N	3.0			3	4	1		2				3	13	39.0	LUSK PT
COURSE TOTAL				15	10	3		2				8	40	120.0	
ENGL 217 FANTASY AND SCIENCE FICTION															
5170	3.0			6	0	6	2	1				7	31	90.0	MITCHELL XP
COURSE TOTAL				6	0	6	2	1				7	31	90.0	
ENGL 219 VIEWS OF DEATH & DYING IN LIT															
5172N	3.0			5	4	3						2	14	42.0	SHERLOCK
COURSE TOTAL				5	4	3						2	14	42.0	
ENGL 221 BRITISH LITERATURE I															
5173	3.0			10	13	6						4	33	95.0	DING XP
COURSE TOTAL				10	13	6						4	33	95.0	
ENGL 222 BRITISH LITERATURE II															
5174N	3.0			7	7	1		2				3	20	60.0	HURVITZ XP
COURSE TOTAL				7	7	1		2				3	20	60.0	
ENGL 231 AMERICAN LITERATURE I															
5175	3.0			10	9	1	1					4	25	75.0	HOLDER XP
COURSE TOTAL				10	9	1	1					4	25	75.0	
ENGL 236 CHICANO LITERATURE															
5177	3.0			1		1		2				2	6	18.0	CARDENAS
COURSE TOTAL				1		1		2				2	6	18.0	
ENGL 237 AMERICAN INDIAN LITERATURE															
5178N	3.0								1			2	3	9.0	MOOD
COURSE TOTAL									1			2	3	9.0	
ENGL 276 MAJOR AUTHOR															
5179N	3.0			5	2	2		1		2		7	19	57.0	LEDRI-AGUILAR XP
COURSE TOTAL				5	2	2		1		2		7	19	57.0	
SUBJECT TOTAL				1237	1398	891	225	466		346	94	1250	5942	19477.4	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WCH	INSTRUCTOR	
ENGL 081A COLLEGE WRITING SKILLS														
4720	16 1.0							20	5	10	35	22.9	LUSTER	
COURSE TOTAL								20	5	10	35	22.9		
ENGL 081B COLLEGE WRITING SKILLS														
4721	16 1.0							5	1	2	8	3.5	LUSTER	
COURSE TOTAL								5	1	2	8	3.5		
ENGL 081C COLLEGE WRITING SKILLS														
4722	16 1.0							2		1	3	1.0	LUSTER	
COURSE TOTAL								2		1	3	1.0		
ENGL 081D COLLEGE WRITING SKILLS														
4723	16 1.0							1			1	0.9	LUSTER	
COURSE TOTAL								1			1	0.9		
ENGL 081A COLLEGE WRITING SKILLS														
4724	16 3.0							40	8	33	81	87.8	LUSTER	PT
COURSE TOTAL								40	8	33	81	87.8		
ENGL 081B COLLEGE WRITING SKILLS														
4718	16 3.0							28		7	35	45.7	LUSTER	
COURSE TOTAL								28		7	35	45.7		
ENGL 081C COLLEGE WRITING SKILLS														
4726	16 3.0							9		7	16	16.9	LUSTER	
COURSE TOTAL								9		7	16	16.9		
ENGL 081D COLLEGE WRITING SKILLS														
4727	16 3.0							8		1	9	14.6	LUSTER	
COURSE TOTAL								8		1	9	14.6		
ENGL 090 BASIC ENGLISH SKILLS														
4730	4.0							11	6	5	22	89.0	ANFENS	
4731	4.0							8	1	5	14	85.0	KNITTEL	PT
4732	4.0							14	4	9	27	104.0	ANFENS	
4732N	4.0							7	4	9	19	76.0	FARQUAR	PT
4732N	4.0							13	1	9	23	88.0	THOMAS	PT
4736N	4.0							13	2	3	18	60.0	KOVACS	PT
COURSE TOTAL								63	18	38	119	475.0		
ENGL 090R READING SKILLS DEVELOPMENT														
4742	4.0							11	7	5	23	90.0	RYANOWICZ	
4744	4.0							13	0	7	20	108.0	NOLEN	
4745N	4.0							9	1	9	19	76.0	NOLEN	
4748N	4.0							10	1	3	14	54.0	NOLEN	
COURSE TOTAL								43	8	24	93	338.0		
ENGL 098 ENGLISH FUNDAMENTALS														
4751	4.0	3	5	4	1	2				6	24	96.0	SANDELLIN	PT
4752	4.0	1	2	13		3				8	28	100.0	LUKE	PT

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ENGL 099	ENGL 099R	S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
		WKS	HRS										ENR	WEEK		
(CONT'D)																
4753		4.0	2	3	13	4	1					6	28	112.0	DING	
4754		4.0	2	3	9	2	1	5				5	27	108.0	SAKO	XP
4756		4.0	1	1	2	2	2	4				10	19	76.0	KALUSZNSKI	PT
4757		4.0	4	2	1							9	18	72.0	LEDERER	PT
4758		4.0	5	12	5	1	4					9	34	136.0	SCHMITT	
4759		4.0	5	8	3							18	32	128.0	CASTILLO	PT
4760		4.0	4	5	8	2						10	29	116.0	HARVEY	XP
4761		4.0	1	4	10						1	7	24	96.0	HURVITZ	
4762		4.0	2	3	6			3			1	4	24	96.0	HURVITZ	XP
4763		4.0	4	5	7	1	1					4	23	92.0	SAKO	
4764		4.0	6	4	4			2				11	27	108.0	DIBRY	PT
4765		4.0	3	4	6	4	3					7	26	104.0	DING	
4767		4.0	2	5	8	2	2					4	23	92.0	THOMSEN	PT
4769		4.0	5	4	1	1	1			1		6	21	84.0	JONES	PT
4770	14	4.0	2	2	10	3	3					9	29	116.0	BAYLES	PT
4771		4.0	1	2	6	8	3					4	24	96.0	ARRANE	
4772	15	4.0	4	7	8	2	1					7	26	104.0	DRANK	PT
4774		4.0	3	3	3	1	1					4	19	76.0	VIENNA	PT
4776		4.0	1	6	3							3	14	56.0	OSBORNE	PT
4777		4.0	6	4				2				6	18	72.0	JOHNSON	PT
4778		4.0		4	4					1		6	15	60.0	MITCHELL	PT
4789N		4.0	1	2	7	3	2					11	26	104.0	BERNABEI	PT
4791N		4.0	4	3	4	1	5					4	26	104.0	KOVACS	PT
4792		4.0		1									1	4.0	KOVACS	
4793N		4.0	1	3	4	1	3			1	1	7	22	88.0	LUSK	PT
4794N		4.0	1	3	6			3				6	14	56.0	BUFFINGTON	PT
4795N		4.0		3	2	3	2					8	18	72.0	EMERLOCK	XP
4796N		4.0	2	4	4	2	2					10	24	96.0	SARGENT	PT
4797N		4.0	6	6	4	3	1					7	27	108.0	KAHANNEY	PT
COURSE TOTAL				87	140	160	49	59		3	3	211	712	2767.6		
ENGL 099R READING FUNDAMENTALS																
4799		4.0	5	5	5			2				11	29	116.0	LEDRY-AGUILAR	
4791		4.0	2	3	6			1				7	24	96.0	HARVEY	
4792		4.0	1	6	4			2				8	24	96.0	HARVEY	
4793		4.0	1	13	5							4	23	92.0	PHILLIPS	XP
4794		4.0	5	5	2	1	3					5	21	84.0	WILLIAMS	PT
4800		4.0	6	3	3	1	2					7	29	112.0	SARGENT	PT
4801		4.0	4	7	5	2	3					4	27	108.0	IVANOVICI	
4804		4.0	5	5	2	1				1		6	21	84.0	MITCHELL	
4807		4.0	10	3	5			5				1	24	96.0	IVANOVICI	
4815		4.0	7	3	4			2				9	25	100.0	BELTINGHIERE	
4817		4.0	6	1	5	1	4					9	25	104.0	LEDRY-AGUILAR	XP
4820N		4.0	3	3	2	2	1					7	19	76.0	BELTINGHIERE	XP
4821		4.0		1									1	4.0	NOLEN	
4822N		4.0	3		4			6				6	24	96.0	LEPETRI	PT
4823N		4.0	3	3	5	1	3					5	20	80.0	NOLEN	
COURSE TOTAL				73	71	63	9	36		1		65	341	1356.0		

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		S.T.									TOTAL	TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WEEK	INSTRUCTOR
ENGL 105 COLLEGE READING															
4824	3.0	6	3									2	11	33.0	LIEBERG
4825	3.0	1	6	6						1		3	17	51.0	MITCHELL
4826	3.0	1	2	2	1							5	13	39.0	DING
4828N	3.0	1	2	2				1				3	6	24.0	ROBERSON
4829N	3.0	3	1	2	2	2						1	9	27.0	BELLINGHIERE
COURSE TOTAL		12	13	14	2	1				1		14	53	174.0	
ENGL 106 COLLEGE READING															
4832	3.0		1	1								1	3	9.0	MITCHELL
4834	3.0	2	1			1						1	5	15.0	DING
4836N	3.0	2											2	6.0	ROBERSON
4837N	3.0		1										1	3.0	BELLINGHIERE
COURSE TOTAL		5	3	1	1							2	12	36.0	
ENGL 107 COLLEGE READING															
4841	3.0		1									1	3	9.0	MITCHELL
4842	3.0		1										1	3.0	DING
4844N	3.0		1										1	3.0	ROBERSON
4845N	3.0		1				1						2	6.0	BELLINGHIERE
COURSE TOTAL		3	4				1					1	7	21.0	
ENGL 108 COLLEGE VOCABULARY															
4848	3 4.0	7	5	3	1							8	21	28.3	IVANOVIC
4856	2.0	5	8	1	1			4				9	23	56.0	JENSEN
COURSE TOTAL		12	13	4	3	4						13	48	85.3	
ENGL 110 COLLEGE COMPOSITION															
4858	3.0	2	9	9	2	1						2	32	93.0	WENDELL
4859	3.0	6	9	7	9							9	34	102.0	LESSER
4860	3.0	1	3	11	1	1						9	26	78.0	PHILLIPS
4861	3.0	9	16	2	2							4	32	99.0	MORENO-IRARI
4862	3.0	4	11	12							1	6	34	102.0	JENDIAN
4863	2.0		10	9	12							9	29	87.0	MITCHELL
4864	3.0	5	9	5	3	2						7	31	93.0	TURNER
4865	3.0	1	1	2	1	1				1		7	14	36.0	HAYLES
4866	3.0	2	6	9								3	27	78.0	AHRENS
4867	3.0	2	6	9		1		5					17	51.0	CARDENAS
4868	3.0	27	9	9								8	36	108.0	BERGER
4869	3.0	14	5	9			1			2		5	37	111.0	SHUMATE
4870	3.0	3	1	2				4				1	11	33.0	HEIDER
4871	3.0	13	5	5	1	1				1		3	35	117.0	TUCKER
4872	3.0	1	3	2	1	5						4	19	51.0	LEPPI-AGUIAR
4873	3.0	1	14	11				4				5	35	105.0	MEDINA
4874	3.0	7	15	7				1				3	24	102.0	SASO
4875	3.0	5	5	6				3				3	16	47.0	VANBLARICOM
4876	3.0	1	6	4	1	3						5	22	66.0	SCHMITT
4877	3.0	5	8	10						1		11	36	99.0	LAIN
4878	3.0	8	12	6				1				6	32	96.0	LESSER
4880	3.0	1	12	7		2						7	32	96.0	MEDINA
4881	2.0		3	4	2	4						5	23	69.0	LEPPI-AGUIAR

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
WKS	HRS									W	ENR	WCH	INSTRUCTOR	
ENGL 110 COLLEGE COMPOSITION		(CONT'D)												
4882	3.0	2	3	2	2	2				9	24	72.0	SCHMITT	
4883	3.0	2	4	5	4	4				4	24	54.0	AKER	PT
4884	3.0	4	4	3	2	10			1	7	34	74.1	THOMSEN	PT
4885	3.0	15	10	10						2	37	111.0	BERGER	PT
4886	3.0	10	6	4		2		1		10	33	96.0	SHUMATE	PT
4887	3.0	10	7	1		1		2		6	27	87.6	TUCKER	PT
4888	3.0	2	10	10	5					4	31	93.0	BUPINGTON	PT
4889	3.0	5	5	8		3				9	30	87.0	HEDRICK	PT
4890	3.0	6	6	3		3				17	31	93.0	MORETTI	PT
4891	3.0	2	2	1	1	2				2	10	30.0	TOLAND	PT
4892	3.0	3	12	3						2	20	49.4	SHAPIRO	PT
4893N	3.0	6	4	3	2	3				9	33	96.0	TRAVIS	PT
4894N	3.0	6	5	7	1	1		1		10	33	105.0	GOSCHNE	PT
4895N	3.0	4	5	3		3				3	18	54.0	EWING	PT
4896N	3.0	4	6	4						7	21	60.0	SCHMITT	
4897N	3.0	1	3	3	1	3			1	4	17	51.0	WOLENIAK	PT
4898N	3.0	3	9	4	2	1				4	22	66.0	SHAPIRO	PT
4899N	3.0	3	12	7		1				10	33	99.0	FIELDS	PT
4900N	3.0	1	1	4	3	3		1		5	18	54.0	BERNABEI	PT
4901N	3.0	6	5	3		2				11	27	81.0	MEDINA	PT
4902	3.0	2	2		1	1				3	15	42.0	MCGRAVE	PT
4903	3.0	7	5			1				11	24	69.0	DICKSON	PT
4904	3.0	5	5	1				1		15	30	90.0	DICKSON	PT
4906	3.0	1	3	5	1	5				10	31	41.1	BELLINGHIERE	
5095	3.0	2	3	3		1				2	20	60.0	AASARD	PT
5096	3.0	7	2	5	2					1	23	69.0	ESPOSITO	PT
5097	3.0	4	11	2	1			2		6	25	78.6	LOVELESS	
5098	3.0	3	6	1						7	19	57.0	TRIMBLE	PT
5099	3.0	3	4	2		2				2	17	51.0	SWIDER	PT
5100N	3.0	1	1	4	2			2		1	11	33.0	BRIAN-HEMME	PT
COURSE TOTAL		243	341	270	45	110		20	3	133	1375	4024.1		
ENGL 118 PRINCIPLES OF COLLEGE READING														
4849	4.0	5	4	5	1	1				3	20	80.0	JENSEN	
4850	4.0	9	4	3		1				7	24	96.0	JENSEN	
4851	4.0	10	5	1	2	3				5	28	108.0	IVANOVIC	
4854	4.0	4	10	5	1					3	20	82.0	MITCHELL	PT
4855N	4.0	11	3	1		1				5	22	84.0	LEPETRI	PT
COURSE TOTAL		43	26	15	4	6				23	119	468.0		
ENGL 112 ESSENTIALS OF LITERATURE														
4395	3.0	3	1	4	1	2				1	12	36.0	JONES	PT
COURSE TOTAL		3	1	4	1	2				1	12	36.0		
ENGL 116 LING & ENGL: INTRO TO LANGUAGE														
4907N	3.0	4	6	5		1				2	18	54.0	JUSTICE	PT
COURSE TOTAL		4	6	5		1				2	18	54.0		

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ENGL 120	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		INSTRUCTOR			
	WKS	HRS									W	HR				
ENGL 120	COLLEGE COMPOSITION & READING															
4908	14	3.0	1	6	6	5	1			1	10	30	48.0	BAKER	PT	
4909		3.0	6	11	4		1				8	27	81.0	ALPONSEI	PT	
4910	8	6.0	4		2						7	12	18.0	LUKO	PT	
4911		3.0	5	9	12						7	33	99.0	JENDIAN		
4912		3.0	3	6	2	2	4				5	21	63.0	EDWARDS	PT	
4913		3.0	2	9	10	3	2				7	35	105.0	BAKER	PT	
4914		3.0	1	4	4	2	5				4	16	48.0	DILL	PT	
4915		3.0	7	10	5		1		1		11	38	105.0	TUTTLE	PT	
4916		3.0	3	9	4	1	2		1		7	32	96.0	WENDELL	PT	
4917		3.0	2	1	1		2				13	19	57.0	CARDOSO	PT	
4918		3.0	10	13			1				6	30	90.0	WILLIAMS	PT	
4919		3.0	2	8	2	1	5				9	24	72.0	DILL	PT	
4920		3.0	6	3	0		1		1		4	30	87.0	MEDINA	XF	
4921		3.0	6	13	4		4				11	39	114.0	BALASUBRAMANIA		
4923		3.0	10	12	7	1	1				8	36	108.0	GRIFFITH	XF	
4924		3.0	12	8	6		2				7	37	111.0	BROWN		
4925		3.0	4	4	7	1	1				11	29	84.0	LEDELL-AGUILAR		
4926		3.0	9	11	7		3				10	36	108.0	BALASUBRAMANIA		
4927		3.0	7	8	7						9	31	90.0	JENDIAN		
4928		3.0	3	12	5	0	1				6	34	102.0	MOOD		
4929		3.0	5	11	11		5				2	36	108.0	GRIFFITH	XF	
4930		3.0	4	2	14		1		1		4	32	96.0	JENDIAN		
4931		3.0	2	13	6		3				4	30	90.0	MEDINA		
4933	14	3.4	4	4	4	1	2				4	19	49.8	ALPONSEI	PT	
4934	8	6.0	6	7	5	3	2				6	32	71.3	BELL	PT	
4936	8	6.0	3	10	8		1				4	24	63.2	EMERY	PT	
4938	8	6.5	4	14	6		2				7	32	71.3	EMERY	PT	
4937		3.0	7	17	4	1	1		1	1	2	35	108.0	KURVITS		
4938		3.0	21	4	2	2					4	33	99.0	VIENNA	PT	
4940		3.0	10	11	3	2	1				7	34	102.0	BELL	PT	
4941	4	6.0	5	6	2		1				15	29	38.4	JENDIAN	XF	
4942		3.0	12	3	1	1	3				7	28	81.0	FAROUAR	PT	
4943		3.0	7	9	7	1	1				5	30	90.0	KAHANEY	PT	
4944N		3.0	15	3	1		2				5	26	76.0	CARDOSO	PT	
4945N		3.0	0	9	1		1				11	30	90.0	SNIDER	PT	
4946N		3.0	11	6	1		1		1		7	27	81.0	SANDELLIN	PT	
4947N		3.0	4	2	3						6	19	49.0	KALUZHSKI	PT	
4948N		3.0	3	8	2	1	1				7	27	81.0	ANKA	PT	
4949N		3.0	4	9		3				1	11	27	81.0	KERRIEL	PT	
4951		3.0	2	7	3		1				2	16	49.0	MUSGRAVE	PT	
4952		3.0	2	9	3		2				13	25	87.0	TUTTLE	PT	
4953		3.0	5	5	2	1	7				9	30	90.0	ALMOND	PT	
			COURSE TOTAL		260	354	185	54	81	6	2	297	1210	3412.6		
ENGL 122	INTRODUCTION TO LITERATURE															
4955		3.0	3	3	4						3	13	39.0	BALASUBRAMANIA	XF	
4957		3.0	11	12	6	2	3				2	36	108.0	BROWN		
4958		3.0	9	15	1	1	4		1		2	32	96.0	CARDENAS		
4959M		3.0	4	5	3					1	2	15	45.0	BRACK	PT	

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ENGL	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	OR	NC	TOTAL		INSTRUCTOR	PT	
												W	ENR			
ENGL 122	INTRODUCTION TO LITERATURE2															
	COURSE TOTAL			27	35	14	2	7		1	1	9	97	285.0		
ENGL 124	ADV COMP:CRITICAL REASON/WRITH															
4675		3.0		4	5	5		2				5	24	72.0	WILLIAMS	PT
4960		3.0		10	12	1						4	27	81.0	WILLIAMS	PT
4981		3.0		3	13	7						4	27	81.0	SAKO	
4982		3.0		2	3	3		2				5	15	45.0	VANBLARICOM	PT
4963		3.0		10	13			2				3	28	84.0	VOYH	PT
4964		3.0		3	3	2		2				5	20	60.0	WILLIAMS	PT
4985		3.0		2	4	3		2		1		8	20	60.0	CHARNER	PT
4966		3.0		11	9	2		3				13	35	105.0	HOLDEN	
4987		3.0		8	21	4	1			1		1	36	108.0	GRIFFITH	
4968		3.0		18	13	2		2				3	38	114.0	BROWN	
4969		3.0		12	7	4		3				11	37	111.0	BALASUBRAMANIA	
4970		3.0		10	13	8						4	33	99.0	GRIFFITH	
4971		3.0		7	3	3	2	3				6	32	96.0	MOOD	
4573		5 6.0		5	13			6				12	36	108.0	VOYH	PT
4974		3.0		8	5			1		1		7	22	66.0	MOOD	
4977		3.0		2	2							7	11	33.0	SHERLOCK	
4978N		3.0			3	2						14	21	64.0	DAPPER	PT
4579N		3.0		1	4	3	1			3		8	20	60.0	DAPPER	PT
	COURSE TOTAL			116	166	50	4	25		6		120	492	1394.8		
ENGL 126	CREATIVE WRITING															
4981		3.0		15	5	2		3				1	25	75.0	CARDENAS	XP
4982		3.0		8	10	5		3				3	29	87.0	BROWN	XP
4983N		3.0		5	3			1				7	19	57.0	SHERLOCK	
	COURSE TOTAL			31	18	7		7				11	74	222.0		
ENGL 130	FICTION WRITING															
4985N		3.0		3	2			1				12	23	66.0	MOOD	
	COURSE TOTAL			3	2			1				12	23	66.0		
ENGL 132	FICTION WRITING															
4989N		3.0		1								1	2	6.0	MOOD	
	COURSE TOTAL			1								1	2	6.0		
ENGL 134	CREATIVE NONFICTION WRITING															
4992N		3.0		12	1							6	19	57.0	GRIFFITH	
	COURSE TOTAL			12	1							6	19	57.0		
ENGL 135	CREATIVE NONFICTION WRITING															
4993N		3.0		2								1	3	9.0	GRIFFITH	
	COURSE TOTAL			2								1	3	9.0		
ENGL 140	POETRY WRITING															
4997N		3.0		4	2							3	8	27.0	BROWN	
	COURSE TOTAL			4	2							3	8	27.0		

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		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
		WKS	HRS									W	HR	WEEK	INSTRUCTOR	
ENGL 141	POETRY WRITING															
4998N		3.0		12									12	36.0	BROWN	
	COURSE TOTAL			12									12	36.0		
ENGL 142	POETRY WRITING															
4999N		3.0		2									2	6.0	BROWN	
	COURSE TOTAL			2									2	6.0		
ENGL 143	POETRY WRITING															
5000N		3.0		1								2	3	6.0	BROWN	
	COURSE TOTAL			1								2	3	6.0		
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION															
5002N		3.0		6	4							1	11	30.0	CARDENAS	
	COURSE TOTAL			6	4							1	11	30.0		
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION															
5003N		3.0		3	1							1	5	15.0	CARDENAS	
	COURSE TOTAL			3	1							1	5	15.0		
ENGL 147	ACORN REVIEW: EDIT/PRODUCTION															
5004N		3.0		1									1	3.0	CARDENAS	
	COURSE TOTAL			1									1	3.0		
ENGL 148	ACORN REVIEW: EDIT/PRODUCTION															
5005N		3.0		1									1	3.0	CARDENAS	
	COURSE TOTAL			1									1	3.0		
ENGL 160	PLAYWRITING															
5006N		3.0		6	2							1	9	27.0	SHERLOCK	
	COURSE TOTAL			6	2							1	9	27.0		
ENGL 161	PLAYWRITING															
5007N		3.0		1									1	3.0	SHERLOCK	
	COURSE TOTAL			1									1	3.0		
ENGL 175	NOVEL WRITING															
5011N		3.0		4								1	5	15.0	PHILLIPS	XP
	COURSE TOTAL			4								1	5	15.0		
ENGL 176	NOVEL WRITING															
5012N		3.0		3		1				1		1	6	18.0	PHILLIPS	
	COURSE TOTAL			3		1				1		1	6	18.0		
ENGL 177	NOVEL WRITING															
5013N		3.0		2								1	3	9.0	PHILLIPS	
	COURSE TOTAL			2								1	3	9.0		
ENGL 198W	SUPERVISED TUTORING - WRITING															
5017 ** 16	3.0											25	25	0.0	HARVEY	

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

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S.T.												TOTAL		TOTAL	
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	W\$CH	INSTRUCTOR		
ENGL 199W SUPERVISED TUTORING - WRITING (CONT'D)															
COURSE TOTAL												0.0			
ENGL 201 IMAGES OF WOMEN IN LITERATURE															
5018	3.0	1	2	4	1	7				2	17	51.0	HOLDER		
COURSE TOTAL												51.0			
ENGL 215 MYTHOLOGY															
5022	3.0	7	7	4						9	27	61.0	BALASUBRAMANIA		
5023N	3.0	1	6	3		1				7	18	54.0	MUEK PT		
COURSE TOTAL												115.0			
ENGL 217 FANTASY AND SCIENCE FICTION															
5024	3.0		4	4	9					9	26	78.0	MITCHELL		
COURSE TOTAL												78.0			
ENGL 219 VIEWS OF DEATH & DYING IN LIT															
5025N	3.0	5	3	1	3	1				4	17	51.0	SHERLOCK		
COURSE TOTAL												51.0			
ENGL 221 BRITISH LITERATURE I															
5027N	3.0	6	3	4		1				2	16	48.0	HURVITZ		
COURSE TOTAL												48.0			
ENGL 223 BRITISH LITERATURE II															
5028	3.0	11	12	3	1					5	32	96.0	SING		
COURSE TOTAL												96.0			
ENGL 232 AMERICAN LITERATURE II															
5030	3.0	15	6			3				5	29	87.0	HOLDER		
COURSE TOTAL												87.0			
ENGL 256 CHICANO LITERATURE															
5032	3.0	2		1						4	7	18.0	CARDENAS		
COURSE TOTAL												18.0			
ENGL 258 BLACK LITERATURE															
5033N	3.0	5	2	2		1				4	14	42.0	BEMONDES		
COURSE TOTAL												42.0			
ENGL 289 GRAMMAR REVIEW															
5035	1.0	3	10	5		5				8	16	36.0	TUTTLE PT		
COURSE TOTAL												36.0			
SUBJECT TOTAL		1044	1246	644	175	365		260	93	1340	5327	16316.1			

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	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL WSCH INSTRUCTOR	
	WRS	WRS									W	ENE		
ENGL 051A COLLEGE WRITING SKILLS														
4820 16 1.0									27		14	41	24.7	LUSTER
COURSE TOTAL									27		14	41	24.7	
ENGL 051B COLLEGE WRITING SKILLS														
4822 16 1.0									5	1	2	8	5.5	LUSTER
COURSE TOTAL									5	1	2	8	5.5	
ENGL 051C COLLEGE WRITING SKILLS														
4824 16 1.0									3		1	4	2.7	LUSTER
COURSE TOTAL									3		1	4	2.7	
ENGL 051D COLLEGE WRITING SKILLS														
4826 16 1.0									1		1	2	0.9	LUSTER
COURSE TOTAL									1		1	2	0.9	
ENGL 052A COLLEGE WRITING SKILLS														
4828 16 3.0									45	2	27	74	85.9	LUSTER
COURSE TOTAL									45	2	27	74	85.9	PT
ENGL 052B COLLEGE WRITING SKILLS														
4830 16 2.0									18	1	8	27	34.7	LUSTER
COURSE TOTAL									18	1	8	27	34.7	
ENGL 052C COLLEGE WRITING SKILLS														
4832 16 2.0									9	1	3	12	16.5	LUSTER
COURSE TOTAL									9	1	3	12	16.5	
ENGL 052D COLLEGE WRITING SKILLS														
4834 16 2.0									6	1	4	11	12.8	LUSTER
COURSE TOTAL									6	1	4	11	12.8	
ENGL 090 BASIC ENGLISH SKILLS														
4840 4.0									14	3	6	23	111.0	YATES
4841 4.0									20	2	4	26	104.0	TUSTLE
4842 4.0									18	2	4	24	96.0	ARENS
4843 4.0									19	2	7	27	104.0	KNITTEL
4844 14 4.0									7	4	5	16	48.8	FORD
4846N 4.0									11	5	9	25	96.0	FARQUAR
4847N 4.0									13	1	6	20	80.0	SARGENT
4848N 4.0									14	11	2	27	108.0	KOVACS
COURSE TOTAL									115	37	43	155	748.8	
ENGL 090R READING SKILLS DEVELOPMENT														
4854 4.0									18	5	5	28	112.0	IVANKOVIC
4855 4.0									19	5	5	29	96.0	HARVEY
4856 4.0									19	4	4	26	104.0	MITCHELL
4859N 4.0									11	4	6	21	80.0	BELLINGHIERE
4860N 4.0									14	1	8	23	88.0	NOLEN
4862N 4.0									18	5	5	28	108.0	NOLEN

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S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL					
WKS	HRS										ENR	WEEK	INSTRUCTOR				
ENGL 099R READING SKILLS DEVELOPMENT (CONT'D)											96	13	32	149	599.0		
ENGL 098 ENGLISH FUNDAMENTALS																	
4870	4.0		11	3	3	5		1		14	36	144.0	LUKO	PT			
4871	4.0	3	9	6	4	1				5	29	116.0	MITCHELL	PT			
4872	14 4.0	1	1	5	4	3				13	27	44.8	BUFFINGTON	PT			
4875	4.0	11	7	11						2	31	124.0	KRUGER	PT			
4876	14 4.6	7	14	2		2				4	28	92.0	WENZELL	PT			
4877	4.0	2	5	7	6	3			1	4	34	136.0	FORD	PT			
4879	4.0	7	11	5	2					5	31	124.0	THOWSEN	PT			
4880	14 4.5	7	20	3	2	5				1	39	136.8	HUEVITZ				
4881	4.0	2	5	10	1	8				6	29	112.0	MOHEND-IZARI	PT			
4882	4.0	2	7	5	5	7				5	31	124.0	VOIT	PT			
4883	4.0	7	3	9	1	2				9	31	120.0	CASTILLO	PT			
4884	4.0	7	8	6	4	4				4	33	132.0	YATES	PT			
4886	4.0	4	11	6		1				11	33	128.0	HARVEY	XF			
4887	4.0	1	12	14		2					29	116.0	SAKO				
4889	4.0	3	12	4	1	1			1	8	32	128.0	NOLAN	XF			
4890	4.0	5	5	12	4	2				3	31	124.0	DING	XF			
4892	4.0	7	10	2		1				3	23	92.0	JONES	PT			
4893	4.0		5	7	2	4		1		3	26	104.0	SAKO	XF			
4895	4.0	5	12	3	2					7	29	116.0	MONTUORI	PT			
4896	4.0	15	10	8		1				3	37	148.0	DRAKE	PT			
4898	4.0	10	11	1	1					3	31	124.0	VIENNA	PT			
4899	4.0	7	7	10	3	4				10	41	164.0	SARGENT	PT			
4900	4.0	1	9	11	3	3				9	36	144.0	EMERY	PT			
4902	4.0		5	13	5	1				9	32	128.0	SHERLOCK				
4903	4.0	3	9	9	3	1				5	30	120.0	VANSLARICOM	PT			
4905	4.0	3	7	7	1	1				4	26	104.0	KAHANEY	PT			
4907	4.0		8	12	7					6	33	132.0	BERNABEI	PT			
4911	4.0	6	8	5	3					7	28	116.0	OSBORNE	PT			
4912N	14 4.5	11	12	2	1	7				3	36	118.8	WILLIAMS	PT			
4913N	4.0	11	4	7	2	1				4	30	124.0	KOVACS	PT			
4914N	4.0	5	9	6		1				7	28	112.0	JOHNSON	PT			
4915N	14 4.6		4	9	5	1				9	28	69.9	SHERLOCK	XF			
4917N	4.0	1		9	1	9				8	28	112.0	LUSK	PT			
4918N	4.0	4	5	5	2	6		1		9	32	124.0	FARQUAR	PT			
4919N	4.0	4	4	4	2	6				10	29	112.0	SCHMITT	PT			
4920N	4.0	4	12	4	4	3		1		7	36	144.0	FIELDEN	XF			
COURSE TOTAL		162	234	247	88	102		4	2	226	1125	4312.3					
ENGL 099R READING FUNDAMENTALS																	
4924	4.0	9	10	2		1				9	31	120.0	AGUILAR				
4925	4.0	10	11	6	1	1				39	116.0	DING					
4927	4.0	3	12	3	1	1			1	13	31	124.0	HARVEY				
4928	4.0	4	12	7	2	1				5	31	124.0	PHILLIPS	XF			
4930	4.0	12	4	1	3	2		1		2	25	100.0	MONTUORI	PT			
4932	4.0	9	15	3	1	1				2	31	124.0	MITCHELL				
4934	4.0	3	9	11						7	30	120.0	MITCHELL				
4938	4.0	15	7	3		1				4	30	120.0	IVANOVICI				

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL		
WKS	HRS									W	ENR	WGCH	INSTRUCTOR
ENGL 098R READING FUNDAMENTALS		(CONT'D)											
4940	4.0	10	5	3		2				3	23	92.0	IVANOVICI
4941	4.0	13	9			1				5	28	112.0	IVANOVICI
4943N	4.0	13	8	2		2				2	27	108.0	LEPSTRI FT
4945N	4.0	12	11	1		2				4	30	120.0	NOLEN
COURSE TOTAL		113	113	42	8	15		1	1	53	346	1380.0	
ENGL 105 COLLEGE READING													
4710	3.0	6	8	1	2					1	18	54.0	KRUGER FT
4951	3.0	5	4	1	5					2	17	51.0	DING
4952	3.0	2	3	3	2	5				4	19	57.0	BELLINGHIERE
4953N	3.0		4	1		2		1		6	14	42.0	BELLINGHIERE
4954N	3.0	5	2			1				2	10	30.0	ROBERSON FT
4955N	3.0	2				1				1	4	12.0	BELLINGHIERE
4957N	3.0	1	2			1					4	12.0	ROBERSON FT
COURSE TOTAL		21	23	6	9	10		1		16	86	258.0	
ENGL 106 COLLEGE READING													
4961	3.0	1	2	1		2					6	18.0	DING
4962	3.0	1	2								3	9.0	BELLINGHIERE
4963N**	0.0									1	1	0.0	BELLINGHIERE
4965N**	0.0									3	3	0.0	BELLINGHIERE
4967N	3.0	3									3	9.0	ROBERSON
COURSE TOTAL		5	4	1		2					12	36.0	
ENGL 107 COLLEGE READING													
4972	3.0		1	1	1						3	9.0	BELLINGHIERE
4973N**	0.0									2	2	0.0	BELLINGHIERE
4974N	3.0		1								1	3.0	ROBERSON
4975N	3.0		2					1			3	9.0	BELLINGHIERE
4977N	3.0					1				2	3	9.0	ROBERSON
COURSE TOTAL			4	1	1	2				2	10	30.0	
ENGL 108 COLLEGE VOCABULARY													
4978N	4.0	9	6	2	1					9	27	32.9	IVANOVICI FT
COURSE TOTAL		9	6	2	1					9	27	32.9	
ENGL 110 COLLEGE COMPOSITION													
4715	3.0	1	8	9	1	1		1		4	25	75.0	LOVELESS
4716	3.0	1	3	4	1					3	12	36.0	TRIMELE FT
4718	3.0	9	10	4				1		2	26	78.0	SNIDER FT
4719	3.0	3	6	7	2					1	19	57.0	AAGARD FT
4721	3.0	4	7	8		1			1	4	25	75.0	MONK FT
4724N	3.0	2	3	5	2	2				2	16	48.0	BRIAN-HEMME FT
5020	3.0	2	12	10	2	1				6	33	99.0	BAKER FT
5021	3.0	3	5	5	4	3				7	27	81.0	AHRENS
5023	3.0	3	18	6	1	3				4	35	105.0	JENDIAN
5024	3.0	7	12	7	1	2				3	32	96.0	TRAVIS FT
5025	3.0		8	8	2	7				6	31	93.0	TROWSEN FT

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

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ENGL 110	COLLEGE COMPOSITION	S.T.										TOTAL		TOTAL		
		WKE	NAS	A	B	C	D	F	I	CR	ND	N	ENR	WEEK	INSTRUCTOR	
		(CONT'D)														
5026	3.0		4	3	2							8	38	90.0	CARDOZO	PT
5028	3.0		5		4	6	7					19	51	93.0	ANDREWS	
5029	3.0			1				1	1			2	6	18.0	MEDINA	
5030	3.0		1										1	3.0	CARDENAS	
5031	3.0		2	6	7					3		6	24	70.0	MEDINA	
5032	3.0		1	8	13	2	6					4	36	108.0	MITCHELL	PT
5033	3.0		3	5	9	2	4					3	25	78.0	CARDENAS	
5034	3.0		4	2	9	1	2					4	27	81.0	BAKO	
5035	3.0		1	14	11	9	3			1		3	38	108.0	JENSEN	XD
5036	3.0		1	6	5	3	3					14	32	96.0	LUKO	PT
5037	3.0		7	7	7		2					7	30	90.0	ROISER	
5038	3.0		1	7	4		2					13	28	84.0	LEDRY-AGUILAR	
5039	3.0		5	7	11		5			1		5	24	102.0	MEDINA	
5041	3.0		1	10	9		4					8	34	102.0	MEDINA	XD
5042	3.0		5	16	4							3	28	84.0	AGUILAR	
5043	3.0			7	1		1	2				2	13	36.0	IVANOVIC	
5044	3.0		5	12	7		1	4				6	35	105.0	VANBLARICOM	PT
5045	3.0		1	7	13	1	1					3	31	93.0	HASLEM	PT
5046	3.0		6	9	1							3	19	57.0	MORETTI	PT
5047	3.0		9	13	2		1					6	30	90.0	ALPONCI	PT
5049	3.0		5	18	6		1	2				2	34	102.0	HURVITZ	
5050	3.0			7	8	1	4			1		8	29	87.0	SUFFINGTON	PT
5051	3.0			9	9	5	2					9	34	102.0	HASLEM	PT
5052	3.0		14	7	1	3						3	30	90.0	BERGER	PT
5053	3.0		7	5	4	3	3					11	33	99.0	ASHBY	PT
5054	3.0		11	11	6	1	1					3	33	99.0	ALPONCI	PT
5055	3.0		5	5	9		3					12	31	93.0	CHABNER	PT
5056	3.0		4	14	1		1			1		10	32	96.0	MORETTI	PT
5057N	3.0		11	9	6		6					7	33	99.0	HEDRICK	PT
5059N	3.0		4	13	3	1	4					6	31	90.0	HURVITZ	XD
5060N	3.0		3	6	13	2	1					4	28	84.0	SCHMITT	PT
5061N	3.0		9	6	5		6					4	30	90.0	CARDOZO	PT
5062N	3.0		1	1	6	4	7			1		1	20	60.0	WOLNIAK	PT
5063N	3.0		1	3	2	1	4					6	19	57.0	BAYLES	PT
5064N	3.0		9	6	3	1	3					4	24	72.0	BAYLES	PT
5065N	3.0		12	7	4					1		7	31	90.0	VIENNA	PT
5066	3.0		1	4	3		6					2	24	72.0	MUSGRAVE	PT
5067	3.0		2	11	1		4					13	32	96.0	BROWN	PT
5068	3.0		4	11	3					1		10	29	87.0	BROWN	PT
COURSE TOTAL			208	366	283	62	142			7	9	282	1368	4028.4		
ENGL 118R	PRINCIPLES OF COLLEGE READING															
5098	4.0		9		10							2	27	108.0	JENSEN	
5099	4.0		9	3	4		1					4	27	108.0	JENSEN	
5092	4.0		7	3	5	3						6	30	120.0	JENSEN	XD
5095	4.0		6	7	3	3						6	24	96.0	SANDELLIN	PT
5096	4.0		13	12	1		1					3	27	108.0	NOLEN	
5098N	4.0		15	3	2		1					2	28	104.0	LEPETRI	PT
COURSE TOTAL			59	49	24	6	2					21	161	644.0		

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		S.T.										TOTAL		TOTAL	
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WEEK	INSTRUCTOR
ENGL 112 ESSENTIALS OF LITERATURE															
5069	3.0	4	2	3								1	10	30.0	DRAKE PT
5071	3.0	13	8	2	1	1						7	30	90.0	JONES PT
COURSE TOTAL		17	8	5	1	1						8	40	120.0	
ENGL 118 LING & ENGL: INTRO TO LANGUAGE															
5072N	3.0	6	4	4	3							6	23	66.0	JUSTICE PT
COURSE TOTAL		6	4	4	3							6	23	66.0	
ENGL 100 COLLEGE COMPOSITION & READING															
5073	9 6.0	20	11	5								3	39	98.7	TUCKER PT
5074	3.0	3	3	4	1	6						13	30	93.0	KALUZHSKI PT
5075	3.0	9	10	10	1	1						7	38	114.0	JENDIAN
5077	3.0	5	10	10	1							13	30	114.0	SANDELIN PT
5078	3.0	5	10	8	3	1						7	36	108.0	AKER PT
5079	3.0	4	4	5		5			1			13	32	93.0	BILL PT
5080	3.0	4	3	2	1	5						11	26	78.0	KALUZHSKI PT
5081	3.0	3	10	8	3							8	32	96.0	BAKSE PT
5083	3.0	9	10	13		1						3	35	108.0	JENDIAN
5084	3.0	6	10	6		4						5	34	99.0	BALASUBRAMANIA
5086	3.0	9	7	7	1	8						5	33	99.0	MEDINA
5087	3.0	14	5	6	2							7	34	102.0	BELL PT
5088	3.0	8	20	7	3							4	42	126.0	SHAPIRO PT
5089	8 6.0	6	10	9	1	2						5	33	78.8	JENDIAN
5090	3.0	4	10	5		3						11	33	99.0	BALASUBRAMANIA XF
5091	3.0	3	9	6	2							4	24	72.0	MITCHELL
5093	3.0	6	10	11		4						4	35	105.0	GRIFFITH XF
5094	3.0	11	14	4	2	2						4	37	111.0	AGUILAR
5096	3.0	1	7	1	4	2						13	27	81.0	ARENS
5097	3.0	5	13	9		2			1			3	33	99.0	GRIFFITH XF
5098	3.0	2	3	3		10						3	21	63.0	BILL PT
5099	3.0	14	12	2		2					1	7	35	111.0	BROWN
5100	3.0	7	6	3		1						13	29	84.0	BALASUBRAMANIA
5101	3.0	4	20	5		4				1		1	35	105.0	HURVITZ
5102	3.0	5	3	11	2	2			1			7	31	93.0	EMERY PT
5103N	3.0	4	9	7	4				1			7	32	96.0	KAHANEY PT
5104N	3.0	1	4	4	2	3						14	30	90.0	BERNABEI PT
5105	14 3.4	16	5		2				2			6	31	89.0	SNIGHT PT
5106N	3.0	3	3	4	1	3						5	24	72.0	KREHBIEL PT
5107N	15 3.2		2									8	30	84.0	DAPPER PT
5110N	3.0	10	10	4	1	3						4	32	96.0	BELL PT
5112N	3.0	3	11	2	1	2			1			11	31	93.0	MEDINA XF
5113	3.0	4	7	4	1	2						14	32	90.0	TUTTLE PT
5114	3.0	3	7	1		1						18	28	84.0	ALMOND PT
5115	3.0	5	2	2	2	3						14	26	84.0	ALMOND PT
COURSE TOTAL		215	237	187	38	89			7	2		159	1104	3104.0	
ENGL 122 INTRODUCTION TO LITERATURE															
5117	3.0	1	6	3								1	13	39.0	BALASUBRAMANIA
5118	3.0	10	10	8	1	2						2	38	108.0	GARDENAS
5119N	3.0	4	3		1	2						3	20	60.0	AKER PT

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S.T.											TOTAL		TOTAL	
WKS	HRS	A	B	C	D	F	I	CR	NC	W	HR	WEEK	INSTRUCTOR	
ENGL 123 INTRODUCTION TO LITERATURE (CONT'D)											11	68	207.0	
COURSE TOTAL		19	24	11	2	4								
ENGL 124 ADV COMP:CRITICAL REASON/WRITE														
5121	3.0	7	11	6	4					6	36	108.0	LESSER PT	
5122	3.0	25	8	3		1				4	41	101.5	TUCKER PT	
5123	3.0	3	5	7	1	2		2		7	27	81.0	BAKO	
5124	3.0	2	8	4		2				6	20	63.0	WILLIAMS PT	
5125	3.0	11	14	5						5	35	105.0	LESSER PT	
5126	3.0	9	6	3		5				3	35	75.0	GRIFFITH	
5127	3.0	6	14	3		1				6	30	84.0	BROWN	
5128	3.0	3	3	3	1	4				6	20	60.0	MUSGRAVE PT	
5129	3.0	3	8	1		2				4	18	51.0	GRIFFITH	
5130 **	12 0.0	1	4		1	2					9	0.0	NEYLON PT	
5131	3.0	14	5	3						3	25	75.0	SHUMATE PT	
5132	3.0	10	4	3		1				7	28	87.0	HOLDER	
5134	3.0	5	11	4		4		1		6	31	93.0	BROWN	
5135	3.0	20	3	3	1	1		1		3	30	93.0	SHUMATE PT	
5135N	3.0	4	9	1	1					11	26	78.0	SHERLOCK	
5135N	3.0		5	1	1					10	30	90.0	DAPHER PT	
5139N	3.0	6	6			1				5	18	48.0	EVARRIOU PT	
COURSE TOTAL		128	124	51	9	24		4		93	432	1250.5		
ENGL 126 CREATIVE WRITING														
5141	3.0	14	10	5		2		1		3	35	102.0	CARDENAS	
5142	3.0	7	10	5						6	34	102.0	BROWN	
5143N	3.0	11	3	1		1				4	20	60.0	WILLIAMS PT	
COURSE TOTAL		32	29	11		3		1		13	59	164.0		
ENGL 130 FICTION WRITING														
5144N	3.0	2	3			2				4	14	36.0	SHERLOCK	
COURSE TOTAL		5	3			2				4	14	36.0		
ENGL 131 FICTION WRITING														
5145N	3.0	4								4	12.0	12.0	SHERLOCK	
COURSE TOTAL		4								4	12.0	12.0		
ENGL 133 FICTION WRITING														
5147N	3.0	1								1	3.0	3.0	SHERLOCK	
COURSE TOTAL		1								1	3.0	3.0		
ENGL 134 CREATIVE NONFICTION WRITING														
5148N	3.0	6								2	8	24.0	GRIFFITH	
COURSE TOTAL		6								2	8	24.0		
ENGL 135 CREATIVE NONFICTION WRITING														
5149N	3.0	1								1	2	6.0	GRIFFITH	
COURSE TOTAL		1								1	2	6.0		

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HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.										TOTAL		TOTAL	
		W	H	A	B	C	D	F	I	CR	NC	W	SNR	WCH	INSTRUCTOR
ENGL 136	CREATIVE NONFICTION WRITING														
5150N	3.0			1								1		3.0	GRIFFITH
	COURSE TOTAL			1								1		3.0	
ENGL 137	CREATIVE NONFICTION WRITING														
5151N	3.0			1	2							3		9.0	GRIFFITH
	COURSE TOTAL			1	2							3		9.0	
ENGL 140	POETRY WRITING														
5152N	3.0			12						2		6	20	60.0	BROWN XP
	COURSE TOTAL			12						2		6	20	60.0	
ENGL 141	POETRY WRITING														
5153N	3.0			2								2		6.0	BROWN
	COURSE TOTAL			2								2		6.0	
ENGL 142	POETRY WRITING														
5154N	3.0			2								1	3	9.0	BROWN
	COURSE TOTAL			2								1	3	9.0	
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION														
5156N	3.0			9	2	2				1		2	16	48.0	CARDENAS
	COURSE TOTAL			9	2	2				1		2	16	48.0	
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION														
5157N	3.0					1						1	2	6.0	CARDENAS
	COURSE TOTAL					1						1	2	6.0	
ENGL 148	ACORN REVIEW: EDIT/PRODUCTION														
5159N	3.0					1							1	3.0	CARDENAS
	COURSE TOTAL					1							1	3.0	
ENGL 175	NOVEL WRITING														
5161N	3.0			10	1			1		1		2	15	45.0	PHILLIPS
	COURSE TOTAL			10	1			1		1		2	15	45.0	
ENGL 176	NOVEL WRITING														
5162N	3.0			1				1				1	3	9.0	PHILLIPS
	COURSE TOTAL			1				1				1	3	9.0	
ENGL 178	NOVEL WRITING														
5164N	3.0				1							1	2	6.0	PHILLIPS
	COURSE TOTAL				1							1	2	6.0	
ENGL 199W	SUPERVISED TUTORING - WRITING														
5165 **	16 0.0											28	36	0.0	HARVEY
	COURSE TOTAL											28	36	0.0	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

		S.T.										TOTAL		TOTAL	
		WRE	HRS	A	B	C	D	F	I	CR	NC	W	ENS	WSCR	INSTRUCTOR
ENGL 199	SPECIAL STUDIES IN ENGL														
5176	6.0			1								1		6.0	BROWN
	COURSE TOTAL			1								1		6.0	
ENGL 201	IMAGES OF WOMEN IN LITERATURE														
5166	3.0			3	7	7		5				7	29	87.0	HOLDER
	COURSE TOTAL			3	7	7		5				7	29	87.0	
ENGL 214	MASTERPIECES OF THE DRAMA														
5167 ** 12	0.0			8		1				2	1	12		0.0	NEYLON PT
	COURSE TOTAL			8		1				2	1	12		0.0	
ENGL 215	MYTHOLOGY														
5168 ** 12	0.0			3	1	1		1		1	1	9		0.0	NEYLON PT
5169	3.0			10	10	4		1				3	28	84.0	BALASUBRAMANIA
5170N	3.0			5	2	6	1	1				2	17	48.0	LUK PT
	COURSE TOTAL			18	12	10	1	2				5	45	132.0	
ENGL 219	SHAKESPEARE PLAYS/THEATRE														
5171N	3.0			4	2	2						3	11	33.0	DING
	COURSE TOTAL			4	2	2						3	11	33.0	
ENGL 221	BRITISH LITERATURE I														
5173	3.0			8	15	5		2				2	33	99.0	DING
	COURSE TOTAL			8	15	5		2				2	33	99.0	
ENGL 222	BRITISH LITERATURE II														
5174N	3.0			8	4	1	2					5	20	60.0	OSBORNE PT
	COURSE TOTAL			8	4	1	2					5	20	60.0	
ENGL 231	AMERICAN LITERATURE I														
5175	3.0			8	3			2				5	18	54.0	HOLDER
	COURSE TOTAL			8	3			2				5	18	54.0	
ENGL 236	CHICANO LITERATURE														
5177	3.0			4		1		2				1	8	24.0	CARDENAS KP
	COURSE TOTAL			4		1		2				1	8	24.0	
ENGL 276	MAJOR AUTHOR														
5178N	3.0			5	1	1			2			7	19	48.0	AGUILAR KP
	COURSE TOTAL			5	1	1			2			7	19	48.0	
	SUBJECT TOTAL			1095	1400	904	231	413		397	73	1139	5632	18177.6	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		INSTRUCTOR
WLE	HRS									W	ENR	W	ENR	

ENGL 051A COLLEGE WRITING SKILLS														
4720	16 1.0							13	5	12	30	16.5	LUSTER	
COURSE TOTAL								13	5	12	30	16.5		
ENGL 051B COLLEGE WRITING SKILLS														
4721	16 1.0							4		1	5	3.7	LUSTER	
COURSE TOTAL								4		1	5	3.7		
ENGL 051D COLLEGE WRITING SKILLS														
4723	16 1.0							1	1		2	1.8	LUSTER	
COURSE TOTAL								1	1		2	1.8		
ENGL 053A COLLEGE WRITING SKILLS														
4724	16 2.0							55	13	27	95	124.3	LUSTER	PT
COURSE TOTAL								55	13	27	95	124.3		
ENGL 052B COLLEGE WRITING SKILLS														
4725	16 2.0							25	1	5	31	47.5	LUSTER	
COURSE TOTAL								25	1	5	31	47.5		
ENGL 052C COLLEGE WRITING SKILLS														
4726	16 2.0							22		3	25	40.2	LUSTER	
COURSE TOTAL								22		3	25	40.2		
ENGL 052D COLLEGE WRITING SKILLS														
4727	16 2.0							8	1	3	12	16.5	LUSTER	
COURSE TOTAL								8	1	3	12	16.5		
ENGL 090 BASIC ENGLISH SKILLS														
4730	4.0							9	4	5	19	76.0	ABRENS	
4732	4.0							9	10	7	26	104.0	FARQUAR	PT
4734	4.0							14	5	11	30	120.0	KNITTEL	PT
4736N	4.0							4	5	10	22	84.0	FARQUAR	PT
4737N	4.0							12	3	6	21	84.0	YATES	PT
4738N	4.0							10	10	1	21	84.0	KOVACE	PT
COURSE TOTAL								58	40	41	139	552.0		
ENGL 090R READING SKILLS DEVELOPMENT														
4742	4.0							11	2	7	20	80.0	NOLEN	
4743	4.0							15	4	7	26	104.0	MITCHELL	XP
4745N	4.0							11	2	9	22	84.0	NOLEN	
4746N	4.0							9	2	9	20	80.0	IVANOVIC	
4748N	4.0							12	3	8	23	80.0	NOLEN	
COURSE TOTAL								58	13	40	108	428.0		
ENGL 090 ENGLISH FUNDAMENTALS														
4752	4.0	7	12	8	1					8	27	144.0	LESSER	PT
4753	4.0	2	5	7	6	1				8	30	120.0	BING	
4755	4.0	2	5	8	4	1				5	26	104.0	SHILLIPS	XP
4757	4.0	1	4	5	1	1				5	18	72.0	BERNABRI	PT
4758	4.0	2	9	5	1	2				11	36	144.0	SPARE	PT

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ENGL	COURSE	S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	PT	
		WKS	HRS										ENR	WSCH			
(CONT'D)																	
ENGL 099	ENGLISH FUNDAMENTALS																
4759	4.0	2	5	9	2	13						5	35	144.0	THOWSEN	PT	
4760	4.0	4	5	4	2	1						11	27	104.0	HARVEY	XP	
4761	4.0	4	4	6						1		10	24	96.0	MONTUORI	PT	
4763	4.0	1	6	6	2	1						7	25	100.0	SAKO		
4764	4.0		13	6								5	24	96.0	SAKO		
4765	4.0	4	6	6	4	1						7	28	112.0	DING		
4766	4.0	1	9	10								3	23	92.0	SAKO		
4767	4.0	9	2	4	6							5	25	104.0	VIENNA	PT	
4769	4.0	6	9	8				1				8	27	108.0	JONES	PT	
4771	4.0		4	6								7	20	80.0	AHRENS	XP	
4772	15 4.0	13	6							1		5	28	84.8	DAVIES-MORRIS	PT	
4774	4.0	5	4	7								7	25	100.0	YATES	PT	
4776	4.0	5	5	3	2							4	19	76.0	OSBORNE	PT	
4778	4.0	1	1	1								5	11	44.0	WENZELL	PT	
4780N	4.0	3	3	1				8				9	22	88.0	JENDIAN	XP	
4781N	4.0	10	5	2				8				4	27	108.0	KOVACS	PT	
4783N	4.0	1	2	2	3	4						9	21	84.0	LISK	PT	
4784N	4.0		5	2	2							7	15	60.0	SARGENT	PT	
4785N	4.0	4	5	6							1	4	20	80.0	FIELDS		
4786N	4.0	5	4	5	1	1						4	20	76.0	SCHMIET	PT	
4787N	4.0	1	4	2								5	15	60.0	JOHNSON	PT	
COURSE TOTAL		102	147	125	38	45				2	1	120	531	2484.8			
ENGL 099R	READING FUNDAMENTALS																
4790	4.0	5	5	2				3				11	25	96.0	LEDRI		
4791	4.0	8	4	2	1							9	24	96.0	HARVEY		
4792	4.0	9	5	3				4				1	23	92.0	IVANOVIC		
4794	4.0	6	4	6	1	1						8	26	104.0	HARVEY		
4795	4.0		4	4	2					1		7	18	72.0	LAIRD-JACKSON	PT	
4797	4.0		2	3	3	3						14	24	96.0	LEDRI		
4800	4.0	10	4	2				6				8	30	120.0	IVANOVIC		
4801	4.0	2	8	9	1							5	28	104.0	MITCHELL		
4804	4.0	8	8	3								9	28	112.0	MITCHELL		
4807	4.0	11		1				1				9	21	84.0	IVANOVIC		
4815	4.0	9	9	1								5	24	96.0	MONTUORI	PT	
4817	4.0	9	4	5	1	3						7	28	112.0	LEDRI	XP	
4822N	4.0	10	4	1				1				4	20	76.0	LEPETRI	PT	
4823N	4.0	9	7	2	1	1						7	27	108.0	NOLEN	XP	
COURSE TOTAL		85	69	44	9	22				1		105	345	1372.0			
ENGL 105	COLLEGE READING																
4826	3.0	3	3	4	4			1				4	19	57.0	DING	XP	
4827	3.0	4						3				2	9	27.0	IVANOVIC	XP	
4828N	3.0	1	3					1				2	7	21.0	ROBERSON	PT	
4831N	3.0	7	1					4				1	13	39.0	ROBERSON	PT	
COURSE TOTAL		15	7	4	4	5						9	48	144.0			
ENGL 106	COLLEGE READING																
4834	3.0	1		2				1					4	12.0	DING		
4835	3.0	3											3	9.0	IVANOVIC		

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		S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
		WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ENGL 106	COLLEGE READING																
	(CONT'D)																
4836N	3.0			2				1					3	9.0	ROBERSON		
4839N	3.0				1	1	1					1	4	9.0	ROBERSON		
	COURSE TOTAL			6	1	3	1	2				1	14	38.0			
ENGL 107	COLLEGE READING																
4842	3.0			2	1								3	9.0	DINO		
4844N	3.0			2									2	6.0	ROBERSON		
4847N	3.0							1					1	3.0	ROBERSON		
	COURSE TOTAL			4	1			1					6	18.0			
ENGL 108	COLLEGE VOCABULARY																
4857	8 4.0			2	2		2			15		3	24	38.4	IVANOVIC	PT	
	COURSE TOTAL			2	2		2			15		3	24	38.4			
ENGL 110	COLLEGE COMPOSITION																
4858	3.0			7	9	7						7	30	90.0	LESSER	PT	
4859	3.0			11	14	17	1	6		1		9	53	156.0	HAMMOND	PT	
4860	3.0			8	8	6	4					8	29	87.0	PHILLIPS	XP	
4861	3.0			3	7	10	2	4				4	30	90.0	KALCZYNSKI	PT	
4862	3.0			6	15	7	1	3				5	37	111.0	BROWN	PT	
4863	3.0			2	7	4	2					3	18	54.0	MITCHELL		
4864	3.0			3	7	8	2	3				7	31	93.0	MUR	PT	
4865	3.0			14	6	11	4	1		1		5	32	96.0	VIENNA	PT	
4866	3.0			3	5	7	4					7	26	78.0	HARRIS		
4867	3.0			7	7	9	2	4				6	30	90.0	MUR	PT	
4868	3.0			5	11	7	2	1				3	29	87.0	VANSLARICOM	PT	
4869	3.0			8	19	9						4	36	108.0	BROWN	PT	
4870	3.0			8	10	10		1		2		6	33	99.0	HOLDER		
4871	3.0			9	9	6	2	3				7	36	108.0	ALFONSI	PT	
4872	3.0			9	8	2		2				5	23	69.0	LEDRI		
4873	3.0			2	9	5	1	1				6	24	72.0	MEDINA		
4874	3.0			11	4	10	3	2				11	33	99.0	EMERY	PT	
4875	3.0			1	4	6	3	3				7	24	72.0	ARENS		
4876	3.0			3	8	8		4				2	25	75.0	CARDENAS		
4878	3.0			3	7	3	8					7	25	75.0	HARRIS		
4880	3.0			6	9	14	12	1		3		4	32	96.0	MEDINA		
4881	3.0			3	3	5	3	3				7	23	69.0	LEDRI		
4882	3.0			9	8	3		1		1		10	32	96.0	SHAPIRO	PT	
4883	8 6.0			1	10	1		1				1	14	42.4	KAFUR		
4884	8 6.0			1	3	4	3	3		1		10	27	81.6	AKER	PT	
4885	3.0			2	7	10	3	3		1		3	29	87.0	BAKER	PT	
4886	3.0			10	6	3						4	35	98.0	BERGER	PT	
4887	8 6.0			1	3	4	3	1				1	13	32.8	BAKER	PT	
4888	3.0				7	10	8	3				5	29	87.0	MITCHELL	PT	
4889	3.0			1	4	6	3	2				4	17	51.0	BERNABEI	PT	
4890	3.0			4	18	2		1				6	33	99.0	MORETTI	PT	
4891	3.0			7	5	7	4	3				3	30	90.0	BELL	PT	
4892	8 6.0			15	6	2		2				1	30	72.8	BORMANN	PT	
4893N	3.0			8	6	8	1	8				4	30	90.0	BELL	PT	
4895N	3.0			10	13	4	1	1				6	35	105.0	WENZELL	PT	

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S.T.												TOTAL	TOTAL		
WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR		
ENGL 110 COLLEGE COMPOSITION		(CONT'D)													
4886N	3.0	2	10	3	4						19	57.0	SCHMITT	PT	
4897N	3.0	1	1	4	3	10			2	7	28	84.0	WZNIAK	PT	
4896N	3.0	4	11	5	1	3				6	29	84.0	MASLEM	PT	
4800N	3.0	3	8	3	1			1		7	23	69.0	MEDINA	XP	
4901	3.0	1	2	2		2		1		10	12	49.0	MUSGRAVE	PT	
5091	3.0	10	13	1						1	25	72.0	LAIRD-JACKSON	PT	
5092	3.0	4	5	3					1	2	19	57.0	EDWARDS	PT	
5093	3.0	3	9		1			2		4	21	63.0	TRIMBLE	PT	
5096	3.0	4	10	5		1				2	22	66.0	MANASSER	PT	
5097	3.0	7	3			1		2	1	4	17	51.0	ENIDER	PT	
5099N	3.0	5	10	3	1			1		6	26	78.0	HERZFELD-PIPKI		
COURSE TOTAL		243	351	254	76	33		17	4	232	1260	3695.4			
ENGL 118R PRINCIPLES OF COLLEGE READING															
4849	4.0	4	16	1		2				6	23	92.0	JENSEN		
4850	4.0	5	13		1	2				4	25	100.0	JENSEN		
4852	4.0	3	7	5	2					8	26	104.0	JENSEN	XP	
4854	4.0	7	7	2		2				9	23	92.0	NOLEN		
4855N	4.0	12	4	2						1	19	76.0	LEPETRI	PT	
COURSE TOTAL		31	41	11	3	6				24	115	464.0			
ENGL 112 ESSENTIALS OF LITERATURE															
4904	3.0	11	9	5						4	29	67.0	HARRIS	XP	
COURSE TOTAL		11	9	5						4	29	67.0			
ENGL 119 LING & ENGL: INTRO TO LANGUAGE															
4907N	3.0	4	5	3	5					4	21	66.0	JUSTICE	PT	
COURSE TOTAL		4	5	3	5					4	21	66.0			
ENGL 120 COLLEGE COMPOSITION & READING															
4908	14 3.0	13	10	5						9	37	67.0	CASTILLO	PT	
4909	3.0	3	8	3	1	3				5	23	84.0	ALFONSI	PT	
4910	8 5.0	6	9	4	2	2				4	28	65.0	AKER	PT	
4911	3.0	23	9	1						3	36	108.0	TUCKER	PT	
4912	3.0		6	6	2			2		5	24	72.0	EDWARDS	PT	
4913	3.0	7	14	6	1	1				2	31	93.0	HEDRICK	PT	
4914	3.0	15	7	3						5	30	90.0	DAVIES-MORRIS	PT	
4915	3.0	3	3	7	2	3				10	29	84.0	DILL	PT	
4916	3.0	1	1	3	2					9	16	48.0	KALUZHEKI	PT	
4917	3.0	4	3	4		7				10	28	81.0	HEDRICK	PT	
4918	3.0	18	5	2		4				5	35	105.0	BOEMANN	PT	
4919	3.0	2	12	6	2	1				10	33	99.0	MASLEM	PT	
4920	3.0	4	13	7		2				1	27	81.0	MEDINA		
4921	3.0	5	10	4		2				9	30	90.0	BALASUBRAMANIA		
4922	11 4.3	1									1	2.7	BELLINGHIERE		
4923	3.0	4	8	5	1	2				5	25	75.0	GRIFFITH		
4924	3.0	4	3	3	1	1				5	17	51.0	SANDELIN	PT	
4925	3.0	7	5	3				1		5	31	93.0	HARRIS		
4926	3.0	3	11	7		2				7	30	90.0	BALASUBRAMANIA	XP	
4927	3.0		2	2	2	2				4	13	39.0	ANDRENS		

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S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
											W	ENR	WSCH	INSTRUCTOR	
ENGL 120	COLLEGE COMPOSITION & READING (CONT'D)														
4928		3.0	7	10	7		1					8	33	99.0	MOOD
4929		3.0	5	8	6	3	5					8	32	96.0	GRIFFITH
4930		3.0	1	3	4	2	4					4	13	54.0	BILL
4931		3.0	3	2	9		1					4	19	57.0	MEDINA
4934	8	6.0	12	7			1			1		6	27	57.6	BROWN
4935	8	6.0	7	7	1		2					1	18	48.6	PAPER
4936	8	6.0	3	6	1		2					12	25	35.7	EMERY
4937		3.0	5	10	7	1			1			3	27	81.0	HARANEY
4938		3.0	11	14	5		1					6	37	111.0	SHUMATE
4939	8	6.0	4	16	2		1					12	35	63.1	JOHNSON
4940		3.0	2	4								6	13	36.0	SANDELIN
4941	8	6.0	12	8	8		3					1	32	88.0	SHUMATE
4942		3.0	5	8	10	2	2					2	29	87.0	CHARNER
4943		3.0	23	8	3	1	1					1	34	102.0	TUCKER
4944N		3.0	8	12	2		1					9	32	96.0	CARDOZO
4945N		3.0	4	4	1		3					11	23	69.0	ALMOND
4946N		3.0	8	13	10		1					3	35	105.0	JENDIAN
4947N		3.0		4	1	1						8	14	39.0	FORE
4948N		3.0	2	5	6	1	4					8	23	69.0	KREHBIEL
4951		3.0	5	1	1							12	19	51.0	MUSGRAVE
4952		3.0	3	6	1		4					22	36	102.0	TUTTLE
			COURSE TOTAL	258	290	176	33	68		4	1	259	1089	3066.7	
ENGL 122	INTRODUCTION TO LITERATURE														
4955		3.0	3	3	2							10	18	54.0	BALASUBRAMANIA
4957		3.0	13	13	2		1					2	31	93.0	BROWN
4958		3.0	7	9	2	1	3					5	27	79.0	CARDENAS
4959N		3.0	5	4	1							3	13	39.0	DRARE
			COURSE TOTAL	28	29	7	1	4				20	63	264.0	
ENGL 124	ADV COMP:CRITICAL REASON/WRITE														
4960		3.0	1		4	3						2	10	30.0	FORD
4961		3.0	3	11	13							4	31	93.0	SAKO
4962		3.0	2	9	7	1	3		1			7	28	84.0	VANBLARICOM
4963		3.0	9	3			1					3	16	48.0	WILLIAMS
4964		3.0	4	4	1		2					8	19	57.0	CARDOZO
4965		3.0	5	1			3					7	16	48.0	WILLIAMS
4966		3.0	10	9	2	1						6	27	81.0	HOLDER
4967		3.0	7	11	9							3	30	90.0	GRIFFITH
4968		3.0	7	17	7	1	1		2			1	32	96.0	JENDIAN
4969		3.0	8	7	2		1					5	23	69.0	BALASUBRAMANIA
4970		3.0	2	3		1	2					2	10	30.0	GRIFFITH
4971		3.0	3	8	5	1	2					7	27	81.0	MOOD
4972	8	6.0	12	10	1		1					4	26	65.8	BROWN
4974		3.0	4	3	1	3						10	23	69.0	MOOD
4975		3.0	6	4			4						14	42.0	TUTTLE
4976 **	11	3.0		2	1		1		1				5	0.0	BELLINGHIERS
4977		3.0	8	15	3		3					6	36	108.0	JENDIAN

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S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
WRK	HRS														
ENGL 104 ADV COMPCRITICAL REASON/WRITE (CONT'D)															
4978N	3.0		6	3							3	12	36.0	DAPPER	PT
4979N	3.0	1	5	5							5	17	51.0	DAPPER	PT
COURSE TOTAL		92	120	66	11	20		3			62	297	1176.6		
ENGL 105 CREATIVE WRITING															
4981	3.0	15	6	1		5					5	33	99.0	CARDENAS	
4982	3.0	7	9	2		5					2	25	75.0	BROWN	
4983N	3.0	4	2			3					5	15	45.0	SHERLOCK	PT
COURSE TOTAL		26	17	3		14					12	73	219.0		
ENGL 109 FICTION WRITING															
4985N	3.0										7	13	39.0	MOOD	
COURSE TOTAL											7	13	39.0		
ENGL 111 FICTION WRITING															
4987N	3.0		3								4	7	21.0	MOOD	
COURSE TOTAL			3								4	7	21.0		
ENGL 112 FICTION WRITING															
4989N	3.0		1								3	9.0	MOOD		
COURSE TOTAL			1								3	9.0			
ENGL 113 FICTION WRITING															
4991N	3.0		1			1					2	6.0	MOOD		
COURSE TOTAL			1			1					2	6.0			
ENGL 114 CREATIVE NONFICTION WRITING															
4993N	3.0		6			2					5	15	42.0	BROWN	
COURSE TOTAL			6			2					5	15	42.0		
ENGL 115 CREATIVE NONFICTION WRITING															
4993N	3.0		4	1							5	15.0	BROWN		
COURSE TOTAL			4	1							5	15.0			
ENGL 116 CREATIVE NONFICTION WRITING															
4994N	3.0		3								3	9.0	BROWN		
COURSE TOTAL			3								3	9.0			
ENGL 117 CREATIVE NONFICTION WRITING															
4995N	3.0		2								2	6.0	BROWN		
COURSE TOTAL			2								2	6.0			
ENGL 140 POETRY WRITING															
4997N	3.0		10	1	3						4	19	54.0	GRIFFITH	
COURSE TOTAL			13	1	3						4	19	54.0		
ENGL 141 POETRY WRITING															
4998N	3.0		1	3							1	5	15.0	GRIFFITH	
COURSE TOTAL			1	3							1	5	15.0		

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COURSE	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	INSTRUCTOR
	WKS	HRS									W	ENR		
ENGL 142 POETRY WRITING														
4899K		3.0	2								1	3	3.0	GRIFFITH
COURSE TOTAL			2								1	3	3.0	
ENGL 142 POETRY WRITING														
5000N		3.0	1									1	3.0	GRIFFITH
COURSE TOTAL			1									1	3.0	
ENGL 145 ACORN REVIEW: EDIT/PRODUCTION														
5002K		3.0	6	1			2				3	12	36.0	CARDENAS
COURSE TOTAL			6	1			2				3	12	36.0	
ENGL 146 ACORN REVIEW: EDIT/PRODUCTION														
5001N		3.0	1									1	3.0	CARDENAS
COURSE TOTAL			1									1	3.0	
ENGL 147 ACORN REVIEW: EDIT/PRODUCTION														
5004N		3.0	2	1							3	6	9.0	CARDENAS
COURSE TOTAL			2	1							3	6	9.0	
ENGL 198W SUPERVISED TUTORING - WRITING														
5017 ** 16		3.0									31	31	9.0	HARVEY
COURSE TOTAL											31	31	9.0	
ENGL 201 IMAGES OF WOMEN IN LITERATURE														
5018		3.0	4	7	3	2	4				1	23	69.0	HOLDER
5019 ** 11		3.0	2	2	5	1	2				2	14	3.0	BRELLINGHIERE
COURSE TOTAL			4	7	3	3	4				2	23	69.0	
ENGL 215 MYTHOLOGY														
5022		3.0	11	6	3		1				11	34	102.0	BALASUBRAMANIA
5023N		3.0	1	6	2		2				2	19	54.0	LUK
COURSE TOTAL			12	14	5		4				17	82	156.0	PT
ENGL 217 FANTASY AND SCIENCE FICTION														
5024		3.0	5	6	5	3	1				9	29	87.0	MITCHELL
COURSE TOTAL			5	6	5	3	1				9	29	87.0	
ENGL 219 VIEWS OF DEATH & DYING IN LIT														
5025N		3.0	3	9			1				5	19	54.0	SHERLOCK
COURSE TOTAL			3	9			1				5	19	54.0	PT
ENGL 221 BRITISH LITERATURE I														
5027N		3.0	13	6	4						4	27	81.0	COOPERNE
COURSE TOTAL			13	6	4						4	27	81.0	PT
ENGL 222 BRITISH LITERATURE II														
5028		3.0	12	11	6			1			5	35	105.0	SING

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COURSE	S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL	INSTRUCTOR
	WKS	HRS									W	ENR		
ENGL 221 BRITISH LITERATURE II														
COURSE TOTAL			12	11	6				1		5	35	105.0	
ENGL 222 AMERICAN LITERATURE II														
5030		3.0	15	9	2						5	30	90.0	HOLDER
COURSE TOTAL			15	9	2						5	30	90.0	
ENGL 224 CHICAGO LITERATURE														
5032		3.0	2	4			1				2	10	30.0	CARDENAS
COURSE TOTAL			2	4			1				2	10	30.0	XF
ENGL 229 BLACK LITERATURE														
5033N		3.0	4	1	1	1					4	11	33.0	FORE
COURSE TOTAL			4	1	1	1					4	11	33.0	
ENGL 278 MAJOR AUTHOR														
5034K		3.0	6								7	13	39.0	LEBRI
COURSE TOTAL			6								7	13	39.0	XF
SUBJECT TOTAL			1045	1168	730	183	304		287	77	1144	4532	15384.6	

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S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
WKS	HRS													
ENGL 051A COLLEGE WRITING SKILLS														
4820	16	1.0						29		13	42	26.5	LUSTER	
COURSE TOTAL								29		13	42	26.5		
ENGL 051B COLLEGE WRITING SKILLS														
4822	16	1.0						6		2	8	5.5	LUSTER	
COURSE TOTAL								6		2	8	5.5		
ENGL 051C COLLEGE WRITING SKILLS														
4824	16	1.0						1			1	0.9	LUSTER	
COURSE TOTAL								1			1	0.9		
ENGL 052A COLLEGE WRITING SKILLS														
4828	16	2.0						72	13	25	110	155.4	LUSTER	PT
COURSE TOTAL								72	13	25	110	155.4		
ENGL 052B COLLEGE WRITING SKILLS														
4830	16	2.0						26	2	6	34	51.2	LUSTER	
COURSE TOTAL								26	2	6	34	51.2		
ENGL 052C COLLEGE WRITING SKILLS														
4832	16	2.0						15		1	16	27.4	LUSTER	
COURSE TOTAL								15		1	16	27.4		
ENGL 052D COLLEGE WRITING SKILLS														
4834	16	2.0						2		1	3	3.7	LUSTER	
COURSE TOTAL								2		1	3	3.7		
ENGL 090 BASIC ENGLISH SKILLS														
4840	4.0							16	4	8	28	108.0	BELL	PT
4841	4.0							13	4	4	21	104.0	TUTTLE	PT
4842	4.0							17	3	4	24	96.0	AHRENS	
4843	4.0							17	4	12	33	132.0	KNITTEL	PT
4844	14	4.5						11	3	10	24	50.4	JOHNSON	PT
4846N	4.0							6	8	9	23	92.0	YATES	PT
4847N	4.0							8	5	1	14	56.0	FARQUAR	PT
4849N	4.0							14	4	6	24	96.0	KOVACS	PT
COURSE TOTAL								107	35	54	196	734.4		
ENGL 090R READING SKILLS DEVELOPMENT														
4854	4.0							16	2	7	25	96.0	IVANOVICI	
4855	4.0							17	3	4	24	96.0	NOLEN	
4856	4.0							15	2	10	27	108.0	HARVEY	
4859N	4.0							10	4		14	56.0	NOLEN	
4860N	4.0							10	2	11	23	92.0	IVANOVICI	
4862N	4.0							16	2	6	24	96.0	NOLEN	
COURSE TOTAL								64	15	38	137	544.0		
ENGL 098 ENGLISH FUNDAMENTALS														
4870	4.0		2	11	9	2	2			9	35	140.0	LUKO	PT
4871	4.0		5	7	8	5	3			6	34	136.0	AKER	PT

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL			
WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ENGL 098	ENGLISH FUNDAMENTALS	(CONT'D)													
	4875	4.0	7	13	7	2					2	21	124.0	HARRIS	XP
	4876	14 4.6	3	17	8	2					3	33	110.4	HAMMOND	PT
	4877	4.0	3	4	6	2	8				7	30	120.0	SARGENT	PT
	4879	4.0	1	10	10	1	1				6	29	116.0	PHILLIPS	XP
	4880	14 4.5	6	13	7	1	3				10	40	108.0	FITZMAURICE	PT
	4882	4.0	1	4	5	13	10				6	39	156.0	BELL	PT
	4883	4.0	3	5	7	3	3				4	25	100.0	THOWSEN	PT
	4884	4.0	4	10	10			1			4	31	124.0	DRAKE	PT
	4885	14 4.5	1								1	3.6	FITZMAURICE		
	4886	4.0		11	9	1	4	1			4	30	120.0	HARVEY	XP
	4889	4.0		10	8	4	2				5	29	116.0	SAKO	
	4890	4.0	5	9	11	1					6	32	128.0	DING	XP
	4892	4.0	6	3	10	3		1			5	29	112.0	JONES	PT
	4893	4.0	15	5	6	1					3	30	120.0	VIENNA	PT
	4895	4.0	4	13	7	1	1				2	28	112.0	SAKO	XP
	4896	14 4.6	4	12	11	2	5				3	37	125.1	EDWARDS	PT
	4898	4.0	3	10	10	1	1				7	32	124.0	MONTUORI	PT
	4899	4.0	5	12	3	3	2				5	30	120.0	JOHNSON	PT
	4900	4.0	2	3	9	4	1				8	27	108.0	BECHER	PT
	4902	4.0	2	12	15	1	2				6	38	148.0	JENDIAN	PT
	4903	4.0	3	8	12		3				3	29	116.0	VANBLARICOM	PT
	4905	4.0	6	10	3	4	2				5	30	120.0	KARANEY	PT
	4907	4.0	1	4	7	7	3				12	34	136.0	BERNABEI	PT
	4910	4.0	9	10	6	1	2				5	33	132.0	DAVIES-MORRIS	PT
	4911	4.0	6	8	4	2	3				10	33	132.0	OSBORNE	PT
	4912N	14 4.5	4	3	6		6				16	35	68.4	LEDRI	XP
	4913N	4.0	2	5	9	1	3				5	25	100.0	KOVACS	PT
	4914N	4.0	6	11	4	1					5	27	108.0	JOHNSON	PT
	4917N	4.0	1	2	7	4	4				12	30	120.0	LUSK	PT
	4918N	4.0	3	11	9	4					3	30	120.0	MORENO	PT
	4920N	4.0	9	15	6	2	1				5	38	152.0	FIELDEN	XP
	4921N	4.0	1	3	9	2	5				3	23	92.0	SCHMITT	PT
	COURSE TOTAL		133	284	258	81	82	3			195	1036	3967.5		
ENGL 098R	READING FUNDAMENTALS														
	4924	4.0	2	13	3	2	4			1	5	30	120.0	LEDRI	
	4927	4.0	4	12	7	1	1				4	29	116.0	DING	
	4928	4.0	10	10	2		1				6	29	116.0	HARVEY	
	4929	4.0	9	4	3	1		1			2	20	80.0	LAIRD-JACKSON	PT
	4930	4.0	4	6	7	4	6				3	30	120.0	LEDRI	
	4932	4.0	5	17	2	5					2	31	124.0	MITCHELL	
	4934	4.0	5	12	5	1	1				5	29	116.0	MITCHELL	XP
	4938	4.0	19	4	2		1				3	29	116.0	IVANOVICI	
	4940	4.0	8	5	7		3				6	29	116.0	IVANOVICI	
	4941	4.0	10	13	2	1					2	28	112.0	MITCHELL	
	4945N	4.0	5	5	6	1	3	1			4	25	96.0	NOLEN	
	4946N	4.0	1	10	4	1	2				3	21	84.0	BELLINGHIERE	
	COURSE TOTAL		82	111	50	17	22	3			45	130	1316.0		

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	WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ENGL 105	COLLEGE READING															
4950	3.0		2	3	4						6	15	45.0	DING		
4951	3.0			5	7	1	3				1	17	51.0	LEDRI	XP	
4952	3.0		2	3	3	1	2			1	3	15	45.0	NOLEN	XP	
4953N	3.0		7	5		1					2	15	45.0	LEPETRI	PT	
4954N	3.0			4	4		2				3	13	39.0	MCNTUORI	PT	
4955N	3.0		2	6	1		1				6	16	48.0	BELLINGHIERE		
4957N	3.0		2	2			4					8	24.0	LEPETRI	PT	
	COURSE TOTAL		15	28	19	3	12			1	21	99	297.0			
ENGL 106	COLLEGE READING															
4960	3.0			1	1	1					1	4	12.0	DING		
4961	3.0		1	1	2						1	5	15.0	LEDRI		
4962	3.0		3	2	1						2	8	21.0	NOLEN		
4963N	3.0		1	1								2	6.0	LEPETRI		
4964N	3.0			2							1	3	9.0	MCNTUORI		
4965N	3.0					1					1	2	6.0	BELLINGHIERE		
4967N	3.0			1			1					2	6.0	LEPETRI		
	COURSE TOTAL		5	8	4	2	1				6	26	75.0			
ENGL 107	COLLEGE READING															
4970	3.0			2		1					1	4	12.0	DING		
4971	3.0		1								4	5	15.0	LEDRI		
4973N	3.0		1	1								2	6.0	LEPETRI		
4974N	3.0			1								1	3.0	MCNTUORI		
4977N	3.0				1						1	2	6.0	LEPETRI		
	COURSE TOTAL		2	4	1	1					6	14	42.0			
ENGL 110	COLLEGE COMPOSITION															
4715	3.0		5	14	4				1		1	25	72.0	LAIRD-JACKSON	PT	
4716	3.0		7	5	4	1	1		1		3	22	66.0	TRIMBLE	PT	
4718	3.0		2	4	2	1	2				2	13	39.0	BERGER		
4719	3.0		3	7	7						1	18	54.0	NEGRETE	PT	
4721	3.0		3	13	2	1					2	21	63.0	SNIDER	PT	
4724N	3.0		8	5	3				1		7	24	72.0	SHANKLIN	PT	
5020	3.0		2	10	11		10		1		7	41	123.0	MUR	PT	
5021	3.0		1	6	13	2	2				5	29	87.0	AHRENS		
5023	3.0		4	8	10	2					6	30	90.0	MITCHELL		
5024	3.0		22	9	5		5				5	46	138.0	HAMMOND	PT	
5025	3.0		2	13	4	1	7				7	34	102.0	BAYER	PT	
5026	3.0		6	6	3		4				8	27	81.0	SNIDER	PT	
5028	3.0		2	7	6	7	3				5	30	90.0	AHRENS		
5031	3.0		1	5	8		4				7	22	66.0	MEDINA		
5032	3.0		10	14	5						6	35	105.0	BERGER	PT	
5033	3.0		2	10	5	3	4				2	26	78.0	CARDENAS		
5034	3.0		8	7	7	1					5	28	84.0	HARRIS		
5035	3.0		4	9	8	2	2				7	32	96.0	VANELARICOM	PT	
5036	3.0		1	5	10		4				13	33	99.0	LUKO	PT	
5037	3.0		6	5	8		1				12	32	96.0	HOLDER		
5039	3.0		4	9	8		5				9	35	105.0	MEDINA		
5039	3.0		6	4	7	1	2				7	27	81.0	LEDRI		

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E.T.		A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL			
WKS	HRS										ENR	WGCH	INSTRUCTOR		

ENGL 110	COLLEGE COMPOSITION	(CONT'D)													
5041	3.0	6	14	3		2					8	33	99.0	MEDINA	XP
5042	3.0	3	7	4	1	3					6	24	72.0	SAKO	
5043	3.0	10	12	6	2	2					2	34	102.0	LEDRI	
5044	3.0	2	10	10	3			1	1	7	34	99.0	MITCHELL	PT	
5045	3.0	7	12	5		2				6	32	96.0	HOLDER		
5046	3.0	7	9								16	48.0	MORETTI	PT	
5047	3.0	7	10	2	3					10	32	96.0	ALFONSI	PT	
5050	3.0	15	8	3		1					27	81.0	DAVIES-MORRIS	PT	
5051	8 6.0	16	8	1		2		1	1	4	30	71.3	SHUMATE	PT	
5052	3.0	1	7	9	1	6				9	33	99.0	EMERY	PT	
5053	3.0	5	9	5	1	4				9	33	99.0	AKER	PT	
5054	8 6.0	6	9	4	1	2				1	23	60.3	BROWN	PT	
5055	8 6.0	5	8	3		1		1		7	25	49.4	KAPUR		
5056	3.0	8	9	1	2	2				9	31	93.0	MORETTI	PT	
5057N	3.0	1	9	12	1	1				6	30	90.0	BERNABEI	PT	
5058N	3.0	2	6	3		2				9	22	66.0	BAKER	PT	
5059N	3.0	5	12	2						3	34	102.0	JENDIAN	PT	
5060N	3.0	2	7	5	3	5				1	23	69.0	SCHMITT	PT	
5061N	3.0	9	10	1		2				8	30	90.0	SHAPIRO	PT	
5062N	3.0		1	7	6	7				7	28	81.0	WOZNIAK	PT	
5063N	3.0	1	4	10	4					13	32	96.0	FORD	PT	
5064N	3.0	1	8	5	2	3				6	25	75.0	FORD	PT	
5065N	3.0	18	2	3	1			1		8	31	93.0	VIENNA	PT	
5066	3.0	1	3	3				1		11	19	54.0	MUSGRAVE	PT	
5067N	15 3.2	4	5			1				3	13	27.4	HERTZLER	PT	
COURSE TOTAL		251	377	250	53	104		9	2	278	1324	3895.4			
ENGL 110R PRINCIPLES OF COLLEGE READING															
4098	4.0	11	8	3		1				5	28	112.0	JENSEN		
5000	4.0	12	7	6	1					3	29	116.0	JENSEN		
5002	4.0	9	11	3	1	2				3	29	116.0	JENSEN	XP	
5005	4.0	3	5	3		4				4	19	76.0	SANDBLIN	PT	
5006	4.0	2	10	6		1				6	24	96.0	BELLINGHIERE		
5010N	4.0	11	6	2	1	1				2	23	92.0	BELLINGHIERE		
COURSE TOTAL		48	47	23	3	9				22	152	608.0			
ENGL 112 ESSENTIALS OF LITERATURE															
5068	3.0	4	6	1	1	2				3	17	51.0	DRAKE	PT	
5069	3.0	8	8	7	2					7	32	96.0	HARRIS		
5070	3.0	10	3	6	1					12	32	96.0	JONES	PT	
COURSE TOTAL		22	17	14	4	2				22	81	243.0			
ENGL 118 LING & ENGL: INTRO TO LANGUAGE															
5071N	3.0	6	4	1	2	2				3	18	54.0	JUSTICE	PT	
COURSE TOTAL		6	4	1	2	2				3	18	54.0			
ENGL 120 COLLEGE COMPOSITION & READING															
5073	8 6.0	21	6							5	32	74.1	TUCKER	PT	
5074	3.0	4	3	1		6		1		17	32	96.0	KALUSHSKI	PT	
5075	3.0	6	15	5	5					4	35	105.0	YATES	PT	

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WKS	HRS									W	ENR	WSCH	INSTRUCTOR		
ENGL 120 COLLEGE COMPOSITION & READING (CONT'D)															
5077	3.0	6	8	6		1				4	25	75.0	SANDELIN	PT	
5078	3.0	8	11	12	2	1				3	37	108.0	HEDRICK	PT	
5079	3.0	3	3	3	6	13				8	36	108.0	DILL	PT	
5080	3.0	12	2			3				6	22	66.0	KALUZHSKI	PT	
5082	3.0	30	1							3	34	102.0	TUCKER	PT	
5084	3.0	9	11	4	3	4		1		4	36	108.0	CARDOZO	PT	
5086	3.0	7	8	9						10	34	102.0	BALASUBRAMANIA		
5087	3.0	4	8	8		1				9	30	90.0	GRIFFITH		
5088	3.0	11	13	5	1					2	32	96.0	BERGER	PT	
5089	3.0	3	10	6		5		2		5	31	93.0	MEDINA	XP	
5090	3.0	5	14	7		1				9	36	108.0	BALASUBRAMANIA		
5091	3.0	5	10	1	1	1				2	20	60.0	MITCHELL		
5092	3.0	10	8	6	1	1				10	36	108.0	MOOD		
5093	3.0	8	5	9	3	4				3	32	96.0	GRIFFITH	XP	
5094	3.0	6	10	4	9	1				2	32	96.0	HARRIS		
5096	3.0	2	4	7	1	4				13	31	90.0	AHRENS		
5097	8 6.0	10	7	5		2				10	34	65.8	KAPUR		
5098	3.0	1	3	1		12				9	26	78.0	DILL	PT	
5099	3.0	2	20	8	1					2	33	99.0	MITCHELL	PT	
5100	8 6.0	10	3	4	3	4			1	2	27	68.6	BOEMANN	PT	
5101	3.0	4	20	8		3				3	38	114.0	TINLEY	PT	
5102	3.0	5	14	4	5	1				4	33	99.0	ALFONSI	PT	
5103N	3.0	7	9	6	2					4	28	84.0	KARANEY	PT	
5104N	3.0	5	7	6	1					12	31	93.0	HERTZLER	PT	
5106N	3.0	3	9	9	1	6			1	4	33	99.0	KREHBIEL	PT	
5110N	3.0	4	8	3	2	5				8	30	90.0	HASLEM	PT	
5112N	3.0	7	5	3		5		1		9	30	90.0	MEDINA		
5113	3.0	6	9	4	2	3		1		8	33	99.0	TUTTLE	PT	
5114	3.0	7	3	7		1				11	29	87.0	SAWYER	PT	
5115	3.0	9	2	5	2	1				3	22	66.0	SAWYER	PT	
COURSE TOTAL		239	269	166	51	89		6	2	208	1030	3013.5			
ENGL 122 INTRODUCTION TO LITERATURE															
5117	3.0	4	11	3						7	25	75.0	BALASUBRAMANIA		
5118	3.0	6	13	8	1	2				3	33	99.0	CARDENAS		
5119N	3.0	7	5	3		1				7	23	66.0	BROWN	XP	
COURSE TOTAL		17	29	14	1	3				17	81	240.0			
ENGL 124 ADV COMP:CRITICAL REASON/WRITE															
5121	3.0	12	9	5		1		1		7	35	105.0	LESSER	PT	
5122	8 6.0	6	22	2		1				8	39	65.0	TINLEY	PT	
5123	3.0	3	7	4						11	25	75.0	SAKO		
5124	3.0	9	9	3	1	1				4	27	81.0	LESSER	PT	
5125	3.0	4	14	5		3				7	33	96.0	GRIFFITH		
5126	3.0	5	15	5						3	28	84.0	GRIFFITH		
5127	3.0	9	12	3	1	3				3	31	93.0	BROWN		
5128	3.0	1	7		2	4		1		9	24	69.0	MUGRAVE	PT	
5129	3.0	9	9	2		1				2	23	69.0	BALASUBRAMANIA		
5130	3.0	8	9	3		2		1		3	26	78.0	HOLDER		
5131	3.0	5	12	1	1					2	21	63.0	MOOD	XP	

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WKS	HRS									W	ENR	WSCH	INSTRUCTOR

ENGL 124	ADV COMP-CRITICAL REASON/WRITE (CONT'D)												
5132	3.0	12	8	3	1	2		1		4	31	93.0	BROWN
5134	3.0	5	7	3		4				6	25	75.0	MOOD
5135N	3.0	16	7			1				9	33	99.0	SHUMATE
5137N	3.0		6	2						9	17	51.0	DAPPER
5138N	3.0		3	2						11	16	45.0	DAPPER
5139N	3.0	2	3	6	1					6	18	54.0	FARQUAR
COURSE TOTAL		196	159	49	7	23		4		104	452	1315.0	
ENGL 126	CREATIVE WRITING												
5141	3.0	12	7	1		4				9	33	96.0	CARDENAS
5142	3.0	11	13	1		2				4	31	93.0	BROWN
5143N	3.0	7	3							4	14	42.0	SHERLOCK
COURSE TOTAL		30	23	2		6				17	78	231.0	
ENGL 130	FICTION WRITING												
5144N	3.0	5	3	2		1				4	15	42.0	MOOD
COURSE TOTAL		5	3	2		1				4	15	42.0	
ENGL 131	FICTION WRITING												
5145N	3.0	1			2						3	9.0	MOOD
COURSE TOTAL		1			2						3	9.0	
ENGL 133	FICTION WRITING												
5147N	3.0	1								1	2	6.0	MOOD
COURSE TOTAL		1								1	2	6.0	
ENGL 134	CREATIVE NONFICTION WRITING												
5148N	3.0	6	1							4	11	30.0	BROWN
COURSE TOTAL		6	1							4	11	30.0	
ENGL 135	CREATIVE NONFICTION WRITING												
5149N	3.0	5								1	6	18.0	BROWN
COURSE TOTAL		5								1	6	18.0	
ENGL 136	CREATIVE NONFICTION WRITING												
5150N	3.0	2	1								3	9.0	BROWN
COURSE TOTAL		2	1								3	9.0	
ENGL 137	CREATIVE NONFICTION WRITING												
5151N	3.0	3									3	9.0	BROWN
COURSE TOTAL		3									3	9.0	
ENGL 140	POETRY WRITING												
5152N	3.0	3	7	1						3	14	42.0	GRIFFITH
COURSE TOTAL		3	7	1						3	14	42.0	
ENGL 141	POETRY WRITING												
5153N	3.0	2									2	6.0	GRIFFITH
COURSE TOTAL		2									2	6.0	

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		WKS	HRS									W	ENR	WSECH	INSTRUCTOR		
ENGL 142	POETRY WRITING																
	5154N**	3.0										2	2	0.0	0.0	GRIFFITH	
	COURSE TOTAL																
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION																
	5156N	3.0		7	3			1				1	12	36.0	36.0	CARDENAS	
	COURSE TOTAL			7	3			1				1	12	36.0	36.0		
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION																
	5157N	3.0		2				1					3	9.0	9.0	CARDENAS	
	COURSE TOTAL			2				1					3	9.0	9.0		
ENGL 147	ACORN REVIEW: EDIT/PRODUCTION																
	5158N	3.0		2									2	6.0	6.0	CARDENAS	
	COURSE TOTAL			2									2	6.0	6.0		
ENGL 148	ACORN REVIEW: EDIT/PRODUCTION																
	5159N	3.0		2	1								3	9.0	9.0	CARDENAS	
	COURSE TOTAL			2	1								3	9.0	9.0		
ENGL 175	NOVEL WRITING																
	5161N	3.0		4				1				4	9	27.0	27.0	PHILLIPS	
	COURSE TOTAL			4				1				4	9	27.0	27.0		
ENGL 176	NOVEL WRITING																
	5162N	3.0		2								1	3	9.0	9.0	PHILLIPS	
	COURSE TOTAL			2								1	3	9.0	9.0		
ENGL 198R	SUPERVISED TUTORING - READING																
	5166 ** 16	0.0										2	2	0.0	0.0	HARVEY	
	COURSE TOTAL																
ENGL 198W	SUPERVISED TUTORING - WRITING																
	5167 ** 16	0.0										32	32	0.0	0.0	HARVEY	
	COURSE TOTAL																
ENGL 201	IMAGES OF WOMEN IN LITERATURE																
	5176	3.0		3	3	4	4	6				7	27	81.0	81.0	BELLINGHIERE	XP
	COURSE TOTAL			3	3	4	4	6				7	27	81.0	81.0		
ENGL 215	MYTHOLOGY																
	5168	3.0		9	6	5		1				10	31	93.0	93.0	BALASUBRAMANIA	XP
	5169N	3.0		6	3	2	1	1				11	24	72.0	72.0	LUSK	PT
	COURSE TOTAL			15	9	7	1	2				21	55	165.0	165.0		
ENGL 218	SHAKESPEARE-PLAYS/THEATRE																
	5170N	3.0		8	2	2				1			13	39.0	39.0	DING	
	COURSE TOTAL			8	2	2				1			13	39.0	39.0		

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S.T.		A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
WKS	HRS													
ENGL 219 VIEWS OF DEATH & DYING IN LIT														
5171N	3.0	5	2	1		3				1	12	36.0	SHERLOCK	PT
COURSE TOTAL		5	2	1		3				1	12	36.0		
ENGL 221 BRITISH LITERATURE I														
5172	3.0	11	18	1				1		4	35	105.0	DING	
COURSE TOTAL		11	18	1				1		4	35	105.0		
ENGL 222 BRITISH LITERATURE II														
5173N	3.0	7	6	3	1	1				4	22	66.0	OSBORNE	PT
COURSE TOTAL		7	6	3	1	1				4	22	66.0		
ENGL 231 AMERICAN LITERATURE I														
5175	3.0	10	12							2	24	72.0	HOLDER	
COURSE TOTAL		10	12							2	24	72.0		
ENGL 236 CHICANO LITERATURE														
5177	3.0	3	3			1					7	21.0	CARDENAS	XP
COURSE TOTAL		3	3			1					7	21.0		
ENGL 277 LITERARY THEME														
5180N	3.0	5	1	4				1		4	15	45.0	WILLIAMS	PT
COURSE TOTAL		5	1	4				1		4	15	45.0		
SUBJECT TOTAL		1070	1432	876	233	372		370	70	1146	5569	17743.4		

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S.T.		A	B	C	D	F	I	NR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
WKS	HR										ENR	WECH		

ENGL 081A COLLEGE WRITING SKILLS														
4720	18	1.0						21	1	4	26	20.1	LUSTER	
COURSE TOTAL								21	1	4	26	20.1		
ENGL 081B COLLEGE WRITING SKILLS														
4722	18	1.0						6	2	3	11	7.3	LUSTER	
COURSE TOTAL								6	2	3	11	7.3		
ENGL 081C COLLEGE WRITING SKILLS														
4724	18	1.0						3		3	3	2.7	LUSTER	
COURSE TOTAL								3		3	3	2.7		
ENGL 081D COLLEGE WRITING SKILLS														
4726	18	1.0						1		1	2	0.9	LUSTER	
COURSE TOTAL								1		1	2	0.9		
ENGL 082A COLLEGE WRITING SKILLS														
4728	16	2.0						58	11	26	95	126.2	LUSTER	
COURSE TOTAL								58	11	26	95	126.2	PT	
ENGL 082B COLLEGE WRITING SKILLS														
4730	16	2.0						18	2	8	28	36.6	LUSTER	
COURSE TOTAL								18	2	8	28	36.6		
ENGL 082C COLLEGE WRITING SKILLS														
4732	16	2.0						6	2	4	12	14.6	LUSTER	
COURSE TOTAL								6	2	4	12	14.6		
ENGL 082D COLLEGE WRITING SKILLS														
4734	16	2.0						6		1	7	11.3	LUSTER	
COURSE TOTAL								6		1	7	11.3		
ENGL 090 BASIC ENGLISH SKILLS														
4736	15	4.0						3	8	1	12	40.8	KUWACKI	
4736		4.0						1	16	8	25	100.8	KALUZHSKI	
4737		4.0						16	1	2	19	76.8	TUTTLE	
4738		4.0						18	3	7	28	112.8	KNITTEL	
4739M		4.0						15		7	22	88.0	LITTLE	
4740N		4.0						11	3	5	19	76.8	KALUZHSKI	
COURSE TOTAL								64	21	30	125	492.8		
ENGL 101 ENGLISH FUNDAMENTALS														
4742		4.0	4	4	7						8	28	92.8	NOLEN
4743M		4.0		1	2	1	1			2	13	26	100.8	LUK
4744	14	4.0	2	4	11	3	1				10	31	77.8	BERNABBI
4745		4.0	2	8	14	2	1				4	31	124.8	DING
4746		4.0	5	12	8						5	30	120.0	DAVIES-MORRIS
4747		4.0	1	5	10	2	4				8	28	112.8	SAKO
4748		4.0	3	3	9	4	5				8	30	120.0	PHILLIPS
4749		4.0	5	5	8	1	1				11	31	124.8	YATES
4750		4.0	3	13	4	1	2				8	34	136.8	DRAKE

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ENGL 101	ENGLISH FUNDAMENTALS	S.T.									TOTAL		TOTAL		
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	EMR	MSCH	INSTRUCTOR
(CONT'D)															
4751	4.0	10	6	7	3	8					4	15	136.0	KOVACS	PT
4752	4.0	3	6	7	1	2					11	10	120.0	HARVEY	XP
4753	4.0	1	8	10							6	25	100.0	BANK	XP
4754N	4.0	9	15	2	1						11	15	132.0	MONTUORI	PT
4755	4.0	2	2	11	2	2					10	29	116.0	DING	
4756	4.0	8	6	8	6						6	28	112.0	HARRIS	
4757	4.0	4	9	7	5						4	29	136.0	DING	
4758	4.0	2	6	7	3	2					5	26	104.0	AHERNS	
4759	4.0	4	8	2	1	3					9	23	92.0	VANBLARIDJOM	PT
4760	4.0	12	11	7	1						4	35	136.0	VIENNA	PT
4761	4.0	3	13	8	1	2					6	33	132.0	JOHNSON	PT
4762N	4.0	2	11	8	3	2					6	32	128.0	FARQUAR	PT
4763N	4.0	1	2	6	3						10	25	100.0	LEBRI	XP
4764N	4.0	4	7	3		2					6	22	88.0	AHERNS	XP
4765N	4.0	6	8	12		1					7	34	136.0	FIELDEN	XP
COURSE TOTAL		98	168	124	43	37			2		171	703	2753.0		
ENGL 185 COLLEGE READING															
4766	3.0	3	4	9	1						13	30	90.0	LEBRI	
4768	3.0	7	10	2							7	25	78.0	JENSEN	XP
4770	3.0	3	5	2	2						4	16	45.0	BUNNY	PT
4771	3.0	1		2							11	14	42.0	LEBRI	
4773	3.0	5	1	9	3	2					10	30	90.0	NOLEN	
4774	3.0	7	5	6	1						6	29	87.0	MITCHELL	
4775	3.0	5	6	8	1	3					6	29	87.0	JENSEN	XP
4777	3.0	8	3	7	1	2					5	27	81.0	BELLINGHIERE	
4778	3.0	3	8	3	1	8					3	26	78.0	IVANOVIC	
4780	3.0	2	8	8	4						6	28	84.0	MITCHELL	
4781	3.0	3	5	2		1					6	23	69.0	NOLEN	
4783	3.0	11	4	3	2						6	25	75.0	IVANOVIC	
4784	3.0	10	2	2	6						2	23	69.0	IVANOVIC	
4785	3.0		5	3		2					3	13	39.0	BELLINGHIERE	
4786	3.0	7	6	2	1	1					4	21	63.0	HARVEY	XP
4787	3.0	2	6	6	2						6	22	66.0	MITCHELL	XP
4789	3.0	3	1	3		3						13	30.0	BELLINGHIERE	
4791N	3.0	7	4	4		1					9	25	75.0	NOLEN	XP
4793N	3.0	2	3	2	1	2					5	15	45.0	MIRBIN-CULLUM	PT
4794N	3.0	2	3	3	2						6	16	48.0	BELLINGHIERE	
COURSE TOTAL		97	30	91	20	31					118	447	1336.0		
ENGL 186 COLLEGE READING															
4796	3.0	1										1	3.0	LEBRI	
4797	3.0	2	8	7	3	3					4	26	78.0	HARVEY	
4799	3.0	5	8	2		1					9	25	75.0	HARVEY	
4801	3.0			3								3	9.0	LEBRI	
4802	3.0	8	11	6							3	26	78.0	JENSEN	
4805	3.0	5	2	6	3						7	23	69.0	DING	XP
4810	3.0		2									2	6.0	MITCHELL	
4812	3.0	5	8	2		1					6	23	69.0	JENSEN	
4813	3.0	1										1	3.0	IVANOVIC	

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
WKR	HRS									W	HRS	WSCH	INSTRUCTOR	
ENGL 106 COLLEGE READING		(CONT'D)												
4817	3.0	4	5			4				1	14	42.0	IVANOVICI KP	
4818	3.0	4	3	3		4				7	21	63.0	IVANOVICI	
4819	3.0	2	1	1							4	12.0	BELLINGHIERE	
4821N	3.0	7	4	6	1	2				2	22	66.0	LEBRI KP	
4822N	3.0					1				2	6	18.0	MIRISIN-CULLUM	
4823N	3.0	1				1				2	6	18.0	BELLINGHIERE	
4824	3.0			1						4	12	36.0	BELLINGHIERE	
COURSE TOTAL		44	52	37	6	17				45	161	487.0		
ENGL 107 COLLEGE READING														
4841	3.0		1								1	3.0	NOLEN	
4842	3.0	1									1	3.0	JENSEN	
4843	3.0			1							1	3.0	BELLINGHIERE	
4853N	3.0							1		1	3	9.0	BELLINGHIERE	
COURSE TOTAL		1	1	1				1		1	5	15.0		
ENGL 108 COLLEGE VOCABULARY														
4857	3 4.0	10	7	6	1						24	43.0	HERSFELD-PICKI	
COURSE TOTAL		10	7	6	1						24	43.0		
ENGL 110 COLLEGE COMPOSITION														
4858	3.0	8	12	7		1				9	35	105.0	FRESTON PT	
4859	3.0	4	18	6	3					4	35	105.0	GROGOME PT	
4861	3.0	3	9	4	4	2				3	25	75.0	PHILLIPS KP	
4862	3.0	3	2	5	7	5				4	26	78.0	ARENS	
4863	3.0	2	10	5	1	3				3	29	87.0	VANBLARICOM PT	
4864	3.0	7	14	11		2				4	34	114.0	JENDIAN PT	
4865	3.0	4	10	12		1		1		3	30	90.0	MITCHELL	
4866	3.0	4	8	10	2	2				7	33	99.0	HAYLES PT	
4867	3.0	1	7	11	2	3		1		1	24	72.0	EDWARDS PT	
4868	3.0		14	2	1					3	30	90.0	JONES PT	
4869	3.0	5	4	5		4				7	28	84.0	HOLDER	
4870	3.0	5	3		1	1				3	13	39.0	IVANOVICI KP	
4872	3.0	11	9	7	2	6				6	31	93.0	LEBRI	
4873	3.0	3	18	10		3				5	31	93.0	MEDINA	
4874	3.0	3	7	6		3				5	24	72.0	BAKO	
4875	3.0	3	11	4		1				7	31	93.0	HANDELIN PT	
4876	3.0	7	11	12	2	5				3	40	120.0	CASERNAS	
4878	3.0	4	8	15	1	2		1		4	35	105.0	MEDINA	
4880	3.0		5	4		1				1	14	42.0	WALKER PT	
4881	3.0	2	5	2		3				11	23	69.0	BAKO	
4882	3.0	2	5	1	3	2				7	21	63.0	JONES PT	
4884	3.0	10	12	4	2	3				5	34	102.0	HARRIS	
4885	3 3.0	1	7	11	1					2	23	69.0	KAPUR	
4886	3 3.0	4	11	10		3				4	37	90.0	CASERNAS KP	
4887	3.0	1	10	5	4					3	26	78.0	EMERY PT	
4888	3.0	5	5	7	5	4				5	33	99.0	ARENS	
4889	3.0	9	11	5	3					5	33	99.0	HARRIS KP	
4890	3.0	3	15	5				1		4	32	96.0	DAVIES-WORRIE PT	
4891	3.0	3	11	7		3		4		4	37	111.0	MORETTI PT	

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S.T.	WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
											W	RNR	WEEK	INSTRUCTOR	
ENGL 110 COLLEGE COMPOSITION (CONT'D)															
4895N	3.0		6	17	2		1					6	31	90.0	BATLEY PT
4896N	3.0		3	6	6	2	3					1	21	63.0	NOLEN
4897N	3.0			1	6	6	4					9	26	78.0	WOZNIAK PT
4898N	3.0		1	6	6		6			1	10	30	90.0	SCHUSTER PT	
4899N	3.0		14				2					6	31	63.0	SCHMIDT PT
4900N	3.0		3	18	7	1	1					11	33	99.0	MEDINA KP
4901	3.0		3	7	1	2	2					17	32	96.0	MUESSAVER PT
5031	3.0		7	8	6		1					6	27	81.0	WEAVER PT
5032	3.0		5	8	6	2				1	1	20	60.0	LAIRD-JACKSON PT	
5033	3.0		2	5	4		3		1		6	20	60.0	TRIMBLE PT	
5036	3.0		2	4	4	1	3		4		2	20	60.0	NEGRATE PT	
5037	3.0		3	13	6				1			3	33	69.0	MORCHES PT
5038N	3.0		3	18	1	1						3	33	69.0	FRANZLIN PT
COURSE TOTAL			131	357	253	59	66		14	2	216	1180	3499.4		
ENGL 112 ESSENTIALS OF LITERATURE															
4902	3.0		7	6	6	3						9	31	93.0	HARRIS
4903	3.0		3	9	6							11	34	102.0	HOLDER
COURSE TOTAL			10	15	12	3						20	65	195.0	
ENGL 118 LING & ENGL: INTRO TO LANGUAGE															
4907N	3.0		4	6	3							3	16	48.0	JUSTICE PT
COURSE TOTAL			4	6	3							3	16	48.0	
ENGL 120 COLLEGE COMPOSITION & READING															
4909	3.0		15	6	4	3	1		1			6	35	105.0	MCDANIEL PT
4910	3.0		4	14	4				1			3	31	63.0	AKER PT
4912	3.0		3	3	4							9	19	54.0	ROUCK PT
4911	3.0		10	17	1		2					3	33	99.0	SHAPIRO PT
4914	3.0		3	8	6	1	4					7	31	63.0	WILLIAMS PT
4916	3.0		5	8	4	1						9	28	64.0	TINLEY PT
4918	3.0		17	9	1		2			1		3	38	114.0	MIHDADI PT
4919	3.0		23	15	6		3					2	49	147.0	HAMMOND PT
4920	3.0		4	13	9		4					4	34	102.0	MEDINA
4921	3.0		20	11	2		1					4	38	114.0	HEGWIN PT
4923	3.0		2	7	13		3					5	30	90.0	GRIFFITH
4924	3.0		6	1	4	3	4			1	16	35	102.0	GRANDE PT	
4925	3.0		1	5	1	4	6				10	31	63.0	DILL PT	
4927	3.0		5	2	6	1	2					12	28	64.0	MOCH
4928	3.0		1	3	9		3					4	20	60.0	GRIFFITH KP
4929	3.0		3	18	7		1		2			3	36	108.0	MEDINA KP
4930	3.0		4	5	2	2	2					5	28	60.0	DILL PT
4934	3.0		5	6	6		4					12	33	99.0	BALASUBRAMANIA
4935	3.0		5	4	5		3			1		5	24	45.0	KAPUR
4936	3.0		5	4	3	1	5		1			3	28	62.0	LUKO PT
4937	3.0		10	9	4		4			1		5	33	99.0	FRANZLIN PT
4938	3.0		7	6	1							11	25	75.0	BALASUBRAMANIA
4939	3.0		7	11	12	3						1	34	102.0	KALANEY PT
4940	3.0		3	7	1	1	4					9	30	60.0	BELL PT
4941	3.0		14	3	1	2	4					7	31	63.0	TUCKER PT

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	E.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
	WKE	HRE									W	HR	WECH	INSTRUCTOR	
ENGL 120 COLLEGE COMPOSITION & READING (CONT'D)															
4942N	3.0		1	4	6		1				9	21	60.0	BERNABEI	PT
4943N	3.0		7	6	2		4				10	29	87.0	SAWYER	PT
4944N	3.0			9	6	3	1				12	31	93.0	HARLEM	PT
4947N	3.0		3	6	6	5	1		2		8	28	84.0	SCHUSTER	PT
4948N	3.0		4	9	6		3				8	30	90.0	KREHBIEL	PT
4951	3.0		2	12	8		1				10	33	90.0	TUTTLE	PT
COURSE TOTAL			207	238	151	30	73		8	2	232	949	2728.0		
ENGL 122 INTRODUCTION TO LITERATURE															
4955	3.0		4	8	6		1				7	26	78.0	BALASUBRAMANIA	PT
4956	3.0		15	13	3		3				4	38	114.0	BROWN	PT
4957	3.0		9	11	4		3				6	33	99.0	CARRERAS	PT
4958N	3.0		8	5	3	1			1		8	23	69.0	DRAKE	PT
COURSE TOTAL			36	37	16	1	7		1		22	120	360.0		
ENGL 124 ADV COMP: CRITICAL REASON/WRITE															
4960	3.0		12	6	1	1			1	1	7	32	96.0	LESSER	PT
4961	3.0		12	17	2						4	35	105.0	LESSER	PT
4962	3.0		5	9	6		3				5	28	84.0	MUEGGEME	PT
4964	3.0		34	4			1				6	45	135.0	TUCKER	PT
4965	3.0		2	11	11		3		1		8	36	108.0	GRIFFITH	PT
4968	3.0		3	8	5						13	29	87.0	BALASUBRAMANIA	PT
4969	3.0		7	10	3	3			1		4	31	93.0	GRIFFITH	PT
4970	3.0		10	5	2		6				10	34	102.0	HOLDER	PT
4971	3.0		10	3	6		2				9	30	90.0	WOOD	PT
4973	3.0		13	13	2		3				2	33	99.0	BROWN	PT
4974	3.0		4	2	1		2		1		13	35	75.0	WOOD	PT
4976	3.0		14	12	1		1				3	31	90.0	BROWN	PT
4978N	3.0		1	4	4		1				6	16	48.0	DAFFER	PT
4979N	3.0		1	5	5	1					18	27	81.0	DAFFER	PT
COURSE TOTAL			108	113	51	5	25		4	1	105	432	1293.0		
ENGL 126 CREATIVE WRITING															
4981	3.0		13	6	3		2				2	26	78.0	CARRERAS	PT
4982	3.0		9	15	2		2				5	32	96.0	BROWN	PT
4983N	3.0		10	5	1		1		1		3	31	90.0	BELL	PT
COURSE TOTAL			32	26	5		5		1		10	79	234.0		
ENGL 128 FICTION WRITING															
4984	3.0		8	1	1						3	23	69.0	SHERLOCK	PT
4985N	3.0		5	1	2		1				6	15	45.0	WOOD	PT
COURSE TOTAL			14	2	3		1				9	29	84.0		
ENGL 131 FICTION WRITING															
4986	3.0		1								1	1	3.0	SHERLOCK	PT
4987N	3.0		3	1							1	5	15.0	WOOD	PT
COURSE TOTAL			4	1							1	6	18.0		

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		HUMANITIES, SOCIAL & BEHAV SCIENCES										TOTAL		TOTAL	
S.T.		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR
ENGL 132	FICTION WRITING														
4992N	3.0				1								1	3.0	WOOD
	COURSE TOTAL				1								1	3.0	
ENGL 133	FICTION WRITING														
4991N**	0.0											2	2	0.0	WOOD
	COURSE TOTAL													0.0	
ENGL 134	CREATIVE NON-FICTION WRITING														
4992N	3.0	11										5	16	48.0	BROWN
	COURSE TOTAL	11										5	16	48.0	
ENGL 135	CREATIVE NON-FICTION WRITING														
4993N	3.0	6										2	8	24.0	BROWN
	COURSE TOTAL	6										2	8	24.0	
ENGL 136	CREATIVE NON-FICTION WRITING														
4994N	3.0	2											2	6.0	BROWN
	COURSE TOTAL	2											2	6.0	
ENGL 140	POETRY WRITING														
4997N	3.0	5	5					1				5	16	42.0	GRIFFITH
	COURSE TOTAL	5	5					1				5	16	42.0	
ENGL 141	POETRY WRITING														
4998N	3.0			1									1	3.0	GRIFFITH
	COURSE TOTAL			1									1	3.0	
ENGL 142	POETRY WRITING														
4999N	3.0			1									1	3.0	GRIFFITH
	COURSE TOTAL			1									1	3.0	
ENGL 143	POETRY WRITING														
5000N	3.0			1									1	3.0	GRIFFITH
	COURSE TOTAL			1									1	3.0	
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION														
5002N	3.0	3	2	2									7	21.0	CARDENAS
	COURSE TOTAL	3	2	2									7	21.0	
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION														
5003N	3.0			1		1						1	3	9.0	CARDENAS
	COURSE TOTAL			1		1						1	3	9.0	
ENGL 147	ACORN REVIEW: EDIT/PRODUCTION														
5004N	3.0	3	2										5	15.0	CARDENAS
	COURSE TOTAL	3	2										5	15.0	

** CLASS NOT VALID FOR A.D.A. -- NOTE ONLY (NOT INCLUDED IN TOTALS)

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S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL				
WKS	HRS										W	HR	WEEK	INSTRUCTOR	
ENGL 188R SUPERVISED TUTORING - READING															
5016	** 15	0.0										3	3	0.0	HARVEY
COURSE TOTAL													0.0		
ENGL 188W SUPERVISED TUTORING - ENGLISH															
5017	** 15	0.0										10	10	0.0	HARVEY
COURSE TOTAL													0.0		
ENGL 201 IMAGES OF WOMEN IN LITERATURE															
5018	3.0	1	4	9	5	7				4	30	90.0	BELLINGHIERE		
COURSE TOTAL		1	4	9	5	7				4	30	90.0			
ENGL 203 CHILDREN'S LITERATURE															
5020N	3.0	15	4	1				2			8	28	81.0	SHUMATE PT	
COURSE TOTAL		15	4	1				2			8	28	81.0		
ENGL 215 MYTHOLOGY															
5022	3.0	4	12	4						12	32	96.0	BALASUBRAMANIA		
5022N	3.0	3	4	3				1			11	22	66.0	LINEK	
COURSE TOTAL		7	16	7				1			23	54	162.0		
ENGL 217 FANTASY AND SCIENCE FICTION															
5024	3.0	5	6	6	4	3				2	27	81.0	MITCHELL		
COURSE TOTAL		5	6	6	4	3				2	27	81.0			
ENGL 219 VIEWS OF DEATH & DYING IN LIT															
5025N	3.0	7	1	2	1	1			1	7	28	60.0	SHERLOCK PT		
COURSE TOTAL		7	1	2	1	1			1	7	28	60.0			
ENGL 221 BRITISH LITERATURE															
5027N	3.0	10	4	3						4	21	63.0	DEBOSNE PT		
COURSE TOTAL		10	4	3						4	21	63.0			
ENGL 223 BRITISH LITERATURE															
5028	3.0	15	10	1						4	30	90.0	DING KP		
COURSE TOTAL		15	10	1						4	30	90.0			
ENGL 226 THE BIBLE AS LITERATURE															
5030	3.0	4			4	2				6	16	48.0	MAJEE KP		
COURSE TOTAL		4			4	2				6	16	48.0			
ENGL 227 THE BIBLE AS LITERATURE															
5029	3.0	1	6	1	1	2				2	13	39.0	LEBRI		
COURSE TOTAL		1	6	1	1	2				2	13	39.0			
ENGL 232 AMERICAN LITERATURE 01															
5031	3.0	8	7						3	8	26	78.0	HOLDER		
COURSE TOTAL		8	7						3	8	26	78.0			

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL	TOTAL			
WKS	HRS										W	HR	WEEK	INSTRUCTOR
ENGL 239 BLACK LITERATURE														
5035N	3.0			1	1						1	3	9.0	PORE
COURSE TOTAL				1	1						1	3	9.0	
SUBJECT TOTAL		979	1183	892	181	522			215	55	1112	4388	14901.1	

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HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
WKS	HRS										ENR	WSCH		

ENGL 051A COLLEGE WRITING SKILLS														
4870	16	1.0						16	5	10	31	19.2	LUSTER	
COURSE TOTAL								16	5	10	31	19.2		
ENGL 051B COLLEGE WRITING SKILLS														
4872	16	1.0						5		4	9	4.6	LUSTER	
COURSE TOTAL								5		4	9	4.6		
ENGL 051C COLLEGE WRITING SKILLS														
4874	16	1.0						2			2	1.8	LUSTER	
COURSE TOTAL								2			2	1.8		
ENGL 051D COLLEGE WRITING SKILLS														
4876	16	1.0						6		2	8	5.5	LUSTER	
COURSE TOTAL								6		2	8	5.5		
ENGL 052A COLLEGE WRITING SKILLS														
4878	16	2.0						53	14	37	104	122.5	LUSTER	PT
COURSE TOTAL								53	14	37	104	122.5		
ENGL 052B COLLEGE WRITING SKILLS														
4880	16	2.0						20	2	7	29	40.2	LUSTER	
COURSE TOTAL								20	2	7	29	40.2		
ENGL 052C COLLEGE WRITING SKILLS														
4882	16	2.0						10		5	15	18.3	LUSTER	
COURSE TOTAL								10		5	15	18.3		
ENGL 052D COLLEGE WRITING SKILLS														
4884	16	2.0						8	1	2	11	16.5	LUSTER	
COURSE TOTAL								8	1	2	11	16.5		
ENGL 090 BASIC ENGLISH SKILLS														
4886		4.0						6	7	13	26	104.0	KALUZHSKI	PT
4887		4.0						25	1	5	31	124.0	TUTTLE	PT
4889		4.0						26	1	6	33	132.0	KNITTEL	PT
4892N		4.0						23	5	1	29	116.0	WIENNA	PT
4896N		4.0						12	5	6	23	92.0	KOVACS	PT
COURSE TOTAL								92	19	31	142	568.0		
ENGL 101 ENGLISH FUNDAMENTALS														
4897	8	8.0	4	2	8	2	1			3	20	62.2	MONTUORI	PT
4898		4.0	6	10	6	2	6		1	4	35	140.0	YATES	PT
4899		4.0	10	12	7	2				5	36	144.0	LESSER	PT
4900		4.0	1	9	15	2				3	30	120.0	SAKO	
4901		4.0	2	9	7	2	4			7	31	120.0	PHILLIPS	XP
4902		4.0	2	13	4	6	2		1	4	32	128.0	EDMONDS	PT
4903		4.0	4	4	9	1	7			9	34	136.0	FARQUAR	PT
4904		4.0	3	5	15	6	5			3	37	148.0	LITTLE	PT
4905		4.0	6	12	4	3	1			4	30	112.0	KOVACS	PT
4906		4.0	4	18	3		5		1	3	34	136.0	MIKDADI	PT

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S.T.		A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
WKS	HRS														
ENGL 101	ENGLISH FUNDAMENTALS	(CONT'D)													
4907	4.0	5	8	10	1					3	28	112.0	HARVEY	XP	
4908	4.0	2	10	7	5	1				4	29	116.0	SAKO		
4909	4.0	13	9	1	3	1				2	29	116.0	JONES	PT	
4910	4.0	3	12	10	2	2				4	33	132.0	DING		
4911	4.0	8	16	4	1					3	32	128.0	JONES	PT	
4912	4.0	9	14	6	2	1				5	37	148.0	DRAKE	PT	
4913	4.0	1	10	12	4	1				4	32	128.0	DING		
4914	4.0		6	9	2	2				14	33	128.0	LUSK		
4915	4.0	3	8	9	4	1				3	28	112.0	AHRENS	PT	
4916	4.0		2	11	6				1	6	26	104.0	LUSK		
4917	4.0	1	12	7	4	3				4	31	124.0	LITTLEFIELD	PT	
4918	4.0	3	9	10	1	2				3	28	112.0	VANELARICOM	PT	
4919	4.0		4	7	4	5		1		8	29	116.0	EMERY	PT	
4920	4.0	3	12	9	1	1		1		6	33	132.0	DAVIES-MORRIS	PT	
4921N	4.0	1	4	13	2	3				3	26	104.0	LEDRI	PT	
4922N	4.0	8	9	5	1	3				4	30	120.0	JOHNSON	PT	
4923N	4.0		3	7	3	7				10	30	120.0	LUSK	XP	
4925N	4.0	5	4	3	5	1		1		14	33	132.0	KALUZHSKI	PT	
4926	4.0		3	16	3	1				7	30	120.0	BERNABEI	PT	
4927	4.0	15	5	5						4	29	116.0	VIENNA	PT	
4928N	4.0	5	9	10	4					5	33	128.0	SCHMIDT	PT	
4929N	4.0	1	14	6		4				1	26	104.0	SAKO	XP	
4930	14 4.6	6	7	6	2	7				7	35	103.0	CULLUMBER	PT	
4931	14 4.6		4	14	6	3				8	35	99.4	HOUCK	PT	
4932	14 4.6	5	2	8	2	2				9	28	69.9	ESCHER	PT	
4933	14 4.6			1							1	3.7	MIZISIN-CULLUM		
COURSE TOTAL		140	290	284	94	82		6	1	186	1083	4174.2			
ENGL 105	COLLEGE READING														
4820	3.0	7	7	4	1				1	3	23	69.0	BUCKY	PT	
4821	3.0	11	10	3		2				1	27	81.0	MITCHELL		
4951	3.0	7	6	12						2	27	81.0	DING		
4953	3.0	10	11	1	1	2				4	29	87.0	JENSEN		
4955	3.0	7	4	1		2				6	20	60.0	IVANOVICI	XP	
4956	3.0	1	9	9	5	4				2	31	93.0	BELLINGHERE		
4957	3.0	11	8	4	2	2				2	30	90.0	JENSEN	XP	
4958	3.0	4	14	7	2					5	32	96.0	MITCHELL		
4959	3.0	8	12	1		3				1	25	75.0	NOLEN	PT	
4960	3.0	7	8	6	3					5	29	87.0	MITCHELL		
4964	3.0	5	16	6						3	30	90.0	BELLINGHERE		
4966	3.0	18	3	1	2	1				3	28	84.0	IVANOVICI		
4967	3.0	2	4	9	3	5				7	31	93.0	BELLINGHERE		
4968	3.0	16	8	1						3	28	84.0	IVANOVICI		
4969	3.0	5	7	4	1	3		1			21	63.0	BELLINGHERE		
4971N	3.0	12	1	3	2	1				8	27	81.0	MILLS	PT	
4973N	3.0	5	8	2	2					1	18	54.0	BUCKY	PT	
4974N	3.0	6	3	2	2	1				7	21	63.0	MILLS	PT	
COURSE TOTAL		143	139	76	26	26		1	1	65	477	1431.0			

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WKS	HRS									W	ENR	WSCH	INSTRUCTOR
ENGL 106 COLLEGE READING													
4824	3.0		1		1					1	3	9.0	BUCKY
4825	3.0		1								1	3.0	MITCHELL
4961	3.0	1									1	3.0	NOLEN
4975	3.0	12	6	4	2	1				4	29	87.0	HARVEY
4977	3.0	4	11	3	3					7	28	84.0	HARVEY
4979	3.0	13	9	2		2				1	27	91.0	JENSEN XP
4980	3.0	14	4	2	1	2				5	28	84.0	IVANOVICI XP
4982	3.0	1	1								2	6.0	JENSEN
4984	3.0	8	10	2		2				5	27	81.0	DING XP
4985	3.0			1							1	3.0	MITCHELL
4987	3.0	10	13	2	1	1				1	28	84.0	JENSEN XP
4988	3.0	4	3	1							8	24.0	BELLINGHIERE
4990	3.0		1	1							2	6.0	BELLINGHIERE
4992	3.0	13	6	4		2				2	28	84.0	IVANOVICI
4993N**	0.0									1	1	0.0	MILLS
4994N	3.0	8	7	2		2				5	24	72.0	LEDRI PT
4995N	3.0	2			1					1	4	12.0	BUCKY
4996N	3.0		1			1				1	3	9.0	MILLS
5019	3.0		1	1							2	6.0	IVANOVICI
COURSE TOTAL		96	75	25	9	13				34	246	738.0	
ENGL 107 COLLEGE READING													
4999	3.0		1								1	3.0	IVANOVICI
COURSE TOTAL			1								1	3.0	
ENGL 110 COLLEGE COMPOSITION													
4715	3.0	3	9	7		2		3		3	27	81.0	LAZOS PT
4716	3.0	5	12	5				1		2	25	75.0	TRIMBLE PT
4718	3.0	3	9	6	1	1				3	23	69.0	BERGER
4721	3.0	14	7	2				1		6	30	87.0	MORONES PT
4724N	3.0	4	4	4		1		1		3	17	48.0	SHANKLIN PT
5023	3.0	3	18	7	2	1		1		6	38	114.0	AKER PT
5024	3.0	3	10	4	5	2				3	27	81.0	AHRENS PT
5025	3.0	5	10	5						6	27	81.0	MITCHELL
5026	3.0	3	9	4	10	6				2	34	102.0	WALKER PT
5027	3.0	2	5	3	2	1				7	20	60.0	IVANOVICI
5028	3.0	5	12	8	1	1				8	35	105.0	PRESTON PT
5029	3.0	9	6	3		6		1		4	29	87.0	HAMMOND PT
5030	3.0		10	13	2			2		9	36	108.0	BAYLES PT
5033	3.0	2	15	7	1					4	29	87.0	EDWARDS PT
5034	3.0	5	9	2		4				12	32	96.0	JONES PT
5035	3.0	1	5	8	3	3		1		6	27	81.0	MEDINA
5036	3.0	5	6	6	1	4				6	28	84.0	HOLDER
5037	3.0	2	12	3	1	1				7	26	75.0	VANBLARICOM PT
5038	3.0	3	7	3	2	5				12	32	96.0	LJUKO PT
5039	3.0	1	9	15	2	4				3	34	102.0	MEDINA
5040	3.0	3	12	3	1	2				7	28	84.0	SANDELIN PT
5041	3.0		9	12	1	1				8	31	93.0	MEDINA

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		S.T.									TOTAL		TOTAL			
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR	
ENGL 110	COLLEGE COMPOSITION								(CONT'D)							
5042	3.0			1	9	11		6				1	28	84.0	SAKO	
5043	3.0			3	11	3	4	3				4	28	84.0	WALKER PT	
5044	3.0			11	7	2	5					3	28	84.0	OSEBORNE PT	
5045	3.0				12	8		3				4	27	81.0	SAKO XP	
5047	3.0			7	9	6		2					24	72.0	MORETTI PT	
5050	3.0			10	15	3	3					3	34	102.0	DAVIES-MORRIS PT	
5051	3.0			6	12	5	2	4		1		3	33	99.0	CARDENAS	
5052	8 6.0			3	3	8	1	5				6	26	54.9	LUKO PT	
5053	3.0			3	7	9		6				8	33	99.0	SANDELEN PT	
5054N	3.0			12	8	5						7	32	96.0	PRESTON PT	
5055	8 6.0			8	14	1	1					5	29	65.8	DRAKE PT	
5056	8 6.0			3	9	6					2	5	25	54.9	KAPUR	
5057	3.0			13	3	6		2		3		3	30	90.0	SHUMATE PT	
5058N	3.0			9	6	1						15	31	93.0	EVARKIOU PT	
5059N	3.0			4	5	5		5				6	25	78.0	REINERT PT	
5060N	3.0			5	7	4	1	4				4	25	75.0	NOLEN PT	
5061N	3.0			15	6	2	1	3				3	30	90.0	SHAPIRO PT	
5062N	3.0			1		2	4	6		2	5	6	26	78.0	WOZNIAK PT	
5063N	3.0			5	13	8		2				5	33	93.0	FIELDS XP	
5064N	3.0			3	5	9	2	3		1		8	31	93.0	SCHUSTER PT	
5065N	3.0			6	8	2		5				9	30	87.0	JENDIAN PT	
5066	3.0			3	5	3		9				12	32	93.0	MUSGRAVE PT	
	COURSE TOTAL			213	379	239	59	113		18	7	247	1275	3742.6		
ENGL 112	ESSENTIALS OF LITERATURE															
5068	3.0			2	14	2	2					7	27	78.0	JONES PT	
5069	3.0			4	6	3	2	5				11	31	93.0	HOLDER	
	COURSE TOTAL			6	20	5	4	5				18	58	171.0		
ENGL 118	LING & ENGL: INTRO TO LANGUAGE															
5071N	3.0			3	9	6	1	2				6	27	75.0	JUSTICE PT	
	COURSE TOTAL			3	9	6	1	2				6	27	75.0		
ENGL 120	COLLEGE COMPOSITION & READING															
5073	8 6.0			24	14	5		2		1		2	48	126.2	HAMMOND PT	
5074	3.0			15	7	4	2	7			1		36	108.0	MCDANIEL PT	
5075	3.0			7	10	2		7				2	28	84.0	BELL PT	
5077	3.0			15	7	2		4				5	33	96.0	BELL PT	
5078	3.0			11	25	1						10	47	138.0	MIKDADI PT	
5080	3.0			5	17	5	1	1				3	32	96.0	AKER PT	
5082	3.0			23	4	1	1					2	31	93.0	TUCKER PT	
5084	3.0			28	3	1						6	40	120.0	TUCKER PT	
5085	3.0			3	7	8	3	3			1	10	35	105.0	GRANDE PT	
5086	3.0			1	5	10	3	1				9	28	87.0	HOUCK PT	
5087	3.0			1	3	5	4	4				9	26	78.0	GRIFFITH	
5088	3.0			15	7	6	3	1		1		4	37	111.0	EDMONDS PT	
5089	3.0			3	7	5	5	7				3	30	90.0	BILL PT	
5090	3.0			6	4	3		4		1		14	32	96.0	BALASUBRAMANIA	
5091	3.0			7	8	6	1					2	24	72.0	MITCHELL XP	
5092	3.0			5	7	9	2	2				1	26	78.0	GRIFFITH	

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	WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ENGL 120	COLLEGE COMPOSITION & READING (CONT'D)														
5093	3.0		2	14	5		1					10	32	93.0	MEDINA XP
5094	3.0		4	4	2		11					7	29	87.0	BILL FT
5096	3.0		5	4	6	1	3					9	28	84.0	MOOD
5097	3.0		6	6	5	2	3		1			9	32	96.0	GRANDE FT
5098	3.0		6	2	4		3					9	24	72.0	BALASUBRAMANIA
5099	8	6.0	1	5	10	3	1					3	23	54.9	KAPUR
5101	3.0		4	2	1		2					9	19	54.0	BALASUBRAMANIA
5102	3.0		14	9	3	1	1		1	1		6	36	108.0	BROWN
5103N	3.0		8	15	3		2		1			6	35	105.0	SHUMATE FT
5106N	3.0		3	8	5	3	3					6	28	84.0	KREHBIEL FT
5110N	3.0		4	10	6		1					14	35	105.0	HASLEM FT
5112N	3.0		5	3	10		2					8	28	72.0	MEDINA XP
5113	3.0		4	8	3		2		1			15	33	93.0	TUTTLE FT
5114	3.0		9	8	3		6					9	35	102.0	SAWYER FT
5115	3.0		4	6	1	2	5		1			11	30	87.0	SAWYER FT
	COURSE TOTAL		248	239	142	37	89		8	5		213	981	2875.1	
ENGL 122	INTRODUCTION TO LITERATURE														
5117	3.0		6	7	11	1	3					4	32	96.0	BALASUBRAMANIA XP
5119	3.0		10	7	8		6		1			4	36	108.0	CARDENAS
5120N	3.0		7	8	3		1					6	25	75.0	HOLDER
	COURSE TOTAL		23	22	22	1	10		1			14	93	279.0	
ENGL 124	ADV COMP:CRITICAL REASON/WRITE														
5122	8	6.0	6	17	3		1					7	34	74.1	TINLEY FT
5123	3.0		13	18	3							1	35	105.0	LESSER FT
5124	3.0			6	5	2	6					11	30	84.0	MUGGRAVE FT
5125	3.0		17	12		2	2		1			4	38	114.0	BROWN FT
5127	3.0		9	7	5		1					8	30	90.0	BALASUBRAMANIA
5128	3.0		9	14	2		1					5	31	93.0	BROWN
5129	3.0		5	9	4	1	1					5	25	75.0	GRIFFITH
5130	3.0		11	12			3					8	34	102.0	HOLDER
5131	3.0		8	6	7		2					7	30	87.0	MOOD
5132	3.0		13	7	2	1	2					5	30	93.0	BROWN
5134	3.0		6	6	6	1	3					10	32	96.0	MOOD
5137N	3.0			5	3				1			11	20	60.0	DAPPER FT
5138N	3.0			3	3	1						6	13	39.0	DAPPER FT
5139N	3.0		4	6	4	1						12	27	81.0	SHERLOCK FT
	COURSE TOTAL		101	128	47	9	22		2			100	409	1193.1	
ENGL 126	CREATIVE WRITING														
5141	3.0		19	9	1		2					2	33	96.0	CARDENAS
5142	3.0		10	11			2					6	29	87.0	BROWN
5143N	3.0		12	7	2	2						7	30	90.0	GRIFFITH XP
	COURSE TOTAL		41	27	3	2	4					15	92	273.0	
ENGL 130	FICTION WRITING														
5144N	3.0		6	3	1							9	19	57.0	MOOD XP
	COURSE TOTAL		6	3	1							9	19	57.0	

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		S.T.										TOTAL		TOTAL	
		WKS	HRS	A	B	C	D	F	I	CR	NC	W	ENR	WSCH	INSTRUCTOR
ENGL 131	FICTION WRITING														
5145N	3.0			2								1	3	9.0	MOOD
COURSE TOTAL				2								1	3	9.0	
ENGL 133	FICTION WRITING														
5147N**	0.0											1	1	0.0	MOOD
COURSE TOTAL														0.0	
ENGL 134	CREATIVE NON-FICTION WRITING														
5148N	3.0			7								1	8	24.0	BROWN
COURSE TOTAL				7								1	8	24.0	
ENGL 135	CREATIVE NON-FICTION WRITING														
5149N	3.0			3									3	9.0	BROWN
COURSE TOTAL				3									3	9.0	
ENGL 136	CREATIVE NON-FICTION WRITING														
5150N	3.0			2								3	5	15.0	BROWN
COURSE TOTAL				2								3	5	15.0	
ENGL 137	CREATIVE NON-FICTION WRITING														
5151N	3.0			1									1	3.0	BROWN
COURSE TOTAL				1									1	3.0	
ENGL 140	POETRY WRITING														
5152N	3.0			4	5	2							11	33.0	GRIFFITH
COURSE TOTAL				4	5	2							11	33.0	
ENGL 141	POETRY WRITING														
5153N	3.0			3		1						2	6	15.0	GRIFFITH
COURSE TOTAL				3		1						2	6	15.0	
ENGL 143	POETRY WRITING														
5155N**	0.0											1	1	0.0	GRIFFITH
COURSE TOTAL														0.0	
ENGL 145	ACORN REVIEW: EDIT/PRODUCTION														
5156N	3.0			1	5							3	9	27.0	CARDENAS
COURSE TOTAL				1	5							3	9	27.0	
ENGL 146	ACORN REVIEW: EDIT/PRODUCTION														
5157N	3.0			5	1								6	18.0	CARDENAS
COURSE TOTAL				5	1								6	18.0	
ENGL 149	ACORN REVIEW: EDIT/PRODUCTION														
5159N	3.0			2								1	3	9.0	CARDENAS
COURSE TOTAL				2								1	3	9.0	

** CLASS NOT VALID FOR A.B.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

—English Department Program Review Appendices—

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GROSSMONT COLLEGE
GRADE DISTRIBUTION SUMMARY

PAGE 79
FALL 2004

HUMANITIES, SOCIAL & BEHAV SCIENCES

HUMANITIES, SOCIAL & BEHAV SCIENCES

S.T.		A	B	C	D	F	I	CR	NC	TOTAL		TOTAL		
WKS	HRS									W	ENR	WSCH	INSTRUCTOR	
ENGL 195A COMMUNITY SERVICE LEARNING EXP														
5164 **	0.0	1								1	0.0	MOOD		
COURSE TOTAL											0.0			
ENGL 198R SUPERVISED TUTORING - READING														
5166 **	16 0.0									7	7	0.0	HARVEY	
COURSE TOTAL												0.0		
ENGL 198W SUPERVISED TUTORING - WRITING														
5167 **	16 0.0									38	38	0.0	HARVEY	
COURSE TOTAL												0.0		
ENGL 201 IMAGES OF WOMEN IN LITERATURE														
5176	3.0	1	2	8	8	12				5	36	108.0	BELLINGHIERE	
COURSE TOTAL		1	2	8	8	12				5	36	108.0		
ENGL 215 MYTHOLOGY														
5168	3.0	6	3	7	4	3				10	33	99.0	LUSK	
5169N	3.0	7	8	2	2	2				9	28	84.0	LUSK	XP
COURSE TOTAL		12	11	9	4	5				19	61	183.0		
ENGL 218 SHAKESPEARE-PLAYS/THEATRE														
5170N	3.0	3	4	1		1				3	12	36.0	DING	XP
COURSE TOTAL		3	4	1		1				3	12	36.0		
ENGL 219 VIEWS OF DEATH & DYING IN LIT														
5171N	3.0	5	9							4	18	54.0	SHERLOCK	PT
COURSE TOTAL		5	9							4	18	54.0		
ENGL 221 BRITISH LITERATURE														
5172	3.0	12	14	3		1				1	31	93.0	DING	XP
COURSE TOTAL		12	14	3		1				1	31	93.0		
ENGL 222 BRITISH LITERATURE														
5173N	3.0	9	2	2	2					7	22	66.0	OSBORNE	PT
COURSE TOTAL		9	2	2	2					7	22	66.0		
ENGL 225 THE BIBLE AS LITERATURE														
5174N	8 6.0	1	5	4	4	1				9	24	41.1	BERNABEI	PT
COURSE TOTAL		1	5	4	4	1				9	24	41.1		
ENGL 226 THE BIBLE AS LITERATURE														
5179	3.0	2	4	4	3					7	20	60.0	MAPES	
COURSE TOTAL		2	4	4	3					7	20	60.0		
ENGL 231 AMERICAN LITERATURE I														
5175	3.0	6	5	2						10	23	69.0	HOLDER	
COURSE TOTAL		6	5	2						10	23	69.0		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

APPENDIX 4: ANNUAL PROGRESS REPORTS

On January 13, 2012, Devon Atchison, Grossmont College Student Learning Outcomes Coordinator, confirmed for the English Department Program Review Editor and the English Department Chair that Appendix 4 and Appendix 5 were the same: the Department's annual SLO reports for this Program Review cycle. Please see Appendix 5.

APPENDIX 5: SLO ASSESSMENT ANALYSIS

2010-2011

ANNUAL SLO UPDATE

Please fill out the form below on ALL Course-level SLOs you've assessed over the last 2 semesters. Please add additional rows if needed..

Course # and SLO wording (ex. Hist 108(SLO 1) - Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed? Did the assessment work, and if not, what needs to be revised?)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course</u> improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for <u>continuous program</u> improvement)
<p>English 218: Identify Shakespeare's themes, techniques, philosophies, and conventions in regard to comedy, history, and tragedy.</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker"-mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>A multiple choice quiz was administered at the end of the Fall semester. Questions asked included themes, tragedy and comedy conventions plus character, quote, and plot in the seven plays that were studied. Out of 26 students there were 3 A's, 11 B's, 7 C's, 3 D's, and 2 F's. First, the multiple choice test did not match the SLO very effectively. It did, however, focus on the content of the course in regards to the plays, characters, and plots. As a result, the test was too specific for some students who were not strong readers or had not previously taken a literature course. In future the test will be more general. However, I would like to change the SLO to include character, quotes, and plot recognition because I think that these are</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input checked="" type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2014</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):</p>

<p>English 221 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers of the British Isles from the Old English Period through the end of the 18th century.</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>important outcomes for students who study Shakespeare. In conclusion, this SLO assessment fulfills bullet point #2 in AH: Understanding of the Arts and humanities.</p> <p>24 out of 31 students achieved at least a C or better. The multiple choice test is designed to reflect the GRE test and the Praxis test. It is comprehensive and has questions about the every writer and their major works covered in the class. Also, the four major literary periods and some of the historical, religious, and philosophical movements had questions related to them. Some of the questions were quite specific, so students would have had to have had good attendance and notes for the course. Consequently, some of them would be disadvantaged if they had relied on the readings rather than the lectures, discussions, or films. Nevertheless, the test still needs some refining, and I am going to get the students to write questions this semester, but I will select those that will be on the test. In conclusion, this SLO assessment fulfills bullet point #2 in AH: Understanding of the Arts and humanities.</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: ___ Student Questions ___ <input type="checkbox"/> Develop new methods of evaluating student work, such as: ___ Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2014</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: ___ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):</p>
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<p>English 222 1 Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers of the British Isles from the Romantic Period through the present.</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>23 out of 26 students achieved at least a C or better. The multiple choice test is designed to reflect the GRE test and the Praxis test. The improved success of this test over the English 221 test reflects the fact that a significant number of students had taken the English 221 class and were better prepared and had reviewed the materials more effectively. Some questions will be changed because two or three confounded even the best of the students. I will continue to compose tests for all three of these classes and administer them every semester, even though the next assessment is not due for several semesters. . In conclusion, this SLO assessment fulfills bullet point #2 in AH: Understanding of the Arts and humanities.</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2015</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input type="checkbox"/> Other (please describe):</p>
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Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site)	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for <u>course</u> improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for <u>continuous program</u> improvement)
<p>English 110: Reading SLO: Students will read critically, identifying the theses/claims and key supporting details in a variety of works, emphasizing non-fiction texts.</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) <input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis) <input type="checkbox"/> Assignments based on checklists <input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. <input type="checkbox"/> Student Self-Assessments (reflective journals, surveys) <input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) <input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>During the third week of November 2010, a total of two hundred fifty six students enrolled in eleven sections of English 110 (out of thirty five sections offered for fall 2010) participated in answering two questions about an article published in Los Angeles pertaining to banning words from textbooks: Question 1. In one sentence, write down the main idea/thesis/claim of this article. Question 2. For the main idea/thesis/claim that you have written in one above, identify two supports that you find in the article. For each of the two questions, students' responses were tabulated under four categories: number of students who earned under 7 out of possible 10 points; number of students who earned 7 out of 10 and up to 7.99 out of 10; number of students who earned 8 out of 10 up to 8.99; and number of students who earned 9 out of 10 and above. For the first question about the thesis/main idea/claim, the results show that 38 (14.84%) students out of 256</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2016</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> No program action will be taken <input checked="" type="checkbox"/> Other (please describe): Recommend to English 110 instructors to identify students who struggle in their reading especially when such students are asked to identify thesis/main idea/claim.</p>

		<p>earned under 7 out of ten for question one about the thesis; 59 (23.04%) earned between 7 to 7.99; 91 students (35.54 %) earned between 8 to 8.99 out of ten possible points; and 68 students (26.56%) earned 9 out of ten or higher. Clearly, more than 85% of the students succeeded in identifying the thesis or main idea of the prompt. Most students who participated in the assessment have achieved the learning outcome expected of them in lieu of assessing the reading SLO for English 110. For the 14.84% of the students who earned less than 7 out of 10, assessment reveals that they need more instruction and practice to help them identify the thesis or main idea.</p> <p>As for the second part of the SLO, namely “identifying key supporting evidence,” the 256 students who participated in the assessment achieved scores similar to the scores they achieved when identifying the thesis or main idea.</p> <p>35 (13.67%) students below 7 out of ten. 53 (20.7%) earned between 7 and 7.99. 75 (29.29%) earned between 8 and 8.99. 91 (35.54%) earned 9 or better out of 10 possible points. Again here the students performance on this part of the assessment does reveal their sound understanding</p>		<p>Instructors may need to spend more time explaining the main ideas and the support for the main ideas.</p>
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	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final</p>	<p>of identifying support as they read an article.</p> <p>Based on the above data, the majority of students, 85%, appear comfortable in acquiring the skill referenced by the reading SLO for English 110.</p> <p>However, the remaining 15% of the students who failed to successfully name the thesis/main idea and the supporting evidence should receive added attention. English 110 instructors may introduce more exercises targeting the thesis and the support and/or have individual conferences with said students to help them achieve a satisfactory level of understanding of this reading SLO.</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year:</p>	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> No program</p>
	<p>Notes:</p> <p>1. In addition to assessing this SLO in regards to an article, two instructors assessed the SLO on a short poem. Here forty-seven students participated in the assessment: forty out of forty-seven students (85%) earned seven out of ten or better on identifying the thesis/main idea and the support.</p> <p>2. Another two instructors assessed the same SLO</p>				

	<p>summative assessment (final exams, capstone projects, portfolios, etc.) <input type="checkbox"/> Student Satisfaction Survey <input type="checkbox"/> Other (please describe):</p>	<p>but on a written advertisement. Here ninety students were involved: seventy-five students out of ninety (87.7%) earned seven out of ten or better on identifying the thesis/main idea while eighty students out of the same ninety (88.8%) received seven out of ten or better in identifying the support for the message in the advertisement. 3. Since the number of participants for the poem and the advertisement is actually much less than the number of students who participated in the article, the findings for this assessment cycle may not be that significant though the results appear to be almost identical to the results of the article assessment.</p>	<p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Other (please describe):</p>	<p>action will be taken <input type="checkbox"/> Other (please describe):</p>
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ANNUAL SLO REPORT—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please use appropriate cell)</p>	<p>English 90</p> <p>SLO #3: Students will employ the writing process (invention, drafting, revising, editing, and reflection) to organize and communicate an idea with supporting details.</p>
<p>Assessment Instruments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p>Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p>Assignments based on checklists</p> <p>Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p>Student Self-Assessments (reflective journals, surveys)</p> <p>Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p>Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p>Student Satisfaction Survey</p> <p>Student/Administrative/ Instructional Service area Data Collection (for SSOs /ASOs /ISOs)</p> <p>Other (please describe):</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) needs to be revised?)</p>	<p>The assessment for English 90 was administered as a pilot project for the fall 2010 semester. Prior to the start of the semester, English 90 instructors met to discuss and design a common rubric needed to score diagnostic writing samples (pre-test samples) provided by students at the start of a semester. The instructors agreed upon a pre-test rubric that measures proficiency in composing a paragraph with the following main elements: topic sentence, support, concluding sentence, and editing skills. The rubric is not scaled—instructors simply indicated whether students pass or fail each component, and the instructors also evaluated the overall paragraph holistically by indicating whether the paragraph met the minimum proficiency expected. The post-test rubric is modeled after the pre-test rubric. The instructors also selected the writing prompts to be used for the assessment as well as a self-reflection tool for students to indicate to what extent they engaged in the writing process. Six out of eight sections of English 90 were included in the pilot project (total students = 131), and each instructor administered and scored the assessments for his/her own courses. The instructors elected to conduct the assessment over two class periods with 45 minutes allowed per session to complete the assessment. As a result, students were given time to complete all stages of the writing process from invention and reflection. Over ninety percent of the students demonstrated proficiency in composing a topic sentence and in providing support for the topic sentence. Eighty eight percent of the students also demonstrated proficiency in writing a concluding sentence. Scores for proficiency were not as high for editing skills with</p>

	<p>78% of the students demonstrating proficiency in this area. The holistic overall assessment of the paragraphs had a 92% pass rate. Five out of six sections in the pilot study administered the reflection survey. The majority of students (93%) reported that pre-writing strategies helped them compose their paragraphs. The majority of students (91%) also reported making changes to their first draft before submitting a final draft. The most common grammar/mechanical errors students reported focusing on during the editing phase were fragments, run-ons, and comma splices. A majority of students (86%) reported being satisfied with their final drafts. The English 90 instructors met to discuss the results. Concerns were raised about whether the prompt for the post-test was challenging enough. The instructors agreed to examine Spring 2011 results before making any changes to the not been tallied as of the date of this report. The instructors plan to meet again in Fall 2011.</p>
<p>Action Plan</p>	<p>Conduct further assessment related to the issue and outcome Conduct according to the schedule with no changes made to the assessment or SLO Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ Develop new methods of evaluating student work, such as: _____ Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) Engage in professional development about best practices for this type of class/activity Revise the course sequence or prerequisites Revise the course syllabus or outline (i.e. change in course topics) Revise the SLO Unable to determine what should be done Other (please describe):</p>
<p>Semester when Next Ass</p>	<p>Fall OR Spring Year: 2011</p>

2009-2010

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	English 98: English Fundamentals SLO #6—Writing: Recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing.	English 98: English Fundamentals SLO #7, Part 1—Writing: Create a multi-paragraph composition containing a thesis, body paragraphs with topic sentences . . .	English 98: English Fundamentals SLO #7, Part 2—Writing: . . . and content developed with adequate supporting materials, transitions, and an appropriate conclusion.
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input checked="" type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>

¹ This document was adapted from templates provided by Skyline College.

<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)</p>	<p>PLEASE SEE ATTACHED ASSESSMENT ANALYSIS FOR ENGLISH 98, SLOS RELATED TO THE CAT EXAM. The spreadsheet format did not lend itself to the narrative we wanted to create and save for the department.</p>		
<p>Action Plan</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p>

	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe): continue conversations among English 98 instructors about CAT prompts, CAT results, etc.	done <input checked="" type="checkbox"/> Other (please describe): continue conversations among English 98 instructors about CAT prompts, CAT results, etc.	<input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe): continue conversations among English 98 instructors about CAT prompts, CAT results, etc.
Semester when Next Assessment of this SLO Outcome will take place	<input checked="" type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2010-2011	<input checked="" type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2010-2011	<input checked="" type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2010-2011

English 98, English Fundamentals Assessment Analysis, Spring 2009-Spring 2010

Prepared by Oralee Holder, Micah Jendian, Qais Sako, and Jenny Nolen

The English Department has conducted its English 98 capstone project, the CAT (Composition Assessment Test), for well over a decade. It involves an essay administered by all English 98 instructors near the end of each Fall and Spring semester; students read an article and respond to prompts in order to produce an essay which is then evaluated holistically by 25-35 English faculty members who have been through a norming session in the use of a common rubric. Individual 98 instructors have the latitude to assign whatever value to the CAT exam they deem appropriate (and most usually allow it to count for 10-15% of the overall course grade). Failure to pass the CAT does not mean the student automatically fails the course. Passing the CAT does mean the student is ready to leave the basic skills program and enter college-level composition courses such as 110 and later 120, but passing the CAT does not necessarily mean the student has successfully completed English 98.

For the last 3 semesters, the English Department's 10-member SLO Steering Committee has been conducting a pilot project to use the CAT for SLO assessment for English 98 SLOs #6 and #7. By comparing the data from those semesters, the Steering Committee noted the following:

- We are generally satisfied with the high levels of proficiency students demonstrated with regard to SLO #6 (Recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing)—69.77% proficiency in Spring 2009 and 78.4% proficiency in Spring 2010.

- We are generally very satisfied with the high levels of proficiency students demonstrated with regard to SLO #7, Part 1 (Create a multi-paragraph composition containing a thesis, body paragraphs with topic sentences ...) and Part 2 (... content developed with adequate supporting material, transitions, and an appropriate conclusion)—88.3% proficiency on Part 1 in Spring 2009 and 97% proficiency on Part 1 in 2010; 91.28% proficiency on Part 2 in Spring 2009 and 80.8% proficiency on Part 2 in 2010.

We noticed that the proficiency dropped on Part 2 from 2009 to 2010, and we speculated that this drop might have resulted from the changes made to the prompt. The prompt used in 2010 asked the students to write on a narrower, less personal topic compared to the 2009 prompt.
- We noted the slightly lower proficiency rates for the grammar/punctuation SLO, and we will continue to monitor that. However, most faculty members felt that the moderately lower level was understandable (if not inevitable) because mastery over the mechanics of writing is an ongoing process for all students, and a timed, in-class writing sample will always be less-successful than writing students revise and prepare out of class.
- Prior to the Spring 2010 CAT, Jenny Nolen, coordinator for the CAT, helped organize a discussion among English 98 instructors about ways to possibly revamp the kind of prompts we give students in order to improve their success in producing the multi-paragraph essay. After considering various kinds of prompts, they agreed to give students a prompt with more explicit directions, and we believe this helped them to write a multi-paragraph essay more successfully.

Based on the results of our 3-semester pilot project, we will be recommending for the Fall 2010 CAT that all faculty evaluators (not simply those from the SLO Steering Committee) will be participating in SLO assessment. We will provide a norming session and orientation to regular CAT readers as they make the transition to become SLO evaluators. This is one way we are “closing the loop” and moving from pilot project to departmental procedure involving SLO assessment of the core basic skills class. We are also hoping to create further opportunities for more English 98 faculty members to become aware of and to discuss the data from the CAT, advancing the conversations already informally initiated by some 98 instructors.

ANNUAL SLO REPORT²—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

² This document was adapted from templates provided by Skyline College.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>English 108 – College Vocabulary</p> <p>“Demonstrate increased use, in speech and writing, of academic vocabulary”</p>		
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input checked="" type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>

<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)</p>	<p>In the Spring 2010, I participated in the Community College Literacy Research Group through the Strategic Literacy Initiative. I was interested in studying how Reading Apprenticeship strategies could be used to improve student's written and oral use of academic vocabulary in a College Vocabulary Class. The full report, which grew out of the study, is available and will be published as part of a book on Reading Apprenticeship in the College Classroom.</p> <p>I collected two types of data to assess this SLO. One was portfolio of student writing that included a final reflection in which students reflected on their own increased use of academic vocabulary. The second assessment was called a Curriculum Embedded Reading Assessment, (CERA). The CERA includes a short passage which students read and annotate. They are then asked to identify the main idea of the text. I gave a pretest of the CERA at the beginning of the term and another one at the end.</p> <p>Examining these two types of student assessment showed me that in some ways, students improved in their use of academic language when writing formal academic paragraphs, but were less likely to use academic language in class discussions or during in-class assessments (such as the CERA), which seems to indicate that for many students the use of academic language was not automatic.</p>	
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	<p>For example, when writing summary statements at the beginning of the semester, many students would introduce a summary by writing (or saying) "This story is about..." whether or not they were to discuss a story or an essay. In some cases, they wouldn't introduce a summary statement at all. But by the end of the semester, in formal typed writing assignments, every student had learned to use the following academic language to introduce a text "In the article "Title of article," Author's Name suggests/argues/points out that..."</p> <p>However, students were less likely to do use this type of academic language in classroom discussions or in less formal writing situations. For example, on the CERA post-test, only a handful of students used the academic language and moves such as: "The author argues that..." or "The text suggests that ..." to introduce the main idea of the text.</p> <p>As a result of this assessment, this semester, I've included ongoing instruction in making sure that other's ideas are acknowledged in class conversations using academic language. I've also revised instruction and rubrics so that using academic language is a part of every assessment.</p>		
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<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input checked="" type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe): _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe): _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input type="checkbox"/> Other (please describe): _____</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: _____</p>	<p><input type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: _____</p>	<p><input type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: _____</p>

ANNUAL SLO REPORT³—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 215</p> <p>1. Use literary terminology related to the study of myth and basic critical theory to discuss, analyze, synthesize, and interpret world mythology.</p>		
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input checked="" type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input type="checkbox"/> Other (please describe):</p>

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<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>Students were tested for their understanding of the concept of “archetypes” and “mono myths.”</p> <p>The assessment tools used were quizzes and an analytical essay. These same methods are also used to assess the other SLOs for this particular course.</p> <p>The assessment methods were effective. Students completed two in-class quizzes: one quiz on archetypes and one quiz on hero myths. In addition, students also wrote 700 to 1000 word count essay which required them to analyze the hero archetype. Most of the students (23 out of 27 students) demonstrated that they had understood the concepts through their quiz responses and through written analysis. Only a few students did not grasp an understanding of these concepts.</p>		
<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: I plan to include more group work/activities to engage students that did not demonstrate adequate understanding and also devote more class time for discussions while retaining the same assessment</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student</p>

<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p>tools. _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):</p>	<p>activities, such as: <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input type="checkbox"/> Other (please describe):</p>
<p>_____</p>	<p><input type="checkbox"/> Fall OR <input checked="" type="checkbox"/> Spring Year: 2011</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: _____</p>	<p><input type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: _____</p>

ANNUAL SLO REPORT⁴—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 51/52</p> <p>A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her area(s) of identified need.</p>
<p>Assessment Instruments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>In order to assess student progress, during the fall 2009 semester, English 51/52 instructors collected two writing samples for which English 51/52 instructors had developed an agreed upon prompt. During the orientation of the first class session, the students wrote a response to the prompt and then again responded to a prompt during their last class session. The "entry" English 51/52 paper and the "exit" English 51/52 papers were kept together and were holistically assessed by two English 51/52 instructors during the fall 2010 semester.</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>Instructors who read each of the paired student papers did so independently of one another and evaluated the papers for improved writing skills and/or grammar usage. If both instructors were in agreement that a student's writing had improved, then that was noted. If, however, both instructors agreed that a student's writing had not improved, then that too was noted. If there was disagreement relative to improvement, then the Learning Skills Coordinator read the paired papers to determine if the student had improved or not.</p> <p>At least 75% of the students showed some improvement in their writing skills and/or grammar skills.</p> <p>What we learned: Reading the student papers from a non-biased perspective serves a valuable purpose, and based on the fact that most students experienced an improvement, it is apparent that the individualized instructional nature of English 51/52 is a successful mode of instruction to meet the varying needs of the students enrolled in English 51/52. However, the papers could not be evaluated for improvement in "areas of identified need" as instructors did not read the "paired" papers that were written by their own students.</p>

⁴ This document was adapted from templates provided by Skyline College.

<p>Action Plan</p>	<p> <input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe): For the next assessment of the English 51/52 SLO, instructors will read and evaluate their own students for improvement in “areas of identified need.” </p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p> <input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011 </p>

ANNUAL SLO REPORT⁵—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 090R</p> <p>Increase comprehension, vocabulary, and reading rate.</p>
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>The assessment for 090R was administered as a pilot project for the spring 2010 semester. The reading instructors have not discussed the results as the sample size of students with reported scores was too small. For the pilot, two tools were used for assessment: the Reading Diagnostic Test and Rate Cards (an in-class skill building activity with levels commensurate to individual student's reading ability). During the first week of the spring 2010 semester, faculty administered the Reading Diagnostic Test, providing faculty with grade level placements relative to students' reading rate, vocabulary, and comprehension. (The entry level Rate Card placement, which is used to measure comprehension, is dependent upon the total results of the Diagnostic Reading Test.) Towards the end of each semester, the reading faculty administered a different form of the Diagnostic Reading Test. In addition, faculty reviewed each student's Reading Lab Manual to view their Rate Card improvement as another measure of comprehension.</p> <p>To assist in gathering data for the assessment of the SLO, Gary Phillips developed an Excel spreadsheet onto which scores from various diagnostic tools (Diagnostic Reading Test and Rate Card advancement) were recorded. Student success was calculated for one and/or all the following designated areas: reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement.</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In</p>	<p>Data was gathered to determine student success in reading rate and comprehension as well as improvement in any or all of three areas (reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement). To accomplish this, student scores were tabulated, which were then averaged and analyzed. They were documented in the form of grade levels. Even though the sample size was small, individual student reading rate and comprehension improvement was evident in varying degrees for most students. As stated previously, the pilot also facilitated a more in-depth view of individual student success in one or more of the three categories established to measure improved reading rate and comprehension. For</p>

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<p>which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>example, if a student's reading rate improved but his/her comprehension did not improve as measured by the Diagnostic Reading Test or by the advancement in Rate Card level completion, then that student would have improved in only one area. To the contrary, a student whose reading rate increased and who also achieved a higher grade level placement (resulting from the final Diagnostic Reading Test and Rate Card level advancement), then that student would have improved in three categories. Interestingly, not all students achieved success in all three categories; however, many students improved in at least one category measured.</p> <p>As previously mentioned, the results for the English 090R SLO assessment have not been the focus of discussion by reading faculty members as yet due to the size of the sample. However, concerns similar to those related to English 098R are forthcoming. The first is the validity of the measures. The Diagnostic Reading Test is a standardized test, and although it is quite old, it is considered to be a valid measure of both comprehension and reading rate. However, it does not assess students accurately whose scores dip below the fifth grade reading level nor those whose scores exceed the twelfth grade reading level. The next validity issue relates to the Rate Cards. The reading level for both Level 2 and Level 3 Rate Cards is published and considered to be a reliable measure of comprehension; however, Level 4 Rate Cards have not been examined for readability. Further, the Reading Diagnostic Test measures the student's grade level of vocabulary at the time of the testing; however, it does not accurately relate whether vocabulary is enhanced as a direct result of instruction in English 90R.</p>
<p>Action Plan</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe): The reading faculty need to do the following: Discuss whether or not Rate Cards should be used as a means to assess the SLO, and if they are considered vital, complete a readability analysis of the Level 4 Rate Cards to ensure their validity in the study. Determine a more accurate assessment for students placing below the fifth grade level and above the twelfth grade level. Either eliminate vocabulary assessment from the SLO or explore the use of another evaluation tool to assess vocabulary improvement that can be directly associated with instruction.</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011</p>

ANNUAL SLO REPORT⁶—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 098R</p> <p>Increase comprehension, vocabulary, and reading rate.</p>
<p>Assessment</p> <p>Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe): The reading faculty collaboratively agreed to use two tools to assess the SLO as follows: the Reading Diagnostic Test and Rate Cards (an in-class skill building activity with levels commensurate to individual student's reading ability). During the first week of the both the fall 2009 and spring 2010 semesters, faculty administered the Reading Diagnostic Test, providing faculty with grade level placements relative to students' reading rate, vocabulary, and comprehension. (The entry level Rate Card placement, which is used to measure fluency, is dependent upon the total results of the Diagnostic Reading Test.) Towards the end of each semester, the reading faculty administered a different form of the Diagnostic Reading Test. In addition, faculty reviewed each student's Reading Lab Manual to view their Rate Card improvement as an additional measure of comprehension.</p> <p>To assist in gathering data for the assessment of the SLO, Gary Phillips developed an Excel spreadsheet onto which scores from various diagnostic tools (Diagnostic Reading Test and Rate Card advancement) were recorded. Student success was calculated for one and/or all the following designated areas: reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement.</p>
<p>Assessment Analysis</p> <p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did</p>	<p>Data was gathered to determine student success in reading rate and comprehension as well as improvement in any or all of the three areas (reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement). To accomplish this, student scores were tabulated, which were then averaged and analyzed. They were documented in the form of grade levels. Not surprisingly, individual student reading rate and comprehension improvement was evident in varying degrees for most students. The study also facilitated a more in-depth view of individual student success in one or more of the three categories established to measure improved reading rate and comprehension. For example, if a student's reading rate improved but his/her comprehension did not improve as measured by the Diagnostic Reading Test or by the advancement in</p>

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<p>students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>Rate Card level completion, then that student would have improved in only one area. To the contrary, a student whose reading rate increased and who also achieved a higher grade level placement (resulting from the final Diagnostic Reading Test and Rate Card level advancement), then that student would have improved in three categories. Interestingly, not all students achieved success in all three categories; however, many students improved in at least one category measured.</p> <p>Faculty members have concerns related to English 098R. The first is the validity of the measures. The Diagnostic Reading Test is a standardized test, and although it is quite old, it is considered to be a valid measure of both comprehension and reading rate. However, it does not assess students accurately whose scores dip below the fifth grade reading level nor those whose scores exceed the twelfth grade reading level. The next validity issue relates to the Rate Cards. The reading level for both Level 2 and Level 3 Rate Cards is published and considered to be a reliable measure of comprehension; however, Level 4 Rate Cards have not been examined for readability. Further, the Reading Diagnostic Test measures the student's grade level of vocabulary at the time of the testing; however, it does not accurately relate whether vocabulary is enhanced as a direct result of instruction in English 98R.</p>
<p>Action Plan</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input checked="" type="checkbox"/> Other (please describe): The reading faculty need to do the following: Discuss whether or not Rate Cards should be used as a means to assess the SLO, and if they are considered vital, complete a readability analysis of the Level 4 Rate Cards to ensure their validity in the study. Determine a more accurate assessment for students placing below the fifth grade level and above the twelfth grade level. Either eliminate vocabulary assessment from the SLO or explore the use of another evaluation tool to assess vocabulary improvement that can be directly associated with instruction.</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011</p>

ANNUAL SLO REPORT⁷—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 110R</p> <p>Increase comprehension, vocabulary, and reading rate.</p>
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe): The assessment for 110R was administered as a pilot project for the spring 2010 semester. The reading instructors have not discussed the results as the sample size of students with reported scores was too small. For the pilot, two tools were used for assessment: the Reading Diagnostic Test and Rate Cards (an in-class skill building activity with levels commensurate to individual student's reading ability). During the first week of the spring 2010 semester, faculty administered the Reading Diagnostic Test, providing faculty with grade level placements relative to students' reading rate, vocabulary, and comprehension. (The entry level Rate Card placement, which is used to measure fluency, is dependent upon the total results of the Diagnostic Reading Test.) Towards the end of each semester, the reading faculty administered a different form of the Diagnostic Reading Test. In addition, faculty reviewed each student's Reading Lab Manual to view their Rate Card improvement as an additional measure of comprehension.</p> <p>To assist in gathering data for the assessment of the SLO, Gary Phillips developed an Excel spreadsheet onto which scores from various diagnostic tools (Diagnostic Reading Test and Rate Card advancement) were recorded. Student success was calculated for one and/or all the following designated areas: reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement.</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did</p>	<p>Data was gathered to determine student success in reading rate and comprehension as well as improvement in any or all of three areas (reading rate, comprehension on the Diagnostic Reading Test and Rate Card level advancement). To accomplish this, student scores were tabulated, which were then averaged and analyzed. They were documented in the form of grade levels. Even though the sample size was small, individual student reading rate and comprehension improvement was evident in varying degrees for most students. As stated previously, the pilot also facilitated a more in-depth view of individual student success in one or more of the three categories established to measure improved reading rate and comprehension. For example, if a student's reading rate improved but his/her comprehension did not improve as measured by the Diagnostic</p>

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<p>students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>Reading Test or by the advancement in Rate Card level completion, then that student would have improved in only one area. To the contrary, a student whose reading rate increased and who also achieved a higher grade level placement (resulting from the final Diagnostic Reading Test and Rate Card level advancement), then that student would have improved in three categories. Interestingly, not all students achieved success in all three categories; however, many students improved in at least one category measured.</p> <p>As previously mentioned, the results for the English 110R SLO assessment have not been the focus of discussion by reading faculty members as yet due to the size of the sample. However, concerns similar to those related to English 098R are forthcoming. The first is the validity of the measures. The Diagnostic Reading Test is a standardized test, and although it is quite old, it is considered to be a valid measure of both comprehension and reading rate. However, it does not assess students accurately whose scores dip below the fifth grade reading level nor those whose students whose scores exceed the twelfth grade reading level. The next validity issue relates to the Rate Cards. The reading level for both Level 2 and Level 3 Rate Cards is published and considered to be a reliable measure of comprehension; however, Level 4 Rate Cards have not been examined for readability. Further, the Reading Diagnostic Test measures the student's grade level of vocabulary at the time of the testing; however, it does not accurately relate whether vocabulary is enhanced as a direct result of instruction in English 110R.</p>
<p>Action Plan</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>The reading faculty need to do the following:</p> <p>Discuss whether or not Rate Cards should be used as a means to assess the SLO, and if they are considered vital, complete a readability analysis of the Level 4 Rate Cards to ensure their validity in the study.</p> <p>Determine a more accurate assessment for students placing below the fifth grade level and above the twelfth grade level.</p> <p>Either eliminate vocabulary assessment from the SLO or explore the use of another evaluation tool to assess vocabulary improvement that can be directly associated with instruction.</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Fall OR</p> <p><input type="checkbox"/> Spring</p> <p>Year: 2011</p>

ANNUAL SLO REPORT⁸—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG_198R</p> <p>After engaging in a standardized reading tutoring session that focuses on a textbook, the targeted student will apply improved study skills strategies when reading his or her textbooks.</p>
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input checked="" type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe):</p> <p>The students who receive reading tutoring are those enrolled in Psychology 120 as well as students enrolled in reading courses. During the tutoring session for the Psychology 120 students (comprised of no more than five students), the Reading Tutor introduces students to the required psychology textbook by previewing various parts of the text so that the student is not overwhelmed or intimidated by all of the content. Within the first chapter, the tutor calls the students' attention to all of the applications, assessments, pictures and graphs. The tutor then continues by perusing through the different sections of the book, focusing on the appendices and the glossary, where the key terms are listed along with the page number where the words can be found in context. Next, the tutor discusses the SQ4R method (Survey, Question, Read, Recite, Review, wRite) and the Strategies for Grade Improvement (all parts of the text). After the preview, the Reading Tutor shares the importance of the study questions that the instructor has given to the student. By the end of the tutoring session, the Reading Tutor has perused the textbook thoroughly, and the students should be better prepared to utilize the information from the tutoring session to develop improved textbook study skills. Students who are enrolled in reading courses receive help in writing sentences using words that are targeted for weekly vocabulary tests in the reading classes.</p>
<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did</p>	<p>The English 198R SLO was developed to assess students who are enrolled in identified Psychology 120 courses. Two survey questions served as the means to gather data, and the survey was administered during the fall 2009 semester only; budget constraints impeded English 198R tutoring of the psychology students during the spring 2010 semester. The EWC Learning Center Specialist surveyed the students in the Psychology 120 course during the 15th or 16th week of the fall 2009 semester, using the questions listed below.</p> <p>"To what extent did you utilize the knowledge gained during the Reading Tutoring Session to help you with</p> <ol style="list-style-type: none"> 1. Your Psychology 120 textbook? (Scale of 1-10) 2. Your other college level textbooks?" (Scale of 1-10)

⁸ This document was adapted from templates provided by Skyline College.

<p>students excel? What issues and needs were revealed? Did the assessment work, and if not, what needs to be revised?</p>	<p>For students seeking help with their psychology textbooks, the majority of students responded that the reading tutoring did help them with their Psychology 120 textbooks. However, most shared that they did not use the skills with their other college level textbooks.</p>
<p>Action Plan</p>	<p> <input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome <input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO <input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ <input type="checkbox"/> Develop new methods of evaluating student work, such as: _____ <input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____ <input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) <input type="checkbox"/> Engage in professional development about best practices for this type of class/activity <input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe): English 198R has undergone two changes. First, the course title has changed from English 198R to IDS 198R. More importantly, enrollment in IDS 198 is restricted to students enrolled in Basic Skills courses only. Even though there may be some Basic Skills students enrolled in Psychology 120, that is not a Basic Skills course. Although Psychology 120 students will receive tutoring this semester (without being required to enroll in IDS 198), this service will be phased out by the end of the fall 2010 semester. The Learning Skills Coordinator and the EWC Learning Center Specialist will revise the current SLO to more accurately reflect the learning outcome of Basic Skills students who are eligible to enroll in IDS 198R. </p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p> <input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011 </p>

ANNUAL SLO REPORT⁹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

⁹ This document was adapted from templates provided by Skyline College.

<p>Course #</p> <p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>ENG 198W</p> <p>While engaging in an individualized writing skills tutoring session or sessions, a student will work on and improve his or her understanding of one or more of the following concepts: The rules of English grammar and/or mechanics; Prewriting; Rhetorical methods; Paragraph structure; Essay structure; Citations and MLA format for research assignments.</p>
<p>Assessment</p> <p>Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p><input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)</p> <p><input checked="" type="checkbox"/> Assignments based on rubrics (essays/reports, projects, performance analysis)</p> <p><input type="checkbox"/> Assignments based on checklists</p> <p><input type="checkbox"/> Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.</p> <p><input type="checkbox"/> Student Self-Assessments (reflective journals, surveys)</p> <p><input type="checkbox"/> Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)</p> <p><input type="checkbox"/> Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)</p> <p><input checked="" type="checkbox"/> Student Satisfaction Survey</p> <p><input type="checkbox"/> Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p> <p><input checked="" type="checkbox"/> Other (please describe): Students engage in a tutoring session that can take from 10 to 30 minutes. At the end of the tutoring session, the tutor asks the student to respond to a single question that is located at the bottom of the Tutor Response Sheet. The question is as follows: Do you feel that you understand and can use the information covered in this tutoring session? The student can answer yes, no, don't know, or decline to state. The tutor generally averts his/her eye, giving the student freedom to answer honestly. The tutor then takes the Tutor Response Form and gives one copy of it to the student, while retaining a copy for the EWC.</p>
<p>Assessment Analysis</p> <p>(Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?</p>	<p>Overall student success for English 198W was measured by the number of students who answered "yes" versus those who answered "no" to the question at the bottom of the Tutor Response Form. Overwhelming success was noted as follows: Of the 5761 tutoring sessions, 5623 students answered <i>Yes</i>, 7 students answered <i>No</i>, 0 students answered <i>Don't Know</i>, 10 students answered <i>Decline to State</i>, and 121 students did not mark any choice. English 198W appears to serve student needs.</p>
<p>Action Plan</p>	<p><input checked="" type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Conduct according to the schedule with no changes made to the assessment or SLO</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p>

	<p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should be done</p> <p><input checked="" type="checkbox"/> Other (please describe): No changes are recommended at this time because approximately 95% of the students responded positively to the survey question.</p>
<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input checked="" type="checkbox"/> Fall OR <input type="checkbox"/> Spring Year: 2011</p> <p>The course name has been changed to IDS 198 Supervised Tutoring – Writing, a change that needs to be documented as appropriate.</p> <p>The survey question is a part of each Tutor Response Form, and all tutored students will be asked to respond after each tutoring session. As such, the assessment is ongoing and will be a part of all end-of-the-semester reports presented to the administration.</p>

ANNUAL SLO REPORT: English Department's Creative Writing Program 2009-2010 DUE: October 15, 2011

ENGL 126		ENGL 126, 130-133, 134-137, 140-143,	ENGL 145-148
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<p>SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)</p>	<p>SLO #1: Identify and employ basic elements in literature, working from imagination and memory, to invent, draft, revise, and reflect upon creative writing in the four literary genres: poetry, fiction, drama, and creative nonfiction.</p>	<p>160-163, 175-178 SLO#2: Interpret and assess the creative writing [fiction, poetry, creative nonfiction, drama] of established and/or emerging writers.</p>	<p>SLO #1: Analyze and evaluate literary periodicals to demonstrate understanding of the publishing field and strengthen editorial skills:</p>
<p>Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site</p>	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) Assignments based on rubrics (essays/reports, projects, performance analysis) Assignments based on checklists Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. Student Self-Assessments (reflective journals, surveys) Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) √Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) Student Satisfaction Survey Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p>	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) Assignments based on rubrics (essays/reports, projects, performance analysis) Assignments based on checklists Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. Student Self-Assessments (reflective journals, surveys) Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) √Student Satisfaction Survey Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs) Other (please describe): ENGL 126, 130-133, 134-137, 140-143,</p>	<p>Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) Assignments based on rubrics (essays/reports, projects, performance analysis) √Assignments based on checklists √Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. Student Self-Assessments (reflective journals, surveys) Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) Student Satisfaction Survey Student/Administrative/Instructional Service area Data Collection (for SSOs/ASOs/ISOs)</p>

<p>Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?)</p>	<p>Other (please describe):</p> <p>ENGL 126: SLO #1 Julie Cardenas and Sydney Brown evaluated fifty final projects in the form of a "zine" and portfolio. They focused on how well the final assignments in the four genres were completed with regards to the respective literary elements. Julie and Sydney worked with informal criteria and determined that a rubric would be helpful to instructors as well as student writers. In addition, they found it difficult to formally assess the writing process—invention, draft, revision, and reflection—so the implementation of a reflection to accompany the final project was discussed. Finally, it was agreed that the reflection could be creative or more formal.</p>	<p>160-163, 175-178: SLO #2</p> <p>Stephanie Mood, Sydney Brown, Karl Sherlock, Ryan Griffith, Julie Cardenas, and Lisa Shapiro created a Literary Arts Festival Survey for creative writing students. The survey prompted students to interpret and assess the creative writing (fiction, poetry, creative nonfiction, and drama) of established and emerging writers participating in the 14th Annual Literary Arts Festival. The survey contains six questions and the overall response was excellent, thus affirming our teaching of SLO #2.</p> <p>The final question directly addresses SLO #2, as it asks the students if the event attended helped them to "interpret and assess the work of the author." Out of 109 respondents, 7 responded "No"; 28 responded "Somewhat"; and 74 responded "yes." This result tells us that the festival is a successful with regards to this Student Learning Outcome, but that room for improvement exists.</p> <p>The "No" responses can be explained, as four of them came from novel students who attended a poetry reading. In the future, we could stress how poetry can help improve fiction writers' language (encourage cross-genre lecture/discussion) and/or we can make sure to hold a fiction event the night of the novel writing course. Finally, simply not bring the novel</p>	<p>Other (please describe):</p> <p>ENGL 145-148: SLO #1 Julie Cardenas's student editors were prompted to analyze and evaluate a specific literary journal. Some students used <i>Lavanderia</i>, whose editor they had the opportunity to meet at the Literary Arts Festival.</p> <p>Students were given a checklist to help them evaluate the journal. After an in-depth study of the journal, students presented their findings. The various presentations created an excellent opportunity for comparative analysis of a variety of literary journals, and inspired the students to not only revisit their skills as editors, but to revise the Acorn's format and mission.</p>
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class to events where authors are writing poetry might be the answer. The other three “No” responses came from introductory creative writing students and their explanations varied. The majority of “Somewhat” responses came from students whose explanations do not represent any sort of translatable consensus—the same is true for the other responses. At the same time, we plan to continue looking at the surveys with regards to the more qualitative responses.

Overall, we determined that the festival authors are an excellent way for students to interpret and assess the work of established and emerging writers. Still, we could all benefit from some sort of follow-up with regards to various events. We will discuss ways this “follow-up” might manifest in class discussion or assignments in fall 2010.

One response that did concern us was the amount of complaints about the behavior of some audience members, AKA “extra credit” students, interfering with the experience of those who do. To remedy this, we have decided to create some sort of “reading attendance protocol” in the 2010 fall semester. We do not want to discourage instructors giving extra credit to students for attending events; however, we do want to help them educate their students about attending these events. This handout will be given to creative writing students and colleagues as well as

<p>Action Plan</p>	<p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input checked="" type="checkbox"/> Develop new methods of evaluating student work, such as:</p> <ol style="list-style-type: none"> Rubric for final project, the creative writing zine/portfolio to be handed out to students and/or placed in the syllabus. Implementation of writing process reflection. Form to be determined. <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p>	<p>posted on the English Department and Creative Writing Website.</p> <p><input type="checkbox"/> Conduct further assessment related to the issue and outcome</p> <p><input checked="" type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:</p> <ol style="list-style-type: none"> How might we as instructors implement some sort of follow-up beyond discussion? Is it <u>needed</u>? Discuss visiting each other's classes to share how work in or understanding of one genre can strengthen one's writing in words, possible implementation of cross-genre lectures/ assignments/ and/or discussions. <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input checked="" type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p>	<p>Conduct further assessment related to the issue and outcome</p> <p><input type="checkbox"/> Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____</p> <p><input type="checkbox"/> Develop new methods of evaluating student work, such as: _____</p> <p><input type="checkbox"/> Plan purchase of new equipment or supplies needed for modified student activities, such as: _____</p> <p><input type="checkbox"/> Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)</p> <p><input type="checkbox"/> Engage in professional development about best practices for this type of class/activity</p> <p><input type="checkbox"/> Revise the course sequence or prerequisites</p> <p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics)</p> <p><input type="checkbox"/> Revise the SLO</p> <p><input type="checkbox"/> Unable to determine what should</p>
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<p>Semester when Next Assessment of this SLO Outcome will take place</p>	<p><input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done <input checked="" type="checkbox"/> Other (please describe):</p>	<p><input type="checkbox"/> Revise the course sequence or prerequisites <input type="checkbox"/> Revise the course syllabus or outline (i.e. change in course topics) <input type="checkbox"/> Revise the SLO <input type="checkbox"/> Unable to determine what should be done Other (please describe):</p> <p>1. Create a handout of the protocol for attending literary arts activities. 2. Determine time to meet and discuss the qualitative feedback on the surveys.</p>	<p>be done</p> <p>Other (please describe):</p> <p>Student editors made the following action plans, plans which represent their understanding of the publishing field and growth as editors:</p> <p>1. Format changes to publication to include "perfect" binding and new table of contents.</p> <p>2. Possible broadening of base for contributors.</p> <p>3. Possible change in journal's philosophy.</p>
<p>√ Fall OR <input type="checkbox"/> Spring Year: 2011</p>	<p>√ Fall OR <input type="checkbox"/> Spring Year: 2011</p>	<p>√ Fall OR <input type="checkbox"/> Spring Year: 2012</p>	<p>√ Fall OR <input type="checkbox"/> Spring Year: 2012</p>

**If your department conducted more than 3 assessments, please feel free to cut and paste the above columns onto additional pages until you have the needed number of columns.

2008-2009

ASSESSMENT ANALYSIS REPORT

Date: August 29, 2009

Department: English

Name of Reporter: Cathy Harvey

Assessment Write-Up for:

English 51/52

Semester Assessment was conducted:

Spring 2009

What SLO(s) did you Assess (include the Course SLO that you assessed and also the Benchmark—if you have one at this stage— you set for the expected % of Student Success) :

A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her areas of identified need. 75% of the students will achieve success

List of Instructors Involved:

Beatrice Finley	Carl Luster	Debbie Cook	Robert Montana
Jerry Tesar	Alan Silva	Rebecca Knittel	

Description of the Assessment Method (include the assessment you used, any additional information regarding the assessment you think is important, and any calibration set-up or session information. ATTACH ANY ASSESSMENT TOOLS LIKE FINAL EXAM QUESTIONS, ETC., TO THIS DOCUMENT):

The following is the assessment that had been agreed upon at the beginning of the study: In order to assess student progress, English 51/52 instructors will collect a writing sample at the beginning and end of the semester. These writing samples will be holistically assessed by all English 51/52 instructors. (All English 51/52 instructors had agreed on an appropriate prompt.)

Date of Department meeting on Analysis/Recommendations:¹

August 19, 2009

Analysis of the Results (for first-semester results, include any analytical data and discuss how the results compare to the benchmark—if you have one at this stage— set by your department; for second-semester and beyond results, include all analytical data and discuss how the results compare to previous results):

¹ The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

ASSESSMENT ANALYSIS REPORT

Students who improved their writing and/or grammar skills	Students who did not improve their writing and/or grammar skills	Students who submitted only one writing sample (either entering or exit sample)
49	8	65

English 51/52 faculty did not assess for improvement in both writing and grammar skills. Rather, they examined written submissions for an improvement in writing and/or grammar skills. Approximately, 85% of the students who submitted both entry and exit writing samples improved their grammar and/or writing skills. The English 51/52 faculty will continue individualized instruction for their students.

Recommendations for the next cycle of this assessment (if you recommended no changes, please state why; if you recommended changes to the assessment tool, please explain why):

Recommendation #1: The English 51/52 instructors recommend that the SLO, which is written as follows, undergo two minor changes: A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her areas of identified need. First, when the faculty were assessing the writing samples, it was nearly impossible to determine the student's "areas of identified need" because both English 51 and English 52 are individualized to meet varying needs. In order to avoid bias during the holistic reading process, instructors - sometimes referred to as "reader(s)" in this paragraph - who had taught specific students, avoided reading writing samples produced by their own students. If the unbiased reader had been tasked to determine improvement in "areas of identified need," then each reader would have had to conference with the instructor of record about each student to determine "areas of identified need." To accomplish said task proved to be impossible. The second area of concern refers to the goal that students will "improve writing and grammar skills." The readers looked for improvement in either one and/or both areas rather than improvement in both areas exclusively. As such, the English 51/52 instructors recommend changing the word "and" to "and/or," leaving the SLO to read as follows: A student taking the individualized instruction provided in English 51/52 will improve his/her writing and/or grammar skills.

Recommendation #2: The English 51/52 instructors also recommend a minor change to the language in the first sentence of the assessment. That sentence indicates that a writing sample will be requested "at the beginning and end of the semester." Because the classes are offered on an "open entry/open exit" basis, most students finish the course(s) long before the end of the semester. As such, the English 51/52 instructors recommend a minor change to the first sentence of the assessment as follows: In order to assess student progress, English 51/52 instructors will collect two writing samples. The first sample is collected when the student enrolls, and the second is collected during the student's last class session.

ASSESSMENT ANALYSIS REPORT

Recommendation #3: Most students submit at least one writing sample; however, a significant number of students did not write both an entry and exit writing sample. The English 51/52 instructors will exert more effort in trying to get students to submit both entry and exit writing samples.

What is the date that this assessment will be conducted next?:

The next assessment will be conducted over the fall 2009 semester.

ASSESSMENT ANALYSIS REPORT

Date: September 6, 2009

Department: English

Name of Reporter: Cathy Harvey

Assessment Write-Up for:

English 198W

Semester Assessment was conducted:

Spring 2009

What SLO(s) did you Assess (*include the Course SLO that you assessed and also the Benchmark—if you have one at this stage— you set for the expected % of Student Success*):

While engaging in an individualized writing skills tutoring session or sessions, a student will work on and improve his or her understanding of one or more of the following concepts: The rules of English grammar and/or mechanics; Prewriting; Rhetorical methods; Paragraph structure; Essay structure; Citations and MLA format for research assignments.

At least 85% of the students will achieve the SLO.

List of Instructors Involved:

The English Department has purview over all services offered in the English Writing Center through the oversight of the Learning Skills Coordinator, Cathy Harvey, a full-time English faculty member. Cynthia Koether has immediate oversight of the staff (approximately 25 student hourly employees), who administer the survey question to the students using the tutoring services (English 198W).

Description of the Assessment Method (*include the assessment you used, any additional information regarding the assessment you think is important, and any calibration set-up or session information.*

ATTACH ANY ASSESSMENT TOOLS LIKE FINAL EXAM QUESTIONS, ETC., TO THIS DOCUMENT):

Students engage in a tutoring session that can take from 10 minutes to 30 minutes. At the end of the tutoring session, the tutor asks the student to respond to a single question that is located at the bottom of the Tutor Response Sheet. The question is as follows: Do you feel that you understand and can use the information covered in this tutoring session? The student can answer yes, no, don't know, or decline to state. The tutor generally averts his/her eye, giving the student freedom to answer honestly. The tutor then takes the Tutor Response Form and gives one copy of it to the student, while retaining a copy for the EWC.

Date of Department meeting on Analysis/Recommendations:¹

At the end of each semester, the EWC Learning Specialist (Cynthia Koether) and Learning Skills Coordinator (Cathy Harvey) meet with the Dean, English & Social/Behavioral Sciences (Janet Castanos)

¹ The department SLO Coordinator should meet with other department members to discuss the assessment, analyze the results and make recommendations collaboratively.

ASSESSMENT ANALYSIS REPORT

to discuss all that has transpired in the EWC and to assess the SLO. The date that the three aforementioned colleagues met was on Friday, May 29, 2009.

Analysis of the Results *(for first-semester results, include any analytical data and discuss how the results compare to the benchmark—if you have one at this stage— set by your department; for second-semester and beyond results, include all analytical data and discuss how the results compare to previous results):*

Overall student success for English 198W was measured by the number of students who answered “yes” versus those who answered “no” to the question at the bottom of the Tutor Response Form. Almost all students answered the question. Of the 6,066 students, 5,830 answered “yes,” 5 answered “no,” 2 answered “Don’t Know,” 2 answered “Decline to State,” and 227 students did not mark any choice.

Recommendations for the next cycle of this assessment *(if you recommended no changes, please state why; if you recommended changes to the assessment tool, please explain why):*

No changes are recommended at this time because approximately 95% of the students responded positively to the question.

What is the date that this assessment will be conducted next?:

The survey question is a part of each Tutor Response Form, and all tutored students will be asked to respond after each tutoring session. As such, the assessment is ongoing throughout the entire Fall 2009 semester.

ASSESSMENT ANALYSIS REPORT

Date: September 18, 2009

Department: English

Name of Reporter: Cathy Harvey/Gary Phillips

Assessment Write-Up for:

English 98R

Semester Assessment was conducted:

Spring 2009 (as a pilot project)

What SLO(s) did you Assess (include the Course SLO that you assessed and also the Benchmark—if you have one at this stage— you set for the expected % of Student Success):

Students will demonstrate increased fluency and reading rate.

With the pilot project, the faculty participants had dual intentions relative to establishing a benchmark. First, they sought to establish the validity of their measures—a Diagnostic Reading Test and Rate Card advancement evaluation. Secondly, they anticipated that the students would demonstrate a 75% improvement in either all or one or more of the areas under study. During the Fall 2010 semester, all reading faculty will participate in the study and will collaboratively establish an attainable benchmark.

List of Instructors Involved:

Gary Phillips	Janice Bellinghiere	Cathy Harvey
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Description of the Assessment Method (include the assessment you used, any additional information regarding the assessment you think is important, and any calibration set-up or session information. ATTACH ANY ASSESSMENT TOOLS LIKE FINAL EXAM QUESTIONS, ETC., TO THIS DOCUMENT):

Three instructors collaborated to pilot an efficient method to gather information with the intent of assessing the above stated SLO. They used assessment information gleaned from the following two resources:

- ✓ Diagnostic Reading Tests (Forms A, B, and C)
- ✓ Rate Cards - an in-class skill building activity with levels commensurate to individual student's ability (entry and exit level)

Gary Phillips developed an Excel spreadsheet onto which student scores from the diagnostic tests and Rate Card reading levels were recorded.

Date of Department meeting on Analysis/Recommendations:

Reading Department Meeting held during Professional Development Week (August 21, 2009)

ASSESSMENT ANALYSIS REPORT

Analysis of the Results (for first-semester results, include any analytical data and discuss how the results compare to the benchmark—if you have one at this stage— set by your department; for second-semester and beyond results, include all analytical data and discuss how the results compare to previous results):

The purpose of the data collection was 1) to establish the validity of the measures; 2) to calculate overall reading fluency (or comprehension) improvement as measured in grade levels using the following three criteria:

- Reading Rate (based on the students' performance on the DRT),
- Comprehension (based on the students' performance on the DRT),
- Comprehension (based on Rate Card improvement manifested by daily skill activity completion)

Individual scores were totaled and averaged, and success (as calculated using grade levels) in both reading rate and comprehension was evident (as seen in the table below).

Improvement by Category	Average Grade Level Improvement
Reading Rate/ Increase (Decrease)	1.49
Comprehension/ Increase (Decrease)	1.84
Rate Card/ Increase (Decrease)	2.35

Individual student reading rate and comprehension improvement was evident to varying degrees for most students as seen below.

Analysis of Improvement by Category	Total Number of Students in the Survey	Total Number of Students who Improved	Percent of Students who Improved
Reading Rate Improvement	69	48	69.6%
Comprehension Improvement	69	51	73.9%
Rate Card Improvement	69	56	81.2%

Further, the pilot study facilitated a more in-depth view of individual student success in one or more of the three categories established to measure improved reading rate and comprehension. For example, if a student's reading rate improved but his comprehension did not improve as measured by the Diagnostic Reading Test or by the advancement in Rate Card completion, then that student would have improved in only one area. To the contrary, a student whose reading rate increased and who also achieved a higher grade level placement (resulting from the final Diagnostic Reading Test and Rate Card advancement), then that student would have improved in all three categories. Interestingly, not all

ASSESSMENT ANALYSIS REPORT

students achieved success in all three categories; however, nearly all students improved in at least one category measured. See the table below.

Number of Students Who Improved	Total number of Students in Survey	Total number of Students who Improved	Percent of Students who improved
Students who improved in 1 out of the 3 categories	69	14	20.3%
Students who improved in 2 out of the 3 categories	69	18	26.1%
Students who improved in 3 out of the 3 categories	69	35	50.7%
Total Number of Students Who Improved		67	97.1%

Recommendations for the next cycle of this assessment (*if you recommended no changes, please state why; if you recommended changes to the assessment tool, please explain why*):

At the recent Reading Department meeting, all of the instructors viewed the results of the pilot project aimed at assessing whether or not the students taking English 098R did achieve improved fluency (comprehension) and rate. Within the discussion, the faculty were reminded that the goal of the pilot had a dual purpose.

The first was to validate the measures. The Diagnostic Reading Test is a standardized test and, although it is quite old, is considered to be a valid measure of both fluency and reading rate. The reading level for both Level 2 and Level 3 Rate Cards is published and considered to be a valid measure of comprehension; however, faculty need to complete a readability analysis of the Level 4 Rate Cards to ensure their validity in the study.

The second goal was to examine for student success. As seen in the tables within this analysis, a significant percentage of students did increase in at least fluency and/or reading rate.

Further recommendations emerged as a result of continued discussion:

1. The reading faculty would like to revisit the SLOs to discuss the possibility of revising some of them. At present, they question the ability to accurately assess some of the SLO's.
2. The Learning Skills Coordinator will work in conjunction with some faculty members to develop a survey question to assess the following SLO: Demonstrate an increased appreciation for reading.

What is the date that this assessment will be conducted next?:

This SLO was be reassessed at the end of the Fall 2009 semester.

APPENDIX 6: COURSE-TO-PROGRAM SLO MAPPING DOCUMENT

ENGLISH DEPARTMENT
PROGRAM SLOS TO COURSE LEVEL SLOS MAPPING DOCUMENT

ALL PROGRAMS [ASSESSED SLO IN GREEN, BOLD, AND ITALICIZED]						
PROGRAM LEVEL SLOS	Understand the uses of language to express ideas in a variety of texts.	Develop reading efficiency and appreciation in order to critically engage, analyze, and evaluate multiple genres of texts.	Make effective choices that demonstrate their autonomy as expository and/or creative writers.	Critically analyze, assess, contextualize, and synthesize sources within their writing.	Recognize, appreciate, and evaluate multiple cultural perspectives.	Participate in various communities, such as academic, artistic, civic, and professional
COURSE LEVEL SLOS RELEVANT TO ASSESSING PROGRAM SLOS	<ul style="list-style-type: none"> ▪ Eng 51 #1 ▪ Eng 52 #1 ▪ <i>Eng 90 #1</i> ▪ Eng 90 #2 ▪ Eng 98 #3 ▪ Eng 118 #1 ▪ Eng 118 #2 ▪ Eng 118 #3 ▪ Eng 145-46-47-48 #2 ▪ Eng 198R #1 ▪ Eng 198W #1 	<ul style="list-style-type: none"> ▪ Eng 90R #1 ▪ <i>Eng 90R #2</i> ▪ Eng 98 #2 ▪ Eng 98R #1 ▪ <i>Eng 98R #2</i> ▪ <i>Eng 105-06-07 #1, 2, & 3</i> ▪ Eng 108 #1&2 ▪ <i>Eng 110 #1</i> ▪ <i>Eng 110R #1,2,&3</i> ▪ Eng 112 #1 ▪ Eng 120 #1&2 ▪ Eng 122 #1 ▪ Eng 124 #1, 2,&3 ▪ <i>Eng 126 #2</i> ▪ <i>Eng 130-31-32-33 #2</i> ▪ <i>Eng 134-35-36-37 #2</i> ▪ <i>Eng 140-41-42-43 #2</i> ▪ <i>Eng 145-46-47-48 #1</i> ▪ <i>Eng 160-61-62-63 #2</i> ▪ <i>Eng 175-76-77-78 #2</i> ▪ <i>Eng 201 #1</i> ▪ Eng 203 #1 ▪ <i>Eng 215 #1&3</i> ▪ <i>Eng 217 #1&3</i> ▪ <i>Eng 218 #1&3</i> ▪ Eng 219 #1&3 ▪ Eng 221 #1&3 ▪ Eng 222 #1&3 ▪ Eng 225 #1&3 ▪ Eng 226 #1&3 	<ul style="list-style-type: none"> ▪ Eng 90 #3 ▪ Eng 98 #4 ▪ Eng 98 #5 ▪ <i>Eng 98 #6</i> ▪ <i>Eng 98 #7</i> ▪ Eng 110 #2 ▪ Eng 120 #3 ▪ Eng 124 #5 ▪ <i>Eng 126 #1&3</i> ▪ Eng 130-31-32-33 #1&3 ▪ Eng 134-35-36-37 #1&3 ▪ Eng 140-41-42-43 #1-3 ▪ Eng 145-46-47-48 #3 ▪ Eng 160-61-62-63 #1&3 	<ul style="list-style-type: none"> ▪ Eng 110#3 ▪ Eng 120 #4 ▪ Eng 122 #2 ▪ Eng 124 #4&5 ▪ Eng 201 #2 ▪ Eng 215 #2 ▪ <i>Eng 217 #2</i> ▪ Eng 218 #2 ▪ Eng 219 #2 ▪ <i>Eng 221 #2</i> ▪ <i>Eng 222 #2</i> ▪ Eng 225 #2 ▪ Eng 226 #2 ▪ Eng 227 #2 ▪ Eng 228 #2 ▪ <i>Eng 231 #2</i> ▪ Eng 232 #2 ▪ Eng 236 #2 ▪ Eng 237 #2 ▪ Eng 238 #2 ▪ Eng 241 #2 ▪ Eng 242 #2 ▪ Eng 275 #2 ▪ Eng 276 #2 ▪ Eng 277 #2 	<ul style="list-style-type: none"> ▪ Eng 112 #3 ▪ Eng 122 #3 ▪ Eng 124 #5 ▪ Eng 201 #3 ▪ Eng 215 #1 ▪ Eng 215 #1&3 ▪ Eng 217 #1&3 ▪ <i>Eng 218 #1&3</i> ▪ Eng 219 #1&3 ▪ Eng 221 #1&3 ▪ Eng 222 #1&3 ▪ Eng 225 #1&3 ▪ Eng 225 #1&3 ▪ Eng 226 #1&3 ▪ Eng 227 #1&3 ▪ Eng 228 #1&3 ▪ Eng 231 #1&3 ▪ Eng 232 #1&3 ▪ <i>Eng 236 #1&3</i> ▪ Eng 237 #1&3 ▪ Eng 238 #1&3 ▪ Eng 241 #1&3 ▪ Eng 242 #1&3 ▪ Eng 275 #1&3 ▪ <i>Eng 276 #1&3</i> ▪ Eng 277 #1&3 	<ul style="list-style-type: none"> ▪ Eng 134-35-36-37 #3 ▪ Eng 140-41-42-43 #3 ▪ Eng 145-46-47-48 #3 ▪ Eng 160-61-62-63 #3 ▪ Eng 175-76-77-78 #3 ▪ Eng 195A-D #1 ▪ Eng 203 #2

		<ul style="list-style-type: none">▪ Eng 227 #1&3▪ Eng 228 #1&3▪ Eng 231 #1&3▪ Eng 232 #1&3▪ Eng 236 #1&3▪ Eng 237 #1&3▪ Eng 238 #1&3▪ Eng 241 #1&3▪ Eng 242 #1&3▪ Eng 275 #1&3▪ Eng 276 #1&3▪ Eng 277 #1&3				
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LITERATURE PROGRAM					
PROGRAM LEVEL SLOs ----- COURSE LEVEL SLOs	Use literary terminology and basic critical theory (e.g., Reader Response, New Criticism, Biographical, Comparative, New Historicism, Psychoanalytical, Cultural, Gender) to examine and respond subjectively and objectively to literature.	Apply critical thinking and close reading skills to create informed, evidence based, oral and written discourse about literature.	Recognize and interpret the ways in which literature is an expression of individual and human values within diverse historical and social contexts.	Develop an appreciation for literature.	ASSESSED
112 SLO #1	X				
112 SLO #2	X				
112 SLO #3			X		
122 SLO #1	X				
122 SLO #2		X			
122 SLO #3			X		
201 SLO #1	X				YES
201 SLO #2		X			
201 SLO #3			X		
203 SLO #1	X				
203 SLO #2					
203 SLO #3		X			
215 SLO #1	X				YES
215 SLO #2		X			
215 SLO #3			X		
217 SLO #1	X				
217 SLO #2		X			YES
217 SLO #3			X		
218 SLO #1	X				
218 SLO #2		X			
218 SLO #3			X		YES
219 SLO #1	X				
219 SLO #2		X			
219 SLO #3			X		
221 SLO #1	X				
221 SLO #2		X			YES
221 SLO #3			X		
222 SLO #1	X				
222 SLO #2		X			YES
222 SLO #3			X		
225 SLO #1	X				
225 SLO #2		X			
225 SLO #3			X		
226 SLO #1	X				
226 SLO #2		X			
226 SLO #3			X		
227 SLO #1	X				
227 SLO #2		X			
227 SLO #3			X		
228 SLO #1	X				

—English Department Program Review Appendices—

228 SLO #2		X		
228 SLO #3			X	
231 SLO #1	X			
231 SLO #2		X		YES
231 SLO #3			X	
232 SLO #1	X			
232 SLO #2		X		
232 SLO #3			X	
236 SLO #1	X			YES
236 SLO #2		X		
237 SLO #3			X	
238 SLO #1	X			
238 SLO #2		X		
238 SLO #3			X	
241 SLO #1	X			
241 SLO #2		X		
241 SLO #3			X	
242 SLO #1	X			
242 SLO #2		X		
242 SLO #3			X	
275 SLO #1	X			
275 SLO #2		X		
275 SLO #3			X	
276 SLO #1	X			YES
276 SLO #2		X		
276 SLO #3			X	
277 SLO #1	X			
277 SLO #2		X		
277 SLO #3			X	

READING PROGRAM					
PROGRAM LEVEL SLOs →	Increase reading rate and fluency.	Improve their vocabulary.	Increase ability to comprehend college textbooks, fiction, and non- fiction readings.	Develop an appreciation for reading.	ASSESSED
COURSE LEVEL SLOS ↓					
90R SLO #1			X		
90R SLO #2	X	X	X		YES
90R SLO #3				X	
98R SLO #1			X		
98R SLO #2	X	X	X		YES
98R SLO #3				X	
105-106-107SLO #1			X		
105-106-107 SLO #2	X	X	X		YES
105-106-107 SLO #3				X	
108 SLO #1		X			
108 SLO #2		X	X		
110R SLO #1			X		
110R SLO #2	X	X	X		YES
110R SLO #3				X	
118 SLO #1		X			
118SLO #2	X		X		
118 SLO #3	X		X		
198R SLO #1		X	X		

CREATIVE WRITING PROGRAM						
PROGRAM LEVEL SLOs →	Create literary works, employing the elements appropriate to one or more chosen genres, in an authorial voice that demonstrates authenticity, aesthetic ability, and literary sensibility.	Practice—at a high level of efficiency—the habits of a writer, including frequent writing, revising, and reflecting	Read and infer like a writer, that is, recognize and analyze the dynamic relationship between content and form in the literary works of classic, contemporary, and new literary voices.	Use skills as a critic to contribute to and benefit from a writers' workshop.	Value and support the local and greater writing community through attendance and/or participation in various literary arts activities and performances.	ASSESSED
COURSE LEVEL SLOs ↓						
126 SLO #1	X	X				YES
126 SLO #2			X			YES
126 SLO #3		X		X		
130-31-32-33 SLO #1	X	X				
130-31-32-33 SLO #2			X			YES
130-31-32-33 SLO #3		X		X		
134-35-36-37 SLO #1	X	X				
134-35-36-37 SLO #2			X			YES
134-35-36-37 SLO #3		X		X		
140-41-42-43 SLO #1	X	X				
140-41-42-43 SLO #2			X			YES
140-41-42-43 SLO #3		X		X		
145-46-47-8 SLO #1			X			YES
145-46-47-8 SLO #2			X			
145-46-47-8 SLO #3					X	
160-61-62-63 SLO #1	X	X				
160-61-62-63 SLO #2			X			YES
160-61-62-63 SLO #3		X		X		
175-76-77-78 SLO #1	X	X				
175-76-77-78 SLO #2			X			YES
175-76-77-78 SLO #3		X		X		

COMPOSITION PROGRAM								
PROGRAM LEVEL SLOS →	Recognize the logic associated with coordination and subordination, correct commonly misused and confused words, repair common sentence problems, and identify major components of a sentence including punctuation.	Recognize literal and implied ideas, draw inferences and conclusions, comprehend main ideas and key supporting details, identify rhetorical modes, and evaluate references.	Synthesize multiple points of view while reading critically and analytically, recognize problems in logic and reasoning, articulate arguments, and identify ideological assumptions.	Apply the writing process to organize paragraphs and essays in a variety of rhetorical patterns, utilize principles of grammar, punctuation, and mechanics; and choose appropriate diction to make explanations detailed and precise.	Conduct research pertaining to a particular topic; draw inferences and conclusions; incorporate, evaluate, and synthesize ideas from multiple references; and learn to format research papers accurately using MLA.	Make effective choices regarding content, structure, diction, and tone in relation to audience and purpose.	Use logical, ethical, and emotional appeals while avoiding logical fallacies, acknowledge opposing viewpoints, and use concession and refutation where appropriate.	ASSESSED
COURSE LEVEL SLOS ↓								
90 SLO #1	X							YES
90 SLO #2	X							
90 SLO #3				X				
98 SLO #1						X		
98 SLO #2		X						
98 SLO #3	X							
98 SLO #4				X				
98 SLO #5				X				
98 SLO #6	X			X				YES
98 SLO #7				X				YES
110 SLO #1		X						YES
110 SLO #2				X				
110 SLO #3				X	X			
120 SLO #1		X						
120 SLO #2			X					
120 SLO #3				X				
120 SLO #4			X	X	X			
124 SLO #1		X						
124 SLO #2		X						
124 SLO #3			X					
124 SLO #4				X	X			
124 SLO #5						X	X	

APPENDIX 7: RESULTS OF STUDENT SURVEY

**Grossmont College English Department Program
Review Student Survey
Fall 2011
N=661**

Q1. What is your primary reason for taking this class?

	Frequency	Percent
General education requirement	332	50.2
Required for major	107	16.2
Transfer	91	13.8
Improve basic skills/college success (reading, writing, English, math, computer skills)	50	7.6
Prerequisite	48	7.3
General interest	29	4.4
Improve job skills	4	.6
Total	661	100.0

Q2. How did you find out about this class?

	Frequency	Percent
Class schedule or college catalog	457	69.8
Grossmont College counselor	115	17.6
Instructor	35	5.3
Other student recommendation	29	4.4
Friend or family member	17	2.6
Public media (radio, TV, newspaper, ad)	2	.3
Total	655	100.0
No Response	6	
Total	661	

Q3. How many courses have you taken in this department at Grossmont College? (Including this current course and any repeated courses)

	Frequency	Percent
One	240	36.3
Two	171	25.9
Three	117	17.7
More than three	133	20.1
Total	661	100.0

Q4. This class was delivered?

	Frequency	Percent
In a traditional classroom setting	615	93.0
Online (100%)	39	5.9
As a hybrid (part in classroom/part online)	7	1.1
Total	661	100.0

Q5. What modes of communication are made available to you by your instructor?

	Frequency	Percent
Face to Face	617	93.3
Email	552	83.5
Telephone/Voice Mail	255	38.6

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 661).

Q6. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Instructor	362	54.8
Email	150	22.7
Blackboard announcements	149	22.5
Total	661	100.0

Q7. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	381	57.6
Via email	179	27.1
During office hours/ appointment	100	15.1
Via telephone	1	2
Total	661	100.0

Q8. Who else or what else do you primarily turn to for extra help?

	Frequency	Percent
Current classmates	294	44.5
Tutor	100	15.1
Text book	93	14.1
Website(s)	74	11.2
Family member	55	8.3
Friends who have taken the class	45	6.8
Total	661	100.0

Q9. Which of the following course resources helped you learn the course material?

	Frequency	Percent
Lecture	502	75.9
Homework/assignments	462	69.9
Textbook	420	63.5
Group work in class	311	47.0
Handouts	289	43.7
Quizzes	172	26.0
Course Blackboard site	170	25.7
PowerPoint slides	139	21.0
Videos/DVDs	99	15.0
Study groups	90	13.6
Instructor website	78	11.8
Computer presentations	57	8.6
None of the Above	29	4.4

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 661).

Q10. Have you used one or more of the following campus resources to assist you with a course(s) in this department?

	Frequency	Percent
Yes	469	71.0
No	192	29.0
Total	661	100.0

Campus resources include: Assessment and Testing Center, English Writing Lab, Tech Mall, Library (online resources), On-Campus Library, Math Study, Tutoring Center, DSPS, EOPS, Department Computer Labs, and Blackboard Help Line.

Q11.A. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Assessment and Testing Center

	Frequency	Percent
Required	176	37.5
Voluntary	86	18.3
Never Used	207	44.1
Total	469	100.0
No Response	192	
Total	661	

Q12.A. Please indicate the helpfulness of each campus resource you have used: Assessment and Testing Center

	Frequency	Percent
Very Helpful	99	21.1
Helpful	111	23.7
Neither Helpful nor Unhelpful	61	13.0
Somewhat Unhelpful	12	2.6
Very Unhelpful	5	1.1
Never Used	181	38.6
Total	469	100.0
No Response	192	
Total	661	

Q11.B. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: English Writing Lab

	Frequency	Percent
Required	85	18.1
Voluntary	177	37.7
Never Used	207	44.1
Total	469	100.0
No Response	192	
Total	661	

Q12.B. Please indicate the helpfulness of each campus resource you have used: English Writing Lab

	Frequency	Percent
Very Helpful	132	28.1
Helpful	102	21.7
Neither Helpful nor Unhelpful	35	7.5
Somewhat Unhelpful	6	1.3
Very Unhelpful	3	.6
Never Used	191	40.7
Total	469	100.0
No Response	192	
Total	661	

Q11.C. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Tech Mall

	Frequency	Percent
Required	37	7.9
Voluntary	325	69.3
Never Used	107	22.8
Total	469	100.0
No Response	192	
Total	661	

Q12.C. Please indicate the helpfulness of each campus resource you have used: Tech Mall

	Frequency	Percent
Very Helpful	204	43.5
Helpful	128	27.3
Neither Helpful nor Unhelpful	29	6.2
Somewhat Unhelpful	5	1.1
Very Unhelpful	5	1.1
Never Used	98	20.9
Total	469	100.0
No Response	192	
Total	661	

Q11.D. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Library (online resources)

	Frequency	Percent
Required	67	14.3
Voluntary	258	55.0
Never Used	144	30.7
Total	469	100.0
No Response	192	
Total	661	

Q12.D. Please indicate the helpfulness of each campus resource you have used: Library (onlines resources)

	Frequency	Percent
Very Helpful	149	31.8
Helpful	136	29.0
Neither Helpful nor Unhelpful	30	6.4
Somewhat Unhelpful	8	1.7
Very Unhelpful	7	1.5
Never Used	139	29.6
Total	469	100.0
No Response	192	
Total	661	

Q11.E. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: On-Campus Library

	Frequency	Percent
Required	50	10.7
Voluntary	329	70.1
Never Used	90	19.2
Total	469	100.0
No Response	192	
Total	661	

Q12.E. Please indicate the helpfulness of each campus resource you have used: On-Campus Library

	Frequency	Percent
Very Helpful	192	40.9
Helpful	152	32.4
Neither Helpful nor Unhelpful	24	5.1
Somewhat Unhelpful	9	1.9
Very Unhelpful	7	1.5
Never Used	85	18.1
Total	469	100.0
No Response	192	
Total	661	

Q11.F. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: **Math Study**

	Frequency	Percent
Required	27	5.8
Voluntary	170	36.2
Never Used	272	58.0
Total	469	100.0
No Response	192	
Total	661	

Q12.F. Please indicate the helpfulness of each campus resource you have used: **Math Study**

	Frequency	Percent
Very Helpful	112	23.9
Helpful	70	14.9
Neither Helpful nor Unhelpful	30	6.4
Somewhat Unhelpful	8	1.7
Very Unhelpful	4	.9
Never Used	245	52.2
Total	469	100.0
No Response	192	
Total	661	

Q11.G. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: **Tutoring Center**

	Frequency	Percent
Required	47	10.0
Voluntary	177	37.7
Never Used	245	52.2
Total	469	100.0
No Response	192	
Total	661	

Q12.G. Please indicate the helpfulness of each campus resource you have used: **Tutoring Center**

	Frequency	Percent
Very Helpful	132	28.1
Helpful	77	16.4
Neither Helpful nor Unhelpful	25	5.3
Somewhat Unhelpful	3	.6
Very Unhelpful	3	.6
Never Used	229	48.8
Total	469	100.0
No Response	192	
Total	661	

Q11.H. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: DSPS

	Frequency	Percent
Required	20	4.3
Voluntary	51	10.9
Never Used	398	84.9
Total	469	100.0
No Response	192	
Total	661	

Q12.H. Please indicate the helpfulness of each campus resource you have used: DSPS

	Frequency	Percent
Very Helpful	50	10.7
Helpful	19	4.1
Neither Helpful nor Unhelpful	34	7.2
Somewhat Unhelpful	2	.4
Very Unhelpful	3	.6
Never Used	361	77.0
Total	469	100.0
No Response	192	
Total	661	

Q11.I. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: EOPS

	Frequency	Percent
Required	37	7.9
Voluntary	48	10.2
Never Used	384	81.9
Total	469	100.0
No Response	192	
Total	661	

Q12.I. Please indicate the helpfulness of each campus resource you have used: EOPS

	Frequency	Percent
Very Helpful	61	13.0
Helpful	18	3.8
Neither Helpful nor Unhelpful	33	7.0
Somewhat Unhelpful	3	.6
Very Unhelpful	3	.6
Never Used	351	74.8
Total	469	100.0
No Response	192	
Total	661	

Q11.J. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Department Computer Labs

	Frequency	Percent
Required	45	9.6
Voluntary	136	29.0
Never Used	288	61.4
Total	469	100.0
No Response	192	
Total	661	

Q12.J. Please indicate the helpfulness of each campus resource you have used: Department Computer Labs

	Frequency	Percent
Very Helpful	87	18.6
Helpful	75	16.0
Neither Helpful nor Unhelpful	26	5.5
Somewhat Unhelpful	4	.9
Very Unhelpful	2	.4
Never Used	275	58.6
Total	469	100.0
No Response	192	
Total	661	

Q11.K. For each of the following campus resources you have used, please indicate if you were required to use or voluntarily used the campus resource: Blackboard Help Line

	Frequency	Percent
Required	61	13.0
Voluntary	112	23.9
Never Used	296	63.1
Total	469	100.0
No Response	192	
Total	661	

Q12.K. Please indicate the helpfulness of each campus resource you have used: Blackboard Help Line

	Frequency	Percent
Very Helpful	84	17.9
Helpful	67	14.3
Neither Helpful nor Unhelpful	35	7.5
Somewhat Unhelpful	2	.4
Very Unhelpful	9	1.9
Never Used	272	58.0
Total	469	100.0
No Response	192	
Total	661	

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	586	88.7
No	75	11.3
Total	661	100.0

Q14. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very Satisfied	195	29.5
Satisfied	259	39.2
Neutral	138	20.9
Dissatisfied	47	7.1
Very Dissatisfied	22	3.3
Total	661	100.0

Q15. Is your major in this department?

	Frequency	Percent
Yes	98	14.8
No	562	85.2
Total	660	100.0
No Response	1	
Total	661	

Q16. What would be your preferred start time(s) for courses offered on Weekdays?

	Frequency	Percent
9am-noon	383	57.9
12-3pm	226	34.2
4-10pm	168	25.4
7am-8am	147	22.2
No Preference	70	10.6

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 661).

Q17. What would be your preferred start time(s) for courses offered on Saturdays?

	Frequency	Percent
No Preference	353	53.4
9am-noon	201	30.4
12-3pm	107	16.2
7am-8am	92	13.9
4-10pm	38	5.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 661).

Q18. What would be your preferred start time(s) for courses offered on Sundays?

	Frequency	Percent
No Preference	385	58.2
9am-noon	154	23.3
12-3pm	113	17.1
7am-8am	67	10.1
4-10pm	41	6.2

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 661).

Q19. What would be your preferred start time(s) for courses offered on: (Distance Education)

	Frequency	Percent
Online	334	50.5
No Response	327	49.5
Total	661	100.0

Q20. Gender

	Frequency	Percent
Male	235	35.6
Female	426	64.4
Total	661	100.0

Q21. Age

	Frequency	Percent
Under 20	236	35.7
20-24	208	31.5
25-29	75	11.3
30-49	109	16.5
50 or older	33	5.0
Total	661	100.0

Q22. Ethnicity

	Frequency	Percent
Asian	48	7.3
Black	32	4.8
Filipino	23	3.5
Hispanic	186	28.2
Native American	3	.5
Pacific Islander	3	.5
Middle Eastern	52	7.9
White, Non-Hispanic and not of Middle Eastern descent	283	42.9
Two or more	30	4.5
Total	660	100.0
Not Reported	1	
Total	661	

Q23. Primary Language:

	Frequency	Percent
Arabic	25	3.8
Aramaic	3	.5
Chaldean	21	3.2
Chinese	10	1.5
English	482	72.9
Farsi	5	.8
French	3	.5
German	1	.2
Italian	1	.2
Japanese	2	.3
Korean	6	.9
Kurdish	5	.8
Russian	3	.5
Spanish	57	8.6
Tagalog	10	1.5
Vietnamese	8	1.2
Other	19	2.9
Total	661	100.0

Q23. Primary Language: Other

	Frequency
Bulgarian	1
Burmese	1
Cambodian	2
Chaldean	2
Khmer	2
Kiswahili	1
Lithian	1
Portuguese	3
Sign language	1
Slovak	1
Somali	1
Thai	1
Tigrina	1
Turkish	1
Total	19

APPENDIX 8: HEADCOUNTS FOR DEGREES AND CERTIFICATES AWARDED

ASSOCIATE DEGREE IN ENGLISH

YEAR	COUNT	PERCENT
2006	2	0.68%
2007	2	0.63%
2008	0	
2009	1	0.38%
2010	1	0.34%

ASSOCIATE DEGREE IN ENGLISH, CREATIVE WRITING

YEAR	COUNT	PERCENT
2006	0	
2007	0	
2008	0	
2009	1	0.38%
2010	1	0.34%

CERTIFICATE IN ENGLISH

YEAR	COUNT	PERCENT
2006	2	2.27%
2007	2	1.98%
2008	0	
2009	3	3.16%
2010	1	0.89%

CERTIFICATE IN ENGLISH, CREATIVE WRITING EMPHASIS

YEAR	COUNT	PERCENT
2006	0	
2007	0	
2008	0	
2009	1	1.05%
2010	1	0.89%

APPENDIX 9: ORGANIZATIONS REPRESENTED ON ADVISORY COMMITTEES

Not applicable to English Department.

APPENDIX 10: SABBATICALS, CONFERENCES, WORKSHOPS, PROFESSIONAL AND PROFESSIONAL DEVELOPMENT ACTIVITIES

SABBATICALS

- Griffith, Ryan** **Fall 2008-Spring 2009**
Teaching Critical Thinking Across the Disciplines
Project identified features of critical thinking across the disciplines and explored assignments and activities for classes across the disciplines in order to foster critical thinking in our students.
- Brown, Sydney** **Fall 2007**
Contextualizing the Required First-Year College Writing Course
A broad-based, interdisciplinary project that identified and contextualized pedagogical issues in the first-year college writing course. Results helped to inform discourse and progress on the English 120 Official Course Outline, Student Learning Outcomes (SLOs), and Student Learning Outcome Assessment Cycle (SLOAC).
- Ivanovici, Marilyn** **Fall 2007**
Grossmont College Reading Teacher's Manual
A manual outlining the principles upon which the English Department's Reading Program is based as well as an all-inclusive way to train new reading instructors and provide permanent instructors with extensive supplementary materials.
- Mood, Stephanie** **Fall 2006**
Website and Curriculum Design
A multifaceted project featuring website design for English full-time faculty, a manual for faculty to maintain sites, research of online and hybrid courses, development of a hybrid course, and the writing of the textbook for English 124, entitled *Arguing on Planet Earth: New Patterns of Thought for the 21st Century*, now in its 4th edition.

CONFERENCES, WORKSHOPS, AND NON-CONTRACT PROFESSIONAL DEVELOPMENT _____

Full-time Faculty

Ahrens, Joan

- On Campus: Grossmont College Leadership Retreat, 2010 and 2011. Basic Skills Initiative Data Driven Decision Making/Program Review Training Workshop, 2010. Project Success: 25 Years of Student Success in a Learning Community Conference, “Strengthening Student Success: Assessment, Dialog, and Change,” Presenter, 2010. Faculty Summer Institute, Presenter, 2009. California Learning Communities Consortium, Presenter, 2008. English Department Student Learning Outcomes Retreat, 2008.
- Off Campus: Kellogg Institute’s National Center for Developmental Education, Residential Training, Appalachian State University, 2011. Institute on Best Practices in Institutional Effectiveness, Training Seminar, 2010. Palomar College Professional Development, Presenter on Learning Communities, 2010. Basic Skills Initiative Regional Training, “Creating and Sustaining Effective Basic Skills Programs,” LA Mission College, San Fernando, 2009. Basic Skills Initiative Regional Training, “Institutional, Counseling, and Pedagogical Methods,” Mesa College, San Diego, 2008. Basic Skills Initiative Regional Training, “Institutional, Counseling, and Pedagogical Methods,” Mesa College, San Diego, 2007. National Council of Teachers of English (NCTE) Convention, Presenter, New York, 2007. San Joaquin Valley Learning Communities Consortium Conference, Presenter, 2007.

Balasubramanian, Kamala

- On Campus: Summer Institute, 2010 and 2011. Student Leadership Academy trainer and presenter, 2010. English Department Student Learning Outcomes Retreat, 2008. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2005-2007. Professional Development Workshop Presenter: “Critical Thinking,” 2009 and 2010. *Campus Scene* reporter and editor, 2000-2007. Health and Wellness Essay Contest committee member and judge, spring 2004-2006.
- Off Campus: Curriculum Institute, San Diego, CA, 2011. Advanced Placement (AP) Literature Reader for Educational Testing Service (ETS), 2006-present. Innovations Conference, San Diego, 2009 and 2010. Ken Blanchard Foundation’s “Train the Trainer” workshop, 2010. Critical Thinking Conference, Berkeley, 2009. Reading Institute for Academic Preparation (RIAP) Workshop, University of California, San Diego, 2005.

Bellinghiere, Janice

On Campus: College Recognition Committee, 2011. Scholarship Committee, 2009-present. Faculty Summer Institute, 2010. English Department Student Learning Outcomes Retreat, 2008. Study Abroad Faculty, Spain, 2006. Study Abroad Coordinator, 2005-2007. Distance Education Committee Chair, 2004-2005. Instructional Commuting Committee (ICC), 2003-2005.

Off Campus: National Association for Developmental Education (NADE) Conference, Washington DC, 2011. College Composition and Communication Conference (CCCC), New Orleans, 2009. CCCC Conference, New York, 2007. San Diego/Imperial County Community College Association (SDICCCA) Study Abroad Rep 2005-2007. Tech Ed Conference, Presenter, Pasadena, 2005.

Brown, Sydney

On Campus: 50th Anniversary Taskforce, Member, 2011-2012. The Henrietta Lacks Project, Event Program Designer and Committee Member, 2011. Creative Writing Program, Co-Coordinator, 2002-present. English 124 Level Coordinator, 2005-present. Literary Arts Festival and Fall Reading Series (including the Lester Bangs Memorial Reading), Co-Coordinator, 2000-present. High School Outreach: First Female Essay Contest in partnership with the American Association of University Women (AAUW), Coordinator, 2009-present. World Arts and Cultures Committee, 2009-present. Laughter Yoga Club Advisor, 2010-2011. Summer Institute, 2011. Creative Writing Program Fundraiser: The WRITE-A-THON, Chair, 2008 and 2010. Lester Bangs Memorial Reading, Presenter, 2009. Literary Arts Festival, Presenter on Marge Piercy, 2008. English Department Student Learning Outcomes Retreat, 2008. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2007-2008. California Community Colleges SLO Retreat, 2006. Health and Wellness Essay Contest, Judge, 2004-2006. Film Club Advisor, 2004-2005.

Off Campus: Far East Project, Mentor, 2011-2012. Jackson Hole Writers Conference, 2011. Association of Writers and Writing Programs (AWP) Conference, Denver, 2010. La-Mesa-El Cajon American Association of University Women (AAUW) Scholarship Committee, 2008-2011. City College International Book Fair, Reader, 2008. AAUW Vice President of Programs, 2009-2010. Times Festival of Books, 2008. San Diego Writers Ink, Featured Author, 2007. Photo Booth Reading Series, Featured Author, San Diego, 2006-2007. College Composition and Communication Conference (CCCC), New York, 2007. English Council of California Two-Year College (ECCCTYC) Conference, Long Beach, 2005.

Cardenas, Juliana

On Campus: Literary Arts Festival and Fall Reading Series, 2000-present. *Acorn Review* Club Faculty Advisor, 2011-present. Grossmont College Life Coach, 2010-Present. Creative Writing Program Fundraiser: The WRITE-A-THON, 2008 and 2010. Lester Bangs Memorial Reading, Featured Author, 2010. Literary Arts Festival, Presenter on Marge Piercy, 2008. English Department Student Learning Outcomes Retreat, 2008. Division Representative for United Faculty Union, 1995-2009. Union newsletter the *Sentinel*, Editor, 2005-2009.

Off Campus: Association of Writers and Writing Programs (AWP) Conference, Washington D.C. 2011, Denver 2010, Chicago 2009, Atlanta 2007. College Composition and Communication Conference (CCCC): Atlanta 2011, New Orleans 2008. American Association of University Women Assembly Presenter (AAUW), 2010. English Council of California Two-Year College (ECCCTYC) Conference, Long Beach, 2005. SDSU Graduate Level Coursework in Postsecondary Education, Curriculum Development, and Educational Leadership, 2005-2007. Copy Editor of ProPhoto West Journal, 2000-2006. Editor and Reader of Manuscripts for Authors Patricia Santana and Vernon Avila, 2000-2008.

Ding, Tony

On Campus: Pi Theta Kappa, Advisor, 1999-2009. Celebration of Banned Books, Presenter, 2008-2009. English Department Student Learning Outcomes Retreat, 2008.

Off Campus: Pi Theta Kappa, Regional Conferences, 1999-2009. Pi Theta Kappa, Leadership Conference, Redwood City, 2009.

Griffith, Ryan

On Campus: Creative Writing Program, 2000-present. English 124 Level Coordinator, 2010-present. Critical Thinking Faculty Inquiry Group (FIG), 2010-2011. Creative Writing Program Fundraiser: The WRITE-A-THON, 2010. Literary Arts Festival and Fall Reading Series, 2000-present. Lester Bangs Memorial Reading, Featured Author, 2009. English Department Student Learning Outcomes Retreat, 2008. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2004-2010.

Off Campus: The New Yorker Festival, New York, 2011. Foundation for Critical Thinking Conference with Dr. Richard Paul, Berkeley, 2009. Squaw Valley Writers Conference, 2009. Summer Literary Seminars, Russia, 2005-2006. Photo Booth Reading Series, Featured Author, 2006-2007.

Harris, Cindi

On Campus: Program Review Committee, 2011. Professional Development Division Meeting, “Reading in the Disciplines, An Avenue for Inquiry,” 2011. Summer Institute, “Reading Across the Disciplines Using the Reading Apprenticeship Approach,” 2011. Summer Institute, “Critical Reading Across the Disciplines” and “Content Area Reading Strategies in College Classrooms,” Presenter, 2009.

Off Campus: Center for the Advancement of Reading, Trainer, 2007-present. California Partnership for Student Success (Cal-PASS) English Curriculum Alignment Project, Assistant Project Coordinator, 2008-present. West Ed Community College Literacy Research Group, Researcher and Participant, 2009-2010. West Ed Leadership Institute for Reading Apprenticeship at Community Colleges, 2009-2010. “Case Study into Reading Apprenticeship Methods in College Vocabulary Classes,” Paper Presentation, West Ed Winter Colloquium, 2010. California Reading and Literature Project, Reading Institute for Academic Preparation, Co-Director, 2005-2008. Single Subject Reading Task Force, California State University, Leadership Panel Member, 2005-2007. National Reading Conference, Proposal Reviewer, 2004-2008. “The Literacy Team—An Approach to Profession Development as Part of the School Day,” The California Literacy Summit, Paper Presentation, 2007. “Best Literacy Practices,” San Diego County Office of Education and the California Charter School Conference in Los Angeles, Paper Presentation, 2005.

Harvey, Cathy

On Campus: Learning Skills Coordinator, English Department 2004-present. Student Success Committee. Accreditation Co-Chair (Standard One), 2007. Professional Development Presenter, (Grossmont and Cuyamaca) “What to do with your 6th grade reader,” 2009. English Department Student Learning Outcomes Retreat, 2008. ADSOC Student Success Retreat, April, 2009. SARS Development (Early Alert), 2009-2011. Round Table Discussion with area Community Colleges and Universities – Writing Centers, 2005. Round Table Discussion with area Community Colleges and Universities – Reading and Writing Centers, 2006.

Off Campus: Basic Skills Initiative Regional Training, “Institutional, Counseling, and Pedagogical Methods,” Mesa College, San Diego, 2007. Basic Skills Consultant for Citrus College, 2006. Basic Skills Consultant for College of the Desert, 2007. Basic Skills Consultant for Long Beach City College, 2007. Basic Skills Consultant for Pasadena City College, 2007. Summer Institute Attendee, 2009.

Holder, Oralee

On Campus: Accreditation Steering Committee, Member, 2011-2013, and Co-Chair of Standard IIIB, Physical Resources Accreditation Committee. Chair, Department of English, 2007-present. Council of Chairs & Coordinators, Chair, 2009-present. Chairs & Coordinators Professional Development Orientations: Hiring, Evaluation, and Conflict Resolution, Creator/Facilitator, 2010-present. Educational Master Plan Retreat, 2011. College Leadership Retreat, 2010, 2011, 2012. Summer Institute, 2011. Creative Writing Program Fundraiser: The WRITE-A-THON, 2008 and 2010. English 124 Level Co-Coordinator, 2005-2009. Celebration of Banned Books, Presenter on Alice Walker, 2007 and Walt Whitman, 2006. SLO Steering Committee, Chair, 2005-present. California Community Colleges SLO Retreat, 2006. English Department SLO Retreat, Marina Village Conference Center, 2007. English Department SLO Retreat, Mission Trails Visitors Center, 2008. Academic Senate, 2003-present. Basic Skills Initiative Task Force, 2005-06. Room Utilization Committee, Enrollment Strategies Committee, College Professional Development Taskforce, Institutional Excellent Taskforce, and Planning & Recourses Council, Member, 2006-present.

Off Campus: National Institutional Excellence Conference, San Diego, 2010. Student Learning Outcome (SLO) Curriculum Institute, San Diego, 2007. College Composition and Communication Conference (CCCC), New York, 2007. SDICCA SLO Retreat, San Diego, 2006. High School Outreach: First Female Essay Contest in partnership with AAUW, essay evaluator, 2009-present. Grossmont College Symphony: Emily Dickinson's poetry set to the music of Aaron Copeland, Keynote Presenter, East County Performing Arts Center, 2008.

Hurvitz, Tate

On Campus: Kingsborough College FIPSE Grant, Pilot Project Member, 2011-2012. Adult Re-entry Student Seminar, "How to Make Your Papers Look Good," Career Center. Multidisciplinary Celebration of *The Immortal Life of Henrietta Lacks*, Coordinator, 2010-2011. SIDICCA, Faculty Mentor, 2010-2011. English 110 Level Co-Coordinator, 2011-Present. Science Writing Contest, Co-Sponsor/Judge, 2009-Present. Student Success Institute, 2010. Literature Committee, Member, 2008-2010. Professional Development, Presenter, "Writing Prompts and Using Rubrics Effectively," 2010. Student Success Institute, Presenter, 2009. Science Fair Planning Committee, 2009. Science Fair Exhibit Presenter, "Genius and Madness," 2009. Cal-PASS Alignment Project 2006-2011. Cal-PASS Regional Counsel, 2009-2010. Literary Arts Festival, Open Mic Host, 2008-2009. English Department Student Learning Outcomes Retreat, 2008. Celebration of Banned Books,

Presenter, 2008. English 98 Basic Skills Retreat, 2007. Academic Senate, Representative, 2007-2008.

Off Campus: “Science Literacy and Underserved Populations,” Featured Speaker, Exploring Ethics Event, Fleet Science Center, Jan. 2012. Mentor Teacher (ECAP), El Cajon Valley High School, 2011-Present. California Learning Communities Consortium, Advisory Board Member, 2008-Present. San Diego Center for Ethics in Science and Technology, Fellow, 2008-2010. Writing Group Director/Strategic Planning Committee, Member, San Diego Center for Ethics in Science and Technology, 2010-Present. Ethics in Science Essay Contest (San Diego District High Schools), Judge, 2009-2010. eSIM club, Faculty Collaborator, Montgomery Middle School, 2009-2010. California Learning Communities Consortium Retreat, 2008-2010. High School Teacher Training, West Hills High School, 2008. “Introduction to Rhetoric,” Presenter, San Pasqual High School, 2008. Reading Institute for Academic Preparation (RIAP) workshop, University of California, San Diego, 2007. NeuroEthics Conference, 2007. Johnson Magnet Elementary School Career Day, Presenter, 2007.

Ivanovici, Marilyn

On Campus: California Learning Communities Consortium, Presenter, 2008. English Department Student Learning Outcomes Retreat, 2008. Summer Institute, 2010.

Off Campus: NCTE Convention, Presenter, New York, 2007. Campaign for College Opportunity Best Practices Award and Conference, Anaheim, 2008. FACC Conference, Los Angeles, 2009.

Jendian, Micah

On Campus: Student Learning Outcomes, Assistant Coordinator, 2010-2011. Enrollment and Student Success Task Force, Resource Member, Grossmont-Cuyamaca Community College District, 2011-present. Institutional Excellence Task Force, 2010-present. Student Learning Outcomes Steering Committee, English Department, 2006-present. Grossmont College Leadership Retreat, 2010 and 2011. “Contextualizing Student Success Efforts,” Division Meeting, Presenter, Spring 2010. Academic Literacy Across the Disciplines Workshop Series, Presenter, 2009. Academic Writing In and Across the Disciplines: Increasing Genre Awareness, 2009. Academic Reading In and Across the Disciplines: Increasing Text Awareness, Presenter, 2009. “The California Community Colleges Early Assessment Program (CCC-EAP),” Presenter, Grossmont College Instructional Administrators Council and Student Services Council, 2009. California Partnership for Achieving Student Success (Cal-PASS) Freshman Composition Alignment Project, Representative, 2005-2010. “Rising and Falling By His Politics: William Saroyan’s Unconventional ‘Propaganda,’” Presenter, Grossmont College Literary Arts Festival –

Politics and the English Language, 2008. English Department Representative, Academic Senate, 2006-2008.

Off Campus:

Expository Reading and Writing Course (ERWC) Advisory Committee, CSU Early Assessment Program (EAP), Board Member, 2009-present. English Council of California Two Year Colleges (ECCTYC), Board Member, 2008-present. Reconceptualizing Secondary English: A New Professional Development Model, California Educational Research Association Conference, Co-Presenter, Anaheim, Fall 2011. Cross-Sector Collaborations: Innovation in Challenging Times, Presenter, CSU English Council Plenary Panel, San Diego, Fall 2010. Institute on Best Practices in Institutional Effectiveness, Central Piedmont Community College Center for Applied Research, San Diego, Summer 2010. SLO Regional Meeting, ASCCC, Costa Mesa, Spring 2010. Accreditation Institute, ASCCC, Newport Beach, Spring 2010. Retreat on Student Learning and Assessment, Level 1, WASC, Emeryville, Spring 2010. "Increasing Students' College Readiness: A Promising Collaboration Between the CSU and CCC," ECCTYC Conference, Presenter, Fall 2009. "William Saroyan: An Introduction to the Man and Writer," Presenter, Yerevan State Linguistic University, Yerevan, Armenia, Fall 2008. "Armenian or American? 'Both and Neither': The Significance of William Saroyan's Armenian-American Identity in Understanding His Work," Presenter, William Saroyan: World Literature and National Identity, Republic of Armenia's Ministry of Culture, Yerevan, Armenia, Fall 2008. "'not finished yet, perhaps not by a long shot': William Saroyan and His Enduring Vision," Presenter, William Saroyan at 100: An International Symposium Dedicated to the 100th Anniversary of the Birth of the Author, Fresno, Fall 2008. "A Brief Introduction to William Saroyan: His Life, His Work, His Vision," Presenter, The Bishop's School, La Jolla, Fall 2007. "Teaching Nonfiction Texts, Building Critical Reading Skills: Core Concepts and Specific Strategies," Presenter, ECCTYC Conference, Fall 2007. Cal-PASS Freshman Composition Alignment Project" – ECCTYC Conference, Presenter, "Fall 2007. Strengthening Student Success Conference, Presenter, Fall 2007. San Diego East County Chamber of Commerce Business Education Committee/California Legislative Education Project: Post Secondary Transitions and Student Success/and Campaign for College Opportunity Statewide Briefing, Fall 2008.

Jensen, Susan

On Campus: Project Success Coordinator, 2003-present. Basic Skills Workshop Coordinator, 2009. English Department Student Learning Outcomes Retreat, 2008. First California Learning Communities Consortium, Created and Hosted, 2008.

Off Campus: “Developing and Sustaining Learning Communities,” Workshop Presenter, nationwide, 2005-present. Washington Center/Learning Communities Retreat, 2009.

Ledri-Aguilar, Lisa

On Campus: Academic Senator, 2008-present. California Learning Communities Consortium Retreat, 2008. English Department Student Learning Outcomes Retreat, 2008.

Off Campus: Lamb’s Players Theatre, Board Member, 2011. Lamb’s Players Theatre, President, 2010. Lamb’s Players Theatre, Board Member, 2005-2009. National Council of Teachers of English (NCTE) Convention, Chicago, 2011. California Association of Teachers of English (CATE) Conference, Sacramento, 2011. Promising Practices, 2006-present. Oxbridge Academic Forum, Presenter, 2011. NTCE, Florida, 2010. Oxbridge Academic Forum, Presenter, Oxford, 2008. CATE, 2007. CATE, 2006.

Medina, Joe

On Campus: The Celebration of Banned Books, Coordinator, 1995-present. Literary Arts Festival, 2005-present. English 120 Level Coordinator, 2005-present. English Department Student Learning Outcomes Retreat, 2008. Puente Coordinator, 1989-2006.

Mitchell, Linda

On Campus: Basic Skills Workshop, 2010. Academic Rank Committee, 1997-present (2011 chair). United Faculty, Senator, 2005-2009. Project Success, hosted first California Learning Communities Consortium retreat in San Diego, 2008 (co-planned, coordinated, and acted as MC for two day event). English Department Student Learning Outcomes Retreat, 2008. Earth Science Faculty Hire Committee, 2005.

Off Campus: “Developing and Sustaining Learning Communities,” Workshop Facilitator, Kaskaskia College, Illinois, 2011. California Learning Communities, Advisory Board, 2007-present. California Learning Communities Annual Retreat, 2008-2011. San Diego Writer’s Conference, 2010 and 2011. Washington Center for the Advancement of Undergraduate Education, Summer Institute Resource Mentor, 2009. “Developing and Sustaining Learning Communities,” Workshop Facilitator, Southwestern Illinois College, 2009. California Learning

Communities Retreat, Presenter, 2008-2009. NTCE Convention, Presenter, New York, 2007. Central Valley Learning Communities Consortium, Presenter, Modesto, 2007.

Mood, Stephanie

On Campus: Creative Writing Program Co-Coordinator, 1992-present. Fall Author Series and Literary Arts Festival, 1996-2011. Creative Writing Program Fundraiser: The WRITE-A-THON, 2008 and 2010. English Department Student Learning Outcomes Retreat, 2008. Lester Bangs Memorial Reading, Featured Author, 2010. Summer Institute, 2009. Literary Arts Festival, Presenter on George Orwell, 2008. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2003-2005 and Spring 2003.

Off Campus: People's Food Co-op, Board of Directors and community organizer, 2010-present. Association of Writers and Writing Programs (AWP) Conference, Denver, 2010. CPR Training and Certification, 2009. Universal Design for Online Courses, San Diego State University (SDSU), 2007. Annual St. Patrick's Day Irish Literature Reading, 2007-present. San Diego Writers, Ink, Featured Author, 2007. American Association of University Women (AAUW), Presenter, 2010.

Nolen, Jenny

On Campus: Composition Assessment Test (CAT), Coordinator, 2005-present. Faculty Inquiry Group for Critical Thinking (FIG), 2010-present. Summer Institute, 2010. Basic Skills Initiative Task Force, 2007-2008. English Department Student Learning Outcomes Retreat, 2008. San Diego County Learning Communities Consortium, 2007. Building a Learning Community Workshop, 2005.

Off Campus: National Association for Developmental Education (NADE) Conference, Washington DC, 2011. Introduction to Reading Apprenticeship, Cuyamaca College, 2010. Skip Downing's On-Course Workshop, Los Angeles, 2009. California Learning Communities Consortium, San Diego, 2009. Basic Skills Regional Workshop, San Diego Mesa College, 2008. Learning Communities Conference, Norwalk, Cerritos College, 2005.

Phillips, Gary

On Campus: California Learning Communities Consortium Retreat, 2008. Writing Center Round Table, 2008. English Department Student Learning Outcomes Retreat, 2008.

Off Campus: Project Success Workshop, Coronado, 2008.

Sako, Qais

On Campus: California Learning Communities Consortium Retreat, 2008. English Department Student Learning Outcomes Retreat, 2008.

Reinert Schmitt, Adelle

On Campus: Mixed Messages, Webmaster, Editor. English Department Student Learning Outcomes Retreat, 2008.

Sherlock, Karl J.

On Campus: Creative Writing Program, 1998-present. World Arts and Cultures Committee, 2011. Henrietta Lacks Project, Webmaster, Resource Center and Logo Design, 2011. Lester Bangs Archive, Webmaster, 2011-present. English Department Webmaster, 2006-present. Creative Writing Program, Webmaster, 2002-present. World Arts and Cultures Committee Webmaster, 2009-present. Creative Writing Program Fundraiser: The WRITE-A-THON, 2010. Science Festival/National Service Month Presenter. English Department Student Learning Outcomes Retreat, 2008. Creative Writing Faculty Showcase Project, 2007. Celebration of Banned Books, Presenter, 2007. Literary Arts Festival Website Development, 2007. Grief Workshop, Presenter, 2007. *Everyone's a Writer*, Presenter, 2007. Celebration of Banned Books, Presenter, 2006.

Off Campus: *Opium Magazine's Literary Death Match*, Performer, 2011. Best of So Say We All Showcase, Performer, 2011. Educational Testing Services (ETS) Statewide Composition Assessment, Berkeley, 2006. Council for Programs in Technology and Science Conference 2005.

Adjunct Faculty

Ades, Sally

On Campus: Summer Institute, 2011.

Off Campus: Project READ, University of San Diego, 2011 and 2010.

Alfonsi, Marie

On Campus: California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council English Alignment Project (ECAP), 2010.

Off Campus: ECAP Trainer of high school faculty, 2010. San Diego City College Learning Communities Retreat, 2008. Freshman/First-Year Experience, Presenter, 2008-2009. Cal-PASS Reading Institute for Academic Preparedness (RIAP), 2005.

Allison, Tarah

On Campus: Creative Writing Program WRITE-A-THON, Volunteer, 2008.

Off Campus: Acceleration in Context Initiative, Oakland, 2011. Basic Skills Conference, Newport Beach, 2008. Basic Skills Conference, Escondido, 2008.

Bacchia, Ryan

On Campus: Summer Institute, 2010-2011. Basic Skills Retreat, 2011.

Off Campus: English 120 SLO Committee, Cuyamaca College, 2010-2011. College Composition and Communication Conference, 2005.

Berger, Micah

On Campus: California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2010.

Cardoza, Patricia

On Campus: Literary Arts Festival, Presenter, 2012. Film Club Advisor, 2011.

Off Campus: "Interdisciplinary Event with *Hoop Dreams* Director Steve James, Panelist, San Diego State University, 2007.

Castillo, Jana

Off Campus: English 120 SLO Conference, Marina Village, 2005.

Deutsch, Adam

On Campus: Small Press Publishing Presentation to Acorn class, 2011. Literary Arts Festival, Presenter, "Small Press Publishing," 2011. A Celebration of Banned Books, Attendee, 2011. Lester Bangs Memorial Reading,

Attendee, 2011. Creative Writing Program Fundraiser: The WRITE-A-THON, Presenter and Volunteer, 2010.

Off Campus: Cooper Dillon Book Exhibitor, AWP, Washington DC, 2011. Pedagogy Forum Presenter, AWP, Denver, 2010. Pilcrow Lit Fest, Panelist and Moderator, Chicago, 2008. "The Re-routing Panel," Moderator, Pilcrow Lit Fest, Chicago, 2008. Pilcrow Lit Fest, Coordinator, Chicago, 2007-2008. Rhetoric Textbook Committee, University of Illinois at Urbana-Champaign (UIUC), 2007. Workshop for Instruction Orientation, Advisor, UIUC, 2008. Professional Seminar for Teaching Rhetoric, Participant, UIUC, 2005.

Dill, Bert

Off Campus: Harry Potter Conference, 2009.

Drake, Dorothy

On Campus: Developmental English Teaching, 2010.

Edwards, Allison

Off Campus: Essential PowerPoint Class, 2010. Comprehensive Word/Excel Class, 2009. Teaching English through Music (ESL), 2009. California Teachers of English to Speakers of Other Languages CATESOL Regional Conference, 2006.

Farquar, Kirin

Off Campus: Grant Writing Symposium, 2009.

Fielden, Carl

Off Campus: *Wechsler Adult Intelligence Scale IV (WAIS IV)* advanced interpretation training, California Association on Postsecondary Education and Disability, CAPED Annual Conference, San Diego, 2009. *Wechsler Adult Intelligence Scale IV (WAIS IV)* update training, California Association of Postsecondary Education and Disability, Santiago Canyon College, Orange County, 2009. *Healthy helicopter parenting: Preparing a college-ready independent (rather than dependent) young adult*, with Jenkins-Feinberg and Doucett, Presenter, 20th Annual International Conference on Attention-Deficit/Hyperactivity Disorder, Anaheim, 2008. *A study on the holistic scoring of a college upper-division writing assessment: Investigating the reliability and consequential validity of the Writing Proficiency Assessment*, with Mun and Monzon, Presenter, Association for Institutional Research Forum, San Diego, 2005.

Jones, Elaine

On Campus: Basic Skills Workshop, 2009.

Kaluzhski, Sasha

On Campus: Summer Institute, 2011.

Knittel, Rebecca

On Campus: Project Success Meeting, 2010.

Off Campus: Women's Peacemakers Conference, University of San Diego, 2011. CATESOL Conference, Pasadena, 2010. Ph.D. courses in composition theory and pedagogy, 2007-2009. CCCC, San Francisco, 2009. CATESOL, Seattle, 2008.

Krehbiel, Rosemary

On Campus: Summer Institute, 2010.

Off Campus: California University Writing Project.

Lederer, Peter

On Campus: Summer Institute, 2011. Cal-PASS Freshman Composition Alignment Committee, 2011.

Off Campus: Basic Skills Program Workshop, University of California, San Diego, 2006.

Lesser, Matthew

On Campus: Summer Institute, 2011.

Off Campus: Immersion Spanish Language Program, Oaxaca, Mexico, 2006.

Luster, Carl

Off Campus: Introductory Courses in Computer Sciences/Web Development: HTML, Flash, SQL, Need Institution, 2005-2008. Local Community Association & Community Planning, Board Chair, 2009-2011. Local Community Association & Community Planning, Volunteer, 2007-2011.

McGregor, Kristen

Off Campus: TESOL Certificate, San Diego State University (SDSU), 2010. TE 631, Seminar in Language Arts, SDSU, 2010. TE 639, Literacy & Language, SDSU, 2009. RIAP, SDSU, 2008.

Moretti, Christine

Off Campus: CLAD-ELD Certificate, 2007.

Musgrave, Jim

On Campus: WRITE-A-THON, Presenter, 2008.
Off Campus: Online Instruction, San Diego Conference, 2005-2007.

Ness, Katherine

On Campus: Basic Skills Workshop, 2010. Summer Institute, 2009.

Olga, Vienna

On Campus: Summer Institute, 2011. Blackboard Workshops, 2009-2011. Project Success Meetings, 2008-2010. Summer Workshop: "Teaching on-line," 2008.

Off Campus: "Acceleration in Context" Initiative Workshop, Mesa College, 2011. Workshop with Richard Lederer, Mesa College, 2008. School of Humanity Conferences/Workshops, Mesa College, 2000-2011. Ph.D. courses in Education (English), AIU, 2000-2005. Ph.D. in Education (English), AIU, 2005. "Focused Communicative Tasks," Workshop with Dr. Rod Ellis, AIU, 2005. CATESOL State and Regional Conferences, 2000-2005. Linguistic Conference (LASSO - The Linguistic Association of the Southwest) at Texas Tech University, Presenter, "Interlanguage," October 7-9, 2005.

Praniewicz, Brendan

On Campus: Summer Institute, 2011. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Freshman Alignment Project, 2010-2011. Blackboard Orientation, 2011. PowerPoint Workshop, 2009.

Off Campus: San Diego Writers Ink, Anthology, First Reader, 2011. Point Loma Nazarene Driftwood Press, Chief Nonfiction Selection Committee and Featured Writer, 2010. Cal-PASS, 2010. Just in Time for Foster Youth, Writing Mentor, 2011. "Faculty Program" at Just in Time for Foster Youth, Committee Member and Lecturer, 2011.

Rall, John

Off Campus: San Diego Area Writing Project, Fellow and Teacher Consultant, Morse High, Julian Charter High, Mesa College, Grossmont College, Rancho Bernardo High, Kearny High and San Diego High.

Sandelin, Raul

On Campus: Lester Bang's Archive, Co-coordinator, 2009-present. Lester Bangs Plaque on Grossmont's *Walk of Fame*, Sponsor and Presenter, 2010. Academic Senator, 2005-2008.

Sargent, Denise

On Campus: Summer Institute, 2009-2010.
Off Campus: Basic Skills Institute, Newport, 2008.

Shapiro, Lisa

On Campus Creative Writing Program, Volunteer/Member, 2009-present. "What It Takes to Win: *Ball Don't Lie*," by Matt de la Pena, 2010. "Cultural Legacy: *Bastard Out of Carolina*," by Dorothy Allison, 2010. Celebration of Banned Books, Presenter, 2009. "Baca's Got Soul: The Work of Jimmy Santiago Baca," Presenter, 2009.
Off Campus: International Women's Writing Guild Conference, New York, 2008-2010. San Diego State University, College of Extended Studies Writers' Conference, 2007-2008. Society Children's Book Writing Conference, New York, 2007. Southern California Writers' Conference, Palm Springs, 2006.

Silva, Alan

On Campus: Program Review, Section 7 Committee Member, 2011. Microsoft Office Courses, 2008.
Off Campus: R.E.A.D. Tutors Conference, San Diego, 2008. SDICCCA Intern, 2007-2008. Cal-PASS Project for Aligning High School and Community College SLOs, 2009. *Pandemonium*, Founding Editor, 2007-2008.

Thomas, Linda

On Campus: Faculty Inquiry Group: Examining Equity Outcomes /Developmental Students, 2011. Basic Skills Committee, 2011. Project Success Committee, 2010-present. Faculty Inquiry Groups: Academic Culture, 2010-present. English Academy Task Force, 2010. Nursing Department Orientation, Presenter, 2009-2011. Summer Institute 2009-2011. Flex Week Presenter, 2009. Summer Institute Presenter, 2009. English 51/52 Handbook Committee, 2007.
Off Campus: Leadership, Ethics, and Basic Skills Task Force (Grant Project) 2011-2012.

Toland-Perry, Amber

On Campus: Faculty Summer Institute, 2011. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2011.

Off Campus: Graduate Course in Instructional Development, San Jose State University, 2011. Curriculum Development for Developmental Composition, Miramar College, 2010-2011.

Tucker, Michelle

On Campus Literary Arts Festival, Volunteer, 2006-present. WRITE-A-THON Volunteer, 2008 and 2010. Celebration of Banned Books, Presenter, 2010-2011.

Tuttle, Sandia

On Campus: Blackboard Trainer, 2005-present.

Off Campus: Tech Ed Conference, Pasadena, 2005-2009.

Van Blaricom, Margaret

On Campus: Academic Culture Faculty Inquiry Group (FIG), 2011. Summer Institute, 2009-2011. Student Learning Outcomes Workshop/Retreat, 2006. Project Success Conference, Presenter, 2005.

Off Campus California Association of Justice Educators (CAAJE)-Leadership & Ethics, Basic Skills (LEBS) Workshop, San Diego, 2011. Cambell Joneses Cultural Proficiency Training, San Diego, 2011. 7 Habits of Highly Effective Teenagers, Training Workshop, 2011. 7 Habits of Highly Effective Educators, Training Workshop, 2011. 5th Annual Cultural Proficiency Institute, Huntington Beach, 2011. California Association of Justice Educators (CAAJE) Conference, San Diego, 2011. College Board Conference—A Dream Deferred: The Future of African American Education, Philadelphia, 2011. Foundation for Critical Thinking Conference, Berkeley, 2011. Learning Communities Workshop, Presenter, Palomar College, 2010. 3rd Annual California Learning Communities Consortium (CLCC) Conference, Cerritos, 2010. 1st Annual California Learning Communities Consortium (CLCC) Conference, 2008. California English Language Development Test Workshop, 2005.

Vienna, Olga

On Campus Summer Institute, 2011. Blackboard Workshops, 2009-2011. Project Success Meetings, 2008-2010. Summer Workshop, "Teaching Online," 2008.

Off Campus: "Acceleration in Context Initiative," Participant, Mesa College. 2011. Workshop with Richard Lederer, Participant, Mesa College, 2008. School of Humanity, Conferences/Workshops, Mesa College. 2005-2011. Ph.D. courses in Education (English), AIU, 2000-2005. Ph.D. in Education (English), AIU, 2005. "Focused Communicative Tasks,"

Workshop with Dr. Rod Ellis, Participant, AIU, 2005. CATESOL State and Regional Conferences, 2005. “Interlanguage,” Presenter, Linguistic Conference, The Linguistic Association of the Southwest (LASSO) at Texas Tech University, 2005.

Williams, Robert

On Campus: Creative Writing Program, 2006-present. Literary Arts Festival and Fall Reading Series, Volunteer, 2007-present. WRITE-A-THON, Volunteer and Presenter, 2008 and 2010. Lester Bangs Memorial Reading, Featured Author, 2010. Literary Arts Festival, Presenter on Politics and Language, 2008. English Department Student Learning Outcomes Retreat, 2008. California Partnership for Achieving Student Success (Cal-PASS) Intersegmental Council Alignment Project, 2009-2010.

PUBLICATIONS & PROFESSIONAL RECOGNITION

Full-time Faculty

Ahrens, Joan

Recognition: Teaching Excellence Award, Grossmont College, 2011-2012.

Brown, Sydney

Publications: "The Dinner Table," *Muck and Muse*, 2011, Web. "Truth of the Blue Vein" and "The Boy with Two Moms," *Mamas and Papas: On the Sublime and Heartbreaking Art of Parenting*, San City Works Press, 2010. "My Tulips' Internment," *A Year in Ink*, San Diego Writers, Ink, 2009. "The Difference Between a Horror Film and Scary Movie," *Hunger and Thirst: Food Literature*, City Works Press, 2008. "The Grapevine," *Red: A Journal of the Arts*, Working Class Kitchen, 2007. "Makeshift Memorials." *i.e. (inside english)*, *English Council of Two-Year Colleges*, 2005. "The Role of the Immigrant in the Local Economy," *Sunshine/Noir: Writing from San Diego and Tijuana*, City Works Press, 2005.

Recognition: Commitment to Service Award, Grossmont College Foundation, 2011. Semifinalist, Persea Books Poetry Prize, 2010. Finalist, Marsh Hawk Poetry Prize, 2010. Teaching Excellence Award, Grossmont College, 2007-2008.

Cardenas, Juliana

Recognition: Teaching Excellence Award, Grossmont College, 2009-2010.

Ding, Tony

Recognition: Teaching Excellence Award, Grossmont College, 2009-2010.

Griffith, Ryan

Publications: "Thrill of Fire," *Night Train*, 2011, Web. "Our Constructive Past" and "Niepravda," *Elimae*, 2008, Web.

Harris, Cindi.

Publications: Review of *Hip Deep: Opinion, Essays, and Vision from American Teenagers*, *California English*, June 2007.

Harvey, Cathy

Recognition: President's Leadership Award, Grossmont College, 2003-2004.

Holder, Oralee

Recognition: President's Leadership Award, Grossmont College, 2009-2010. Teaching Excellence Award, Grossmont College, 2008-2009.

Hurvitz, Tate

Publications: "Space Mirrors – Too Far Out?: Reflections of Geoengineering," VoiceofSanDiego.org, March 2, 2011. "Who Needs Sperm When an Egg Alone Will Do?" VoiceofSanDiego.org, January 4, 2011. "Aerosols Could Change the Nature of Environmentalism," VoiceofSanDiego.org, October 4, 2010. "Education and Evolution," VoiceofSanDiego.org, February 4, 2009. "When It Comes to Science, Who Says What?" VoiceofSanDiego.org, September 24, 2008. "Back to the Future: In Vitro Fertilization and the Future of Stem Cells," VoiceofSanDiego.org, July 26, 2008.

Recognition: Teaching Excellence Award, Grossmont College, 2011-2012.

Jendian, Micah

Publications: "Having the Time of Your Life: William Saroyan's Challenge to the Culture Industry," *Between Paris and Fresno: Armenian Studies in Honor of Dickran Kouymjian*, Ed. Barlow Der Mugrdchian, Costa Mesa: Mazda Press, 2008, 717-36.

Recognition: Cal-PASS Freshman Composition Alignment (Co-Coordinated by Ryan Griffith and Micah Jendian) was recognized as a "Practice with Promise" by the Campaign for College Opportunity, November 2008.

Jensen, Sue

Recognition: Distinguished Faculty, Grossmont College, 2011-2012. Teaching Excellence Award, Grossmont College, 2006-2007.

Mood, Stephanie

Publications: *California Poems: Gold in Them Hills*, Xlibris, Corp., 2010. "The Accident," *Serving House: A Journal of the Literary Arts*, 2010, Web.

Recognition: Teaching Excellence Award, Grossmont College, 2006-2007.

Phillips, Gary

Publications: *The Essentials of Tutoring*, with Joyce Philips, Houghton-Mifflin, 2005. *The Magic Lantern Stories* with Joyce Philips, 2010.

Recognition: Distinguished Faculty, Grossmont College, 2006-2007.

Sherlock, Karl.

Publications: *Six Descending Notes*, 2004, Web. *The Suicide Clause: A One-Act Play*, 2004. "Clear: A True Story," *Gay, Gayer, Gayest*, 2009, Video/Web. "Clear: A True Story," *The Best of So Say We All*, 2010, Video/Web. "Simple Music," *The Far East: Everything Just As It Is*, The San Diego Foundation / So Say We All, 2012.

Adjunct Faculty

Ades, Sally

Publications: *Women and the Word: Womanist Writers Subvert Patriarchy*, Verlag Dr. Muller (VDM), Germany, 2011.

Cardoza, Patricia

Publications: "Lesbians," with Marsden, Kilinger, and Rothblum. N.J. Salkind and K DeRuyck, eds. *Encyclopedia of Human Development*, Sage Publications, 2006. Book Review with Zeng, Xiaoxin, and Rothblum. *With her Machete in Her Hand: Reading Chicana Lesbians* by Rueda Esquibel. *Sinister Wisdom*, 2007.

Deutsch, Adam

Publications: Interview, *Fringe Magazine*, 2011. "True Story with Real Books" and "Big Dummy," *Forklift*, 2012. "The Longest Pier," *Tusculum Review*, 2012. "Postscript" – *H_NGM_N #11*, 2011, web. "Only Giving Eyes," *The Nepotist*, 2010, Web. "One Sure Thing of Any Night," *Trunk of Delirium*, 2009. "Judder" & "Axiom," *Gander Press Review*. 2009. "Percolator Ode" and "Your Logo Glass Ode" and "Pool Cue Ode" and "Ode to the Knife" & "Cigar Ode," *No Tell Motel*, Web, 2009. "The First Time I Replace the '72 MGB's Clutch on My Own," *Anti—*, Web, 2008. "We'll Make it to Iowa by Tonight," *MGB Driver*, Vol. 16, No. 4, 2006. "The Arrangement," *Stirring: A Literary Magazine*, 2005.

Fielden, Carl

Recognition: Doctoral Fellow, Community College Leadership Developmental Initiative, 2006.

Lederer, Peter

Publications: *How to Be a Critic: The Academic Art of Interpreting Literature and Film*, New York: McGraw-Hill, 2011. *Analyzing Argument: A Guide to Critical Reasoning*, New York: McGraw-Hill, 2011.

LePetri, Joseph

Recognition: Teaching Excellence Award, Grossmont College, 2006-2007.

Montouri, Gary

Recognition: Teaching Excellence Award, Grossmont College, 2008-2009.

Musgrave, Jim

Publications: *Best New Writing*, 2011.

Recognition: Honorable Mention, *New Millennium Writing*, 2011.

Rall, John

Publications: "An Educational Bildungsroman," *National Gallery of Writing*, Summer 2009.

Sandelin, Raul

Publications: Contributing Writer for *San Diego Troubadour*, 2005-present.

Shapiro, Lisa

Recognition: Teaching Excellence Award, Grossmont College 2011-2012.

Silva, Alan

Publications: *Claims of Identity in Bret Harte's Gabriel Conroy: The Nature of the Feast*, SDSU Press, 2008.

Thomas, Linda

Recognition: Teaching Excellence Award, Grossmont College 2009-2010.

Vienna, Olga

Recognition: Kudos Award, Grossmont College, 2002.

Publications: "Analysis of Interlanguage in Written Production," *Anglistics of XXI. Century*, St. Petersburg: 2007. "The Analysis of Twelve Grammatical Errors," *SPELTA*, St. Petersburg Newsletter: October 2002, Issue 23.

Williams, Robert

Publications: "1000 Marilyns," The Postcard Press, 2011. "July 24, 1985," *6S: Six Sentences*, 2010. "Meant to Be A Child Star." *It All Changed in an Instant: Still More Six Word Memoirs*, Harper Perennial, 2010. "Party Planning," *Fool For Love*. Timothy J. Lambert Becky Cochrane, eds, Cleis Press, 2009. Editor, with Ted Gideonse, *From Boys To Men: Gay Men Write About Growing Up*, Carroll & Graf, 2006. "My Compulsion," *400 Words*, 2006. "Catch-Up," *San Diego City Beat*, 2006. "Tales From TJ: Gay Life Below the Border." *San Diego Gay and Lesbian Times*, 2006. "Son of Kong," *Pindeldyboz*, 2006. "Everlasting Love: Long Term Relationships in the Gay Community," *San Diego Gay and Lesbian Times*, 2006. "A Pirate Life for Me," *Maisonneuve Magazine*, 2005.

Recognition: Teaching Excellence Award, Grossmont College, 2008-2009.

APPENDIX 11: GROSSMONT WSCH ANALYSIS REPORT

SEMESTERS	Total FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
Fall 2004	42.623	17,376	407.66	15,777	370.15	90.79
Spring 2005	40.509	16,573	409.11	14,204	350.63	85.7
Total	83	33,949	816.77	29,981	720.78	
Fall 2005	46.291	19,147	413.62	16,541	357.32	86.38
Spring 2006	44.092	18,523	420.09	14,306	324.45	77.23
Total	90.383	37,670	833.71	30,847	681.77	
Fall 2006	47.373	19,643	414.64	17,000	358.85	86.54
Spring 2007	47.791	19,993	418.34	15,230	318.67	76.17
Total	95.164	39,636	832.98	32,230	677.52	
Fall 2007	47.49	19,748	415.83	17,391.00	366.19	88.06
Spring 2008	48.624	20,369	418.9	16,345	336.15	80.24
Total	96.114	40,117	834.73	33,735	702.34	
Fall 2008	55.95	22,443	401.1	19,542	349.47	87.07
Spring 2009	54.51	22,204	407.34	18,049	331.11	81.29
Total	110.46	44,647	808.44	37,591	680.58	
Fall 2009	54.21	21,874	403.51	17,579	324.28	80.36
Spring 2010	52.47	21,153	403.18	19,626	374.07	92.78
Total	106.68	43,027	806.69	37,205	698.35	
Fall 2010	49.87	19,858	398.19	17,004	340.96	85.63
Spring 2011	48.64	19,273	396.25	18,565	381.7	93.33
Total	98.51	39,131	794.44	35,569	722.66	

APPENDIX 12: DEPARTMENT EQUIVALENCIES

JOINT CUYAMACA COLLEGE and GROSSMONT COLLEGE EXPLANATION REGARDING ESTABLISHMENT OF EQUIVALENCIES for ENGLISH plus FORM for JOB APPLICANTS

Authors: Oralee Holder, Chair, Grossmont College English Department
Mary Graham, Chair, Cuyamaca College English Department
Gary Phillips, past Chair, Grossmont College English Department
Chuck Charter, past Chair, Cuyamaca College English Department

Date: May 15, 2009

BACKGROUND:

English is one of several disciplines requiring instructors to possess a Master's Degree or the equivalent. The specific language from Minimum Qualifications for Faculty and Administrators in California Community Colleges reads as follows:

English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The equivalent
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The options and processes described on the following pages are meant to establish specific ways in which applicants for instructional positions who do not meet the minimum qualifications listed above might still be considered for teaching positions because they possess enough equivalent preparation and/or experience to be considered qualified to teach in the discipline.

DIRECTIONS FOR JOB APPLICANTS:

When filling out the form, you should recognize that it is YOUR responsibility to be as specific and accurate as possible in all areas in order to allow parties on both campuses to readily determine whether equivalency has been met or not. You are asked to provide verification of all education, certification, and experience.

EQUIVALENCY DETERMINATION

ENGLISH DEPARTMENTS, CUYAMACA COLLEGE and GROSSMONT COLLEGE

Name of applicant: _____

Address: _____

Telephone number and e-mail address: _____

Date: _____

PLEASE CHECK WHICH OF THE FOLLOWING OPTIONS BEST DESCRIBES YOUR CURRENT SITUATION:

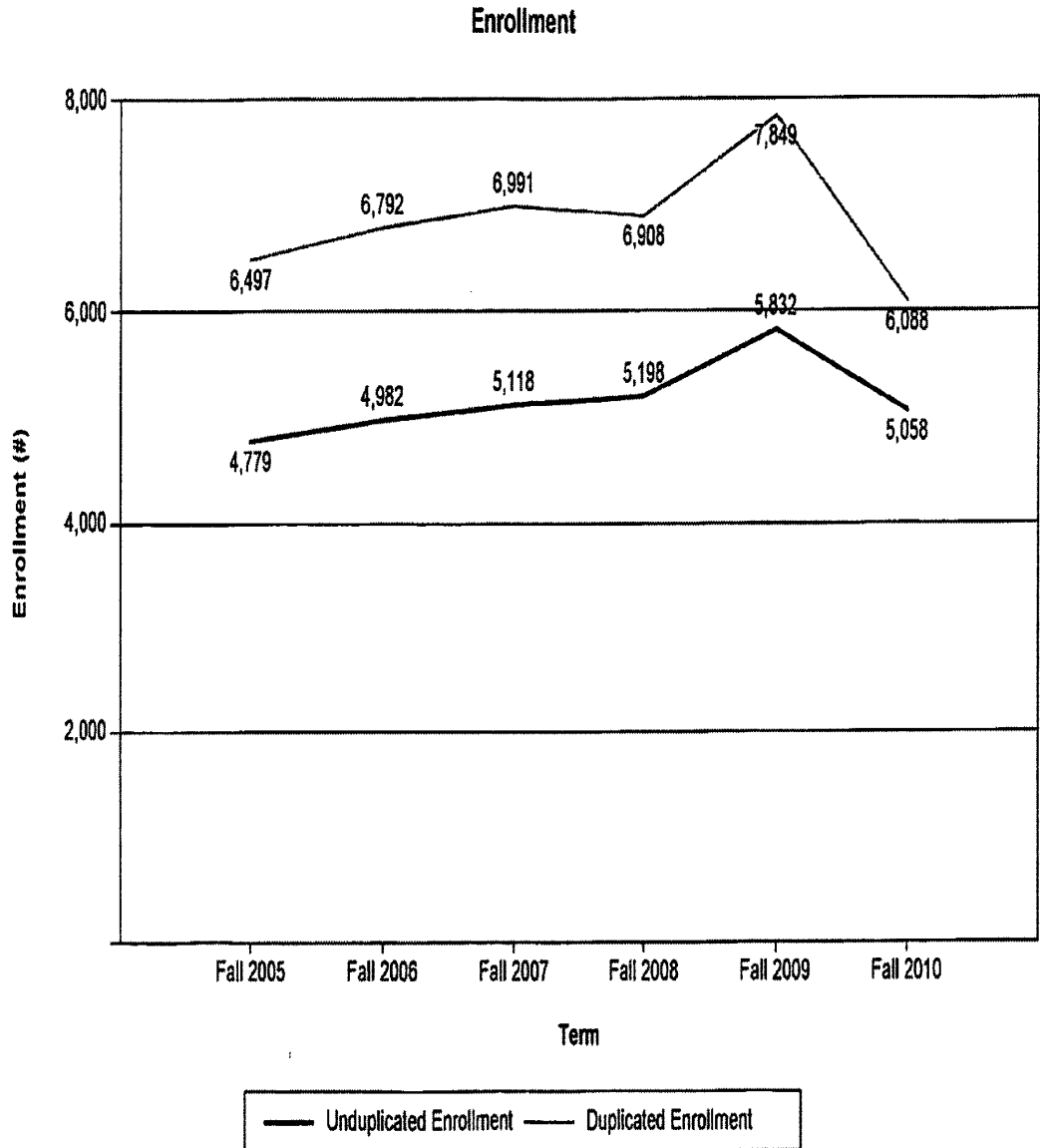
- OPTION 1:** Applicant has:
Bachelor's degree in English, literature, comparative literature, or composition/rhetoric
AND
15 graduate units in English, literature, comparative literature, composition/rhetoric, linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism
AND
A minimum of two (2) academic years of supervised discipline-specific research and written work similar to that of a master's thesis **OR** a minimum of two (2) years of working in the field as a proofreader, an editor, or a publisher.

- OPTION 2:** Applicant has:
Bachelor's degree in English, literature, comparative literature, or composition/rhetoric
AND
Eminence in the field of publishing, as demonstrated by publication of multiple novels, short stories, or chapbooks of poems through reputable, non-vanity or on-demand presses **OR** 2 years of experience working as an editor or journalist
AND
9 graduate units in English, literature, comparative literature, composition/rhetoric, linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism.

- OPTION 3:** Applicant has:
Bachelor's degree in any academic discipline
AND
15 graduate units in English, literature, comparative literature, composition/rhetoric, linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism
AND
A minimum of five (5) academic years of supervised discipline-specific research and written work similar to that of a master's thesis **OR** a minimum of five (5) years of working in the field as a proofreader, an editor, or a publisher.

APPENDIX 13: STATISTICAL DATA OUTCOME PROFILE

**Grossmont College Enrollment
ENGL**



Grossmont College Enrollment ENGL

Enrollment by Gender (Duplicated Student Count)

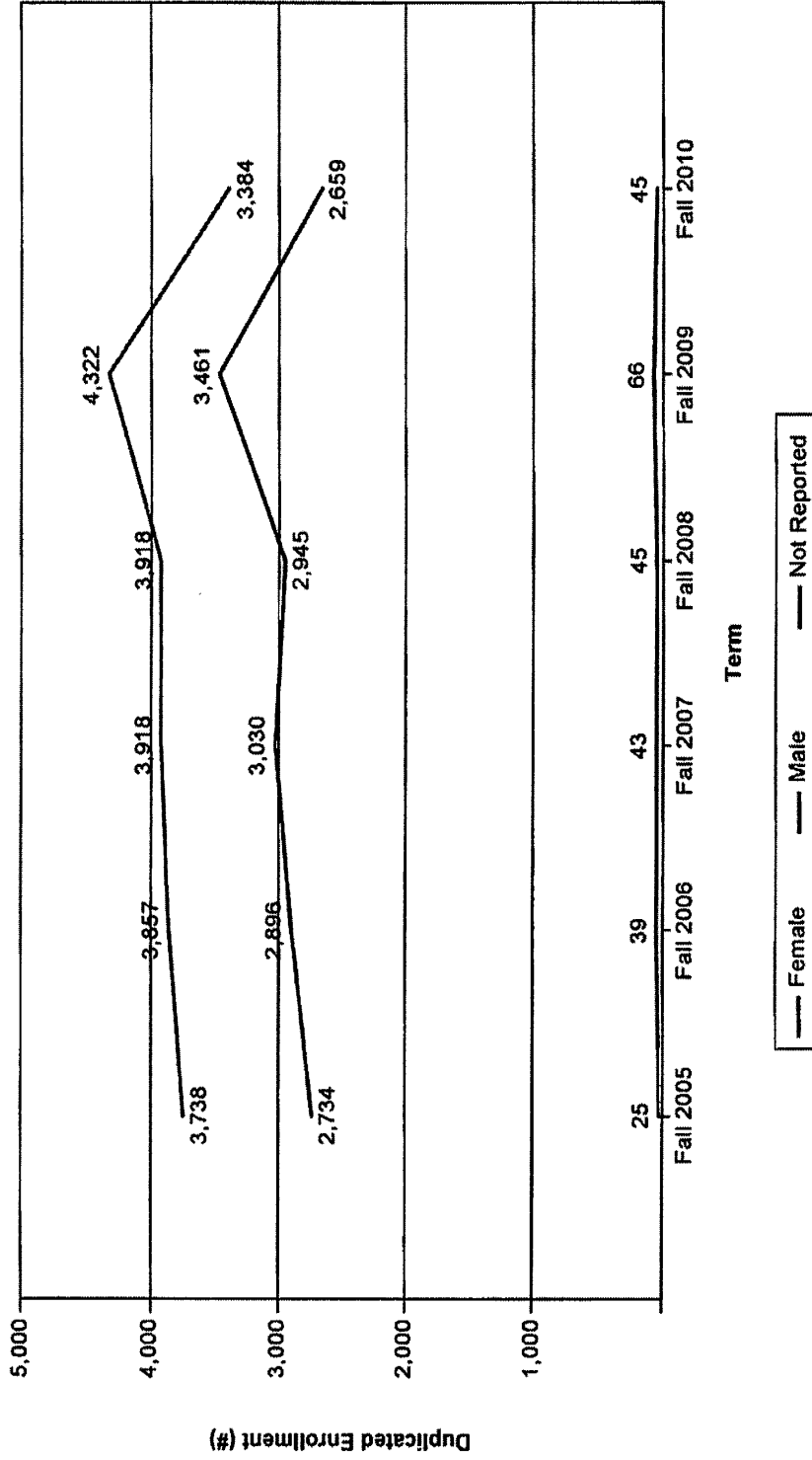
Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3,738	57.5 %	3,857	56.8 %	3,918	56.0 %	3,918	56.7 %	4,322	55.1 %	3,384	55.6 %
Male	2,734	42.1 %	2,896	42.6 %	3,030	43.3 %	2,945	42.6 %	3,461	44.1 %	2,659	43.7 %
Not Reported	25	0.4 %	39	0.6 %	43	0.6 %	45	0.7 %	66	0.8 %	45	0.7 %
Total	6,497	100.0 %	6,792	100.0 %	6,991	100.0 %	6,908	100.0 %	7,849	100.0 %	6,088	100.0 %

Enrollment by Gender (Unduplicated Student Count)

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,701	56.5 %	2,767	55.5 %	2,831	55.3 %	2,902	55.8 %	3,189	54.7 %	2,811	55.6 %
Male	2,059	43.1 %	2,187	43.9 %	2,257	44.1 %	2,264	43.6 %	2,592	44.4 %	2,206	43.6 %
Not Reported	19	0.4 %	28	0.6 %	30	0.6 %	32	0.6 %	51	0.9 %	41	0.8 %
Total	4,779	100.0 %	4,982	100.0 %	5,118	100.0 %	5,198	100.0 %	5,832	100.0 %	5,058	100.0 %

**Grossmont College Enrollment
ENGL**

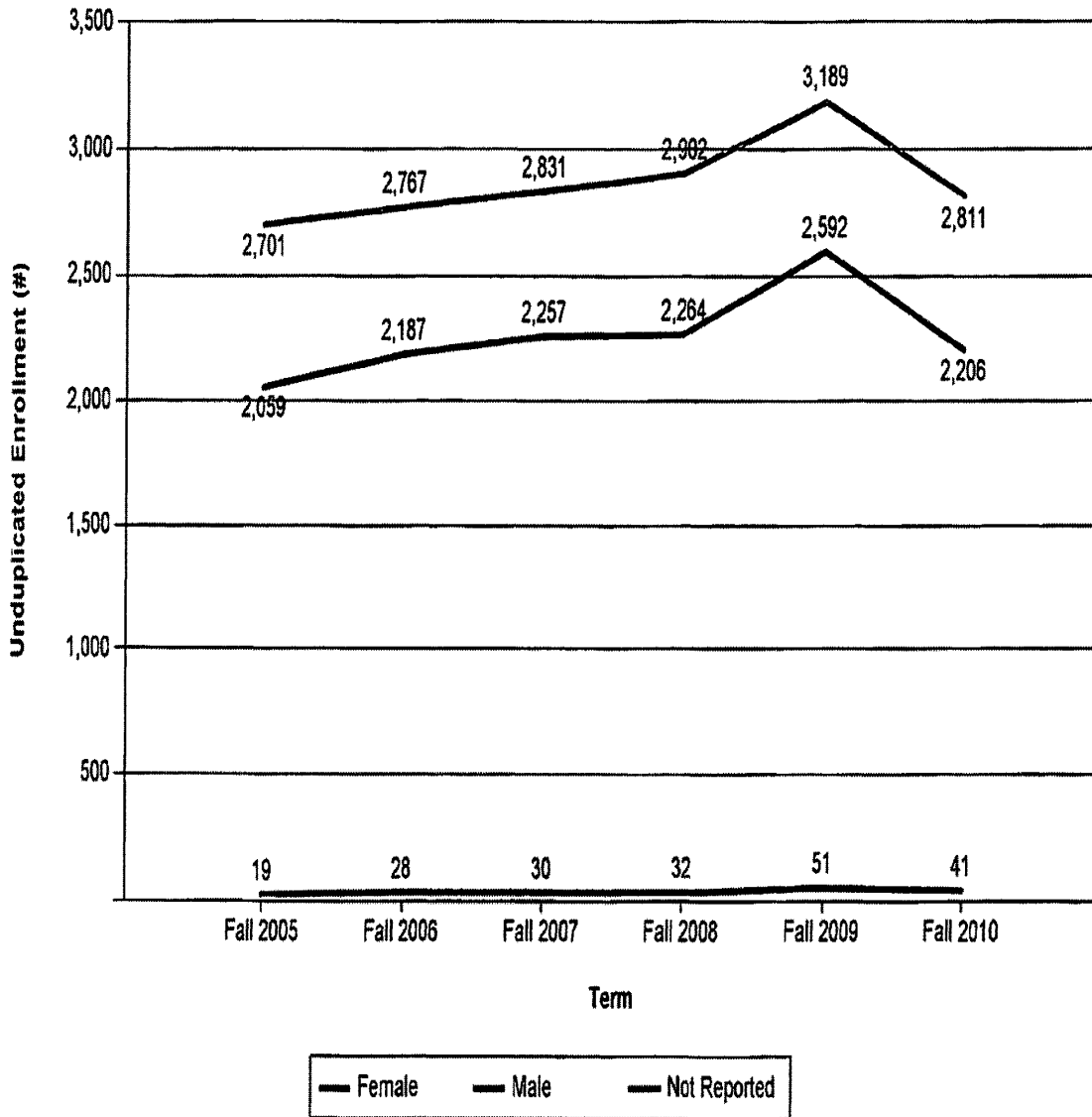
Enrollment by Gender (Duplicated Student Count)



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 Duplicated headcount represents seat count.
 Unduplicated headcount represents distinct student headcount.

Grossmont College Enrollment ENGL

Enrollment by Gender (Unduplicated Student Count)



Grossmont College Enrollment ENGL

Enrollment by Age (Duplicated Student Counts)

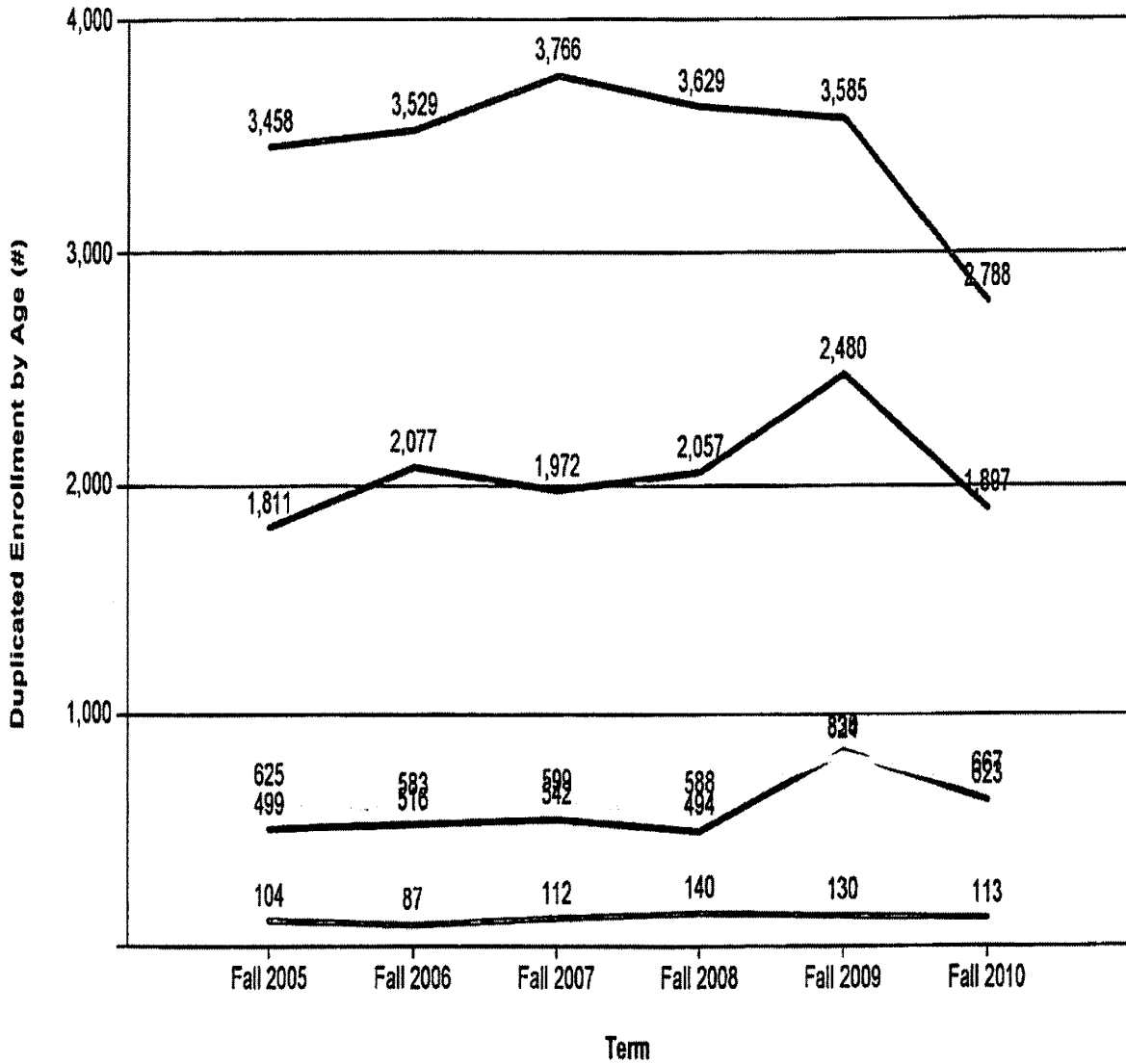
Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	3,458	53.2 %	3,529	52.0 %	3,766	53.9 %	3,629	52.5 %	3,585	45.7 %	2,788	45.8 %
20-24	1,811	27.9 %	2,077	30.6 %	1,972	28.2 %	2,057	29.8 %	2,480	31.6 %	1,897	31.2 %
25-29	499	7.7 %	516	7.6 %	542	7.8 %	494	7.2 %	830	10.6 %	623	10.2 %
30-49	625	9.6 %	583	8.6 %	599	8.6 %	588	8.5 %	824	10.5 %	667	11.0 %
50+	104	1.6 %	87	1.3 %	112	1.6 %	140	2.0 %	130	1.7 %	113	1.9 %
Total	6,497	100.0 %	6,792	100.0 %	6,991	100.0 %	6,908	100.0 %	7,849	100.0 %	6,088	100.0 %

Enrollment by Age (Unduplicated Student Count)

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	2,481	51.9 %	2,553	51.2 %	2,655	51.9 %	2,662	51.2 %	2,578	44.2 %	2,233	44.1 %
20-24	1,396	29.2 %	1,566	31.4 %	1,531	29.9 %	1,605	30.9 %	1,936	33.2 %	1,631	32.2 %
25-29	381	8.0 %	385	7.7 %	402	7.9 %	390	7.5 %	624	10.7 %	549	10.9 %
30-49	448	9.4 %	412	8.3 %	438	8.6 %	433	8.3 %	597	10.2 %	550	10.9 %
50+	73	1.5 %	66	1.3 %	92	1.8 %	108	2.1 %	97	1.7 %	95	1.9 %
Total	4,779	100.0 %	4,982	100.0 %	5,118	100.0 %	5,198	100.0 %	5,832	100.0 %	5,058	100.0 %

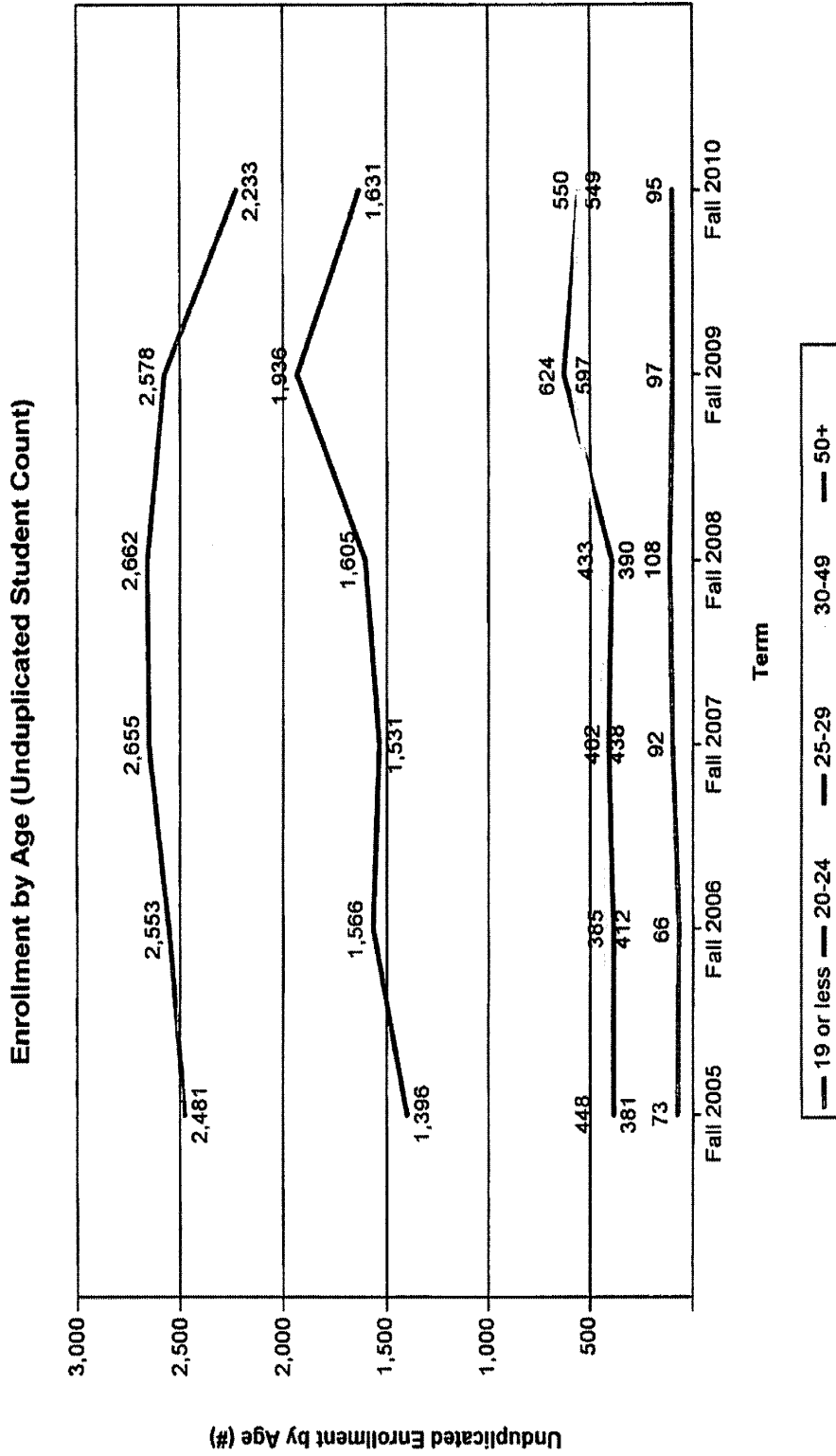
Grossmont College Enrollment ENGL

Enrollment by Age (Duplicated Student Count)



19 or less
 20-24
 25-29
 30-49
 50+

**Grossmont College Enrollment
ENGL**



Grossmont College Enrollment ENGL

Enrollment by Ethnicity (Duplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	61	0.9 %	67	1.0 %	74	1.1 %	62	0.9 %	47	0.6 %	31	0.5 %
Asian	496	7.6 %	565	8.3 %	579	8.3 %	626	9.1 %	702	8.9 %	352	5.8 %
Black non-Hispanic	558	8.6 %	556	8.2 %	671	9.6 %	620	9.0 %	728	9.3 %	457	7.5 %
Filipino	259	4.0 %	304	4.5 %	288	4.1 %	343	5.0 %	309	3.9 %	297	4.9 %
Hispanic	1,306	20.1 %	1,484	21.8 %	1,478	21.1 %	1,552	22.5 %	1,905	24.3 %	1,703	28.0 %
Not Reported	476	7.3 %	510	7.5 %	512	7.3 %	567	8.2 %	559	7.1 %	244	4.0 %
Pacific Islander	80	1.2 %	72	1.1 %	106	1.5 %	131	1.9 %	82	1.0 %	56	0.9 %
Two or More	194	3.0 %	230	3.4 %	209	3.0 %	160	2.3 %	354	4.5 %	395	6.5 %
White non-Hispanic	3,067	47.2 %	3,004	44.2 %	3,074	44.0 %	2,847	41.2 %	3,163	40.3 %	2,553	41.9 %
Total	6,497	100.0 %	6,792	100.0 %	6,991	100.0 %	6,908	100.0 %	7,849	100.0 %	6,088	100.0 %

Enrollment by Ethnicity (Unduplicated Student Counts)

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/Alaskan Native	42	0.9 %	46	0.9 %	53	1.0 %	51	1.0 %	34	0.6 %	26	0.5 %
Asian	381	8.0 %	407	8.2 %	406	7.9 %	463	8.9 %	509	8.7 %	313	6.2 %
Black non-Hispanic	360	7.5 %	381	7.6 %	436	8.5 %	432	8.3 %	510	8.7 %	358	7.1 %
Filipino	196	4.1 %	222	4.5 %	213	4.2 %	238	4.6 %	230	3.9 %	245	4.8 %
Hispanic	941	19.7 %	1,057	21.2 %	1,042	20.4 %	1,125	21.6 %	1,343	23.0 %	1,356	26.8 %
Not Reported	349	7.3 %	382	7.7 %	380	7.4 %	427	8.2 %	417	7.2 %	214	4.2 %
Pacific Islander	53	1.1 %	55	1.1 %	78	1.5 %	88	1.7 %	63	1.1 %	47	0.9 %
Two or More	147	3.1 %	164	3.3 %	151	3.0 %	123	2.4 %	252	4.3 %	322	6.4 %
White non-Hispanic	2,310	48.3 %	2,268	45.5 %	2,359	46.1 %	2,251	43.3 %	2,474	42.4 %	2,177	43.0 %
Total	4,779	100.0 %	4,982	100.0 %	5,118	100.0 %	5,198	100.0 %	5,832	100.0 %	5,058	100.0 %

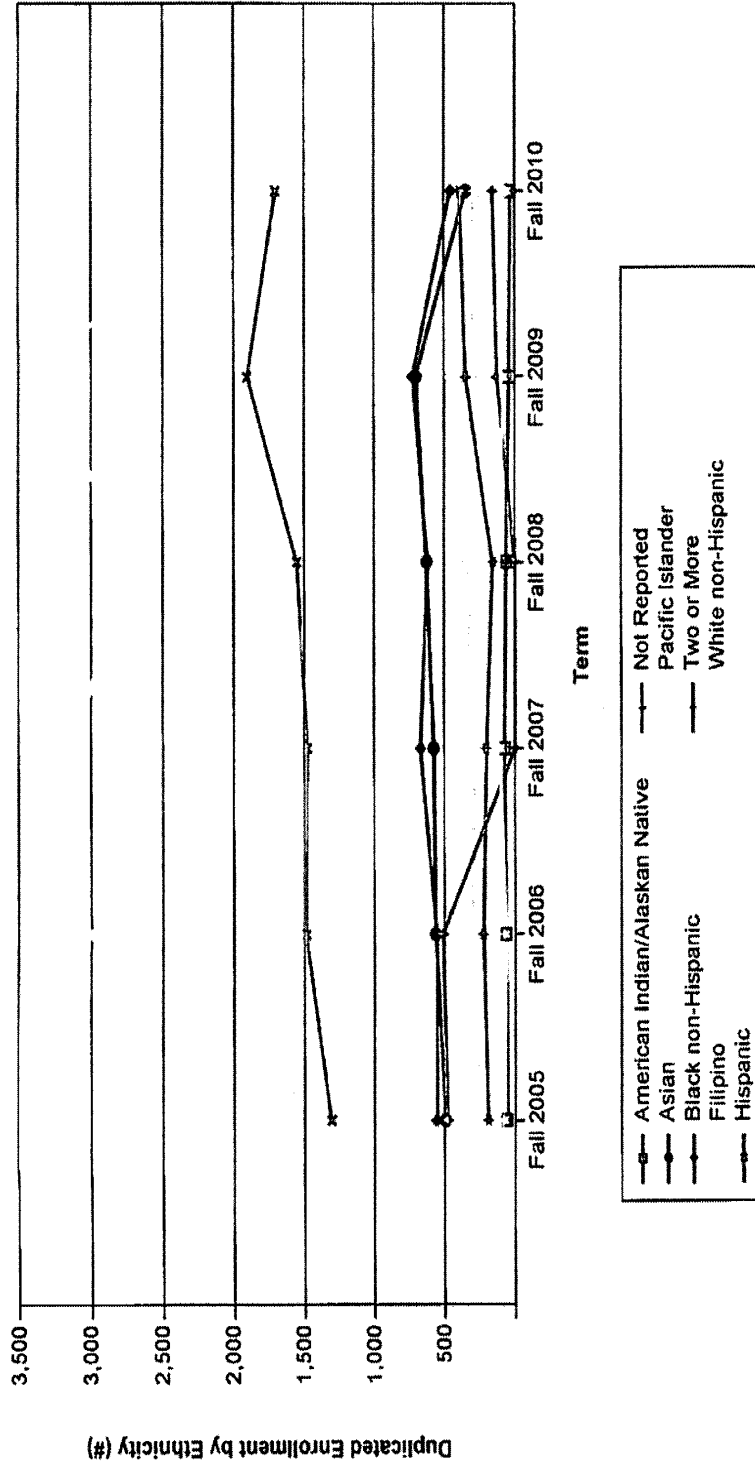
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Duplicated headcount represents seat count.
Unduplicated headcount represents distinct student headcount.

8 of 10

**Grossmont College Enrollment
ENGL**

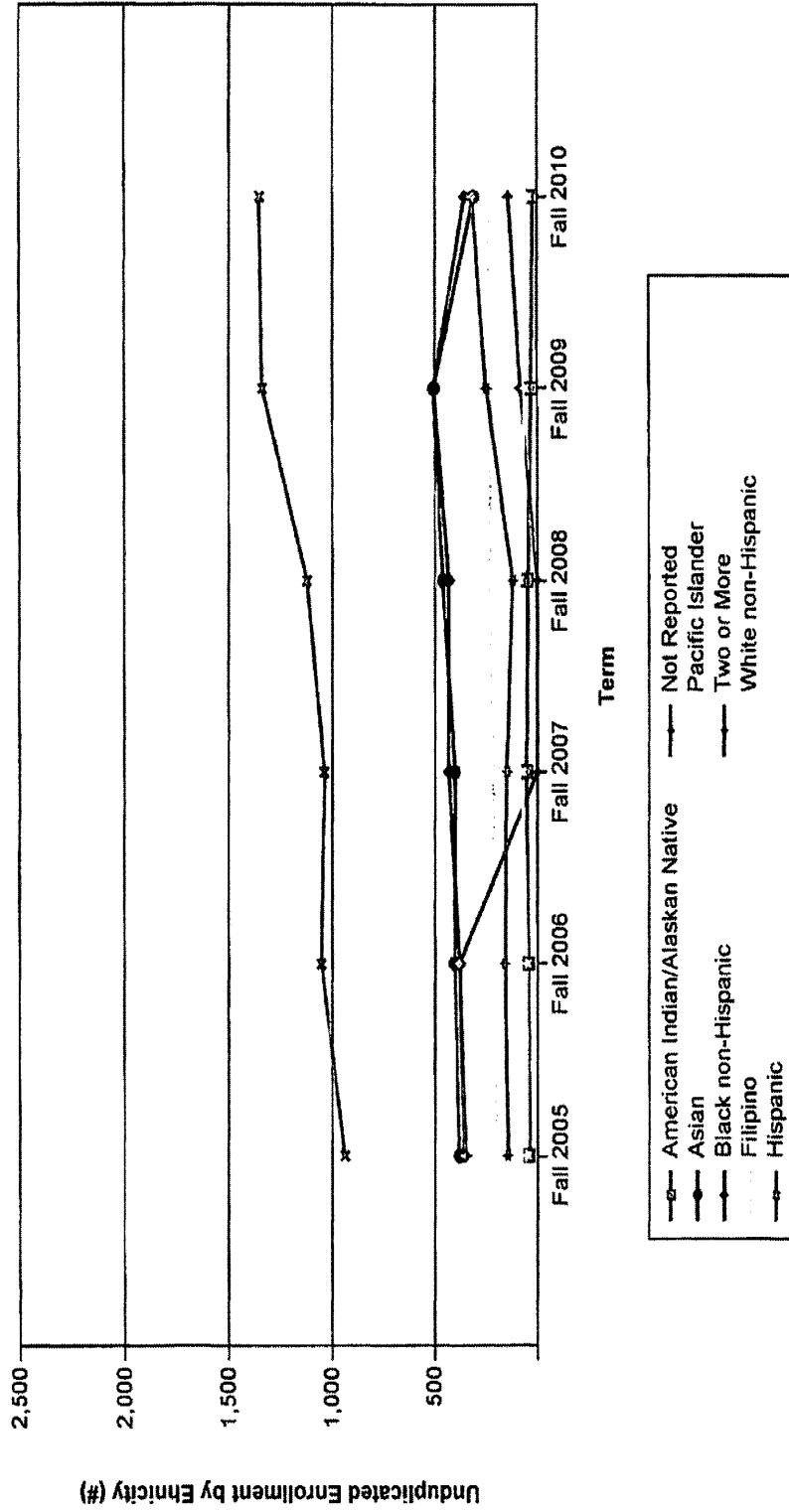
Enrollment by Ethnicity (Duplicated Student Count)



Duplicated headcount represents seat count.
Unduplicated headcount represents distinct student headcount.

**Grossmont College Enrollment
ENGL**

Enrollment by Ethnicity (Unduplicated Student Count)



Grossmont Success and Retention
by Gender for Subject %ENGL

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2004FA	Male	1496	64.1%	357	15.3%	482	20.6%	1853	79.4%	2335
	Female	2135	69.1%	351	11.4%	603	19.5%	2486	80.5%	3089
	Not Reported	17	73.9%	0	0.0%	6	26.1%	17	73.9%	23
	Total	3648	67.0%	708	13.0%	1091	20.0%	4356	80.0%	5447

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005SP	Male	1287	62.4%	266	12.9%	511	24.8%	1553	75.2%	2064
	Female	1931	69.1%	278	9.9%	587	21.0%	2209	79.0%	2796
	Not Reported	11	45.8%	4	16.7%	9	37.5%	15	62.5%	24
	Total	3229	66.1%	548	11.2%	1107	22.7%	3777	77.3%	4884

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005FA	Male	1493	62.4%	360	15.1%	538	22.5%	1853	77.5%	2391
	Female	2243	71.2%	309	9.8%	600	19.0%	2552	81.0%	3152
	Not Reported	12	57.1%	6	28.6%	3	14.3%	18	85.7%	21
	Total	3748	67.4%	675	12.1%	1141	20.5%	4423	79.5%	5564

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2006SP	Male	1388	64.0%	267	12.3%	514	23.7%	1655	76.3%	2169
	Female	1848	66.8%	297	10.7%	622	22.5%	2145	77.5%	2767
	Not Reported	7	70.0%	1	10.0%	2	20.0%	8	80.0%	10
	Total	3243	65.6%	565	11.4%	1138	23.0%	3808	77.0%	4946

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2006FA	Male	1577	63.5%	372	15.0%	535	21.5%	1949	78.5%	2484
	Female	2200	68.6%	345	10.8%	664	20.7%	2545	79.3%	3209

Grossmont Success and Retention by Gender for Subject %ENGL

Not Reported	22	68.8%	6	18.8%	4	12.5%	28	87.5%	32
Total	3799	66.4%	723	12.6%	1203	21.0%	4522	79.0%	5725

Grossmont Success and Retention
by Gender for Subject %ENGL

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007SP										
	Male	1456	60.7%	299	12.5%	643	26.8%	1755	73.2%	2398
	Female	1919	66.3%	290	10.0%	684	23.6%	2209	76.4%	2893
	Not Reported	19	67.9%	4	14.3%	5	17.9%	23	82.1%	28
	Total	3394	63.8%	593	11.1%	1332	25.0%	3987	75.0%	5319

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007FA										
	Male	1581	61.3%	403	15.6%	596	23.1%	1984	76.9%	2580
	Female	2258	70.0%	321	10.0%	645	20.0%	2579	80.0%	3224
	Not Reported	27	77.1%	3	8.6%	5	14.3%	30	85.7%	35
	Total	3866	66.2%	727	12.5%	1246	21.3%	4593	78.7%	5839

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008SP										
	Male	1542	60.2%	304	11.9%	715	27.9%	1846	72.1%	2561
	Female	1977	66.0%	299	10.0%	719	24.0%	2276	76.0%	2995
	Not Reported	16	55.2%	3	10.3%	10	34.5%	19	65.5%	29
	Total	3535	63.3%	606	10.9%	1444	25.9%	4141	74.1%	5585

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008FA										
	Male	1621	62.1%	386	14.8%	605	23.2%	2007	76.8%	2612
	Female	2348	71.2%	354	10.7%	598	18.1%	2702	81.9%	3300
	Not Reported	26	65.0%	5	12.5%	9	22.5%	31	77.5%	40
	Total	3995	67.1%	745	12.5%	1212	20.4%	4740	79.6%	5952

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009SP										
	Male	1524	61.4%	397	16.0%	560	22.6%	1921	77.4%	2481
	Female	2170	67.1%	385	11.9%	678	21.0%	2555	79.0%	3233

**Grossmont Success and Retention
by Gender for Subject %ENGL**

Not Reported	35	68.6%	8	15.7%	8	15.7%	43	84.3%	51
Total	3729	64.7%	790	13.7%	1246	21.6%	4519	78.4%	5765

Grossmont Success and Retention by Gender for Subject %ENGL

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009FA	Male	1948	66.0%	430	14.6%	572	19.4%	2378	80.6%	2950
	Female	2571	72.0%	420	11.8%	578	16.2%	2991	83.8%	3569
	Not Reported	33	55.9%	11	18.6%	15	25.4%	44	74.6%	59
	Total	4552	69.2%	861	13.1%	1165	17.7%	5413	82.3%	6578

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010SP	Male	1811	65.6%	443	16.1%	506	18.3%	2254	81.7%	2760
	Female	2349	68.9%	452	13.3%	609	17.9%	2801	82.1%	3410
	Not Reported	32	61.5%	5	9.6%	15	28.8%	37	71.2%	52
	Total	4192	67.4%	900	14.5%	1130	18.2%	5092	81.8%	6222

Grossmont Success and Retention by Gender for Subject %ENGL

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010FA	Male	1916	72.1%	350	13.2%	393	14.8%	2266	85.2%	2659
	Female	2544	75.2%	350	10.3%	490	14.5%	2894	85.5%	3384
	Not Reported	33	73.3%	5	11.1%	7	15.6%	38	84.4%	45
	Total	4493	73.8%	705	11.6%	890	14.6%	5198	85.4%	6088

Term	Gender	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2011SP	Male	1809	69.8%	342	13.2%	442	17.0%	2151	83.0%	2593
	Female	2381	72.9%	325	10.0%	558	17.1%	2706	82.9%	3264
	Not Reported	26	63.4%	5	12.2%	10	24.4%	31	75.6%	41
	Total	4216	71.5%	672	11.4%	1010	17.1%	4888	82.9%	5898

Grossmont Success and Retention by Age for Subject %ENGL

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2004FA										
	19 or less	2029	69.3%	435	14.9%	464	15.8%	2464	84.2%	2928
	20-24	946	61.4%	192	12.5%	402	26.1%	1138	73.9%	1540
	25-29	252	66.1%	38	10.0%	91	23.9%	290	76.1%	381
	30-49	343	69.2%	41	8.3%	112	22.6%	384	77.4%	496
	50+	78	76.5%	2	2.0%	22	21.6%	80	78.4%	102
	Total	3648	67.0%	708	13.0%	1091	20.0%	4356	80.0%	5447

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005SP										
	19 or less	1534	67.0%	293	12.8%	463	20.2%	1827	79.8%	2290
	20-24	997	62.4%	182	11.4%	418	26.2%	1179	73.8%	1597
	25-29	271	65.9%	35	8.5%	105	25.5%	306	74.5%	411
	30-49	366	72.5%	35	6.9%	104	20.6%	401	79.4%	505
	50+	61	75.3%	3	3.7%	17	21.0%	64	79.0%	81
	Total	3229	66.1%	548	11.2%	1107	22.7%	3777	77.3%	4884

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005FA										
	19 or less	2080	68.6%	436	14.4%	515	17.0%	2516	83.0%	3031
	20-24	998	64.1%	181	11.6%	378	24.3%	1179	75.7%	1557
	25-29	261	64.1%	27	6.6%	119	29.2%	288	70.8%	407
	30-49	358	73.2%	29	5.9%	102	20.9%	387	79.1%	489
	50+	51	63.8%	2	2.5%	27	33.8%	53	66.3%	80
	Total	3748	67.4%	675	12.1%	1141	20.5%	4423	79.5%	5564

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2006SP										
	19 or less	1542	65.7%	316	13.5%	489	20.8%	1858	79.2%	2347
	20-24	1024	64.6%	168	10.6%	393	24.8%	1192	75.2%	1585
	25-29	308	66.7%	39	8.4%	115	24.9%	347	75.1%	462
	30-49	320	67.1%	40	8.4%	117	24.5%	360	75.5%	477
	50+	49	65.3%	2	2.7%	24	32.0%	51	68.0%	75
	Total	3243	65.6%	565	11.4%	1138	23.0%	3808	77.0%	4946

Grossmont Success and Retention by Age for Subject %ENGL

Year	Age	Success		No Success		Unblinded		Retention		Total
		N	%	N	%	N	%	N	%	
2006FA										
	19 or less	2070	67.6%	438	14.3%	554	18.1%	2508	81.9%	3062
	20-24	1113	64.6%	212	12.3%	399	23.1%	1325	76.9%	1724
	25-29	276	65.9%	40	9.5%	103	24.6%	316	75.4%	419
	30-49	294	64.5%	28	6.1%	134	29.4%	322	70.6%	456
	50+	46	71.9%	5	7.8%	13	20.3%	51	79.7%	64
	Total	3799	66.4%	723	12.6%	1203	21.0%	4522	79.0%	5725

Grossmont Success and Retention by Age for Subject %ENGL

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007SP										
	19 or less	1581	65.6%	284	11.8%	546	22.6%	1865	77.4%	2411
	20-24	1086	60.3%	215	11.9%	501	27.8%	1301	72.2%	1802
	25-29	293	63.1%	40	8.6%	131	28.2%	333	71.8%	464
	30-49	351	65.9%	49	9.2%	133	25.0%	400	75.0%	533
	50+	83	76.1%	5	4.6%	21	19.3%	88	80.7%	109
	Total	3394	63.8%	593	11.1%	1332	25.0%	3987	75.0%	5319

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007FA										
	19 or less	2173	67.5%	467	14.5%	581	18.0%	2640	82.0%	3221
	20-24	1026	62.2%	180	10.9%	444	26.9%	1206	73.1%	1650
	25-29	282	65.7%	37	8.6%	110	25.6%	319	74.4%	429
	30-49	319	70.3%	37	8.1%	98	21.6%	356	78.4%	454
	50+	66	77.6%	6	7.1%	13	15.3%	72	84.7%	85
	Total	3866	66.2%	727	12.5%	1246	21.3%	4593	78.7%	5839

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008SP										
	19 or less	1595	62.7%	321	12.6%	626	24.6%	1916	75.4%	2542
	20-24	1166	61.3%	197	10.4%	540	28.4%	1363	71.6%	1903
	25-29	365	66.5%	45	8.2%	139	25.3%	410	74.7%	549
	30-49	345	70.8%	32	6.6%	110	22.6%	377	77.4%	487
	50+	64	61.5%	11	10.6%	29	27.9%	75	72.1%	104
	Total	3535	63.3%	606	10.9%	1444	25.9%	4141	74.1%	5585

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008FA										
	19 or less	2197	67.7%	444	13.7%	602	18.6%	2641	81.4%	3243
	20-24	1118	64.4%	220	12.7%	398	22.9%	1338	77.1%	1736
	25-29	286	68.3%	37	8.8%	96	22.9%	323	77.1%	419
	30-49	318	71.0%	31	6.9%	99	22.1%	349	77.9%	448
	50+	76	71.7%	13	12.3%	17	16.0%	89	84.0%	106
	Total	3995	67.1%	745	12.5%	1212	20.4%	4740	79.6%	5952

Grossmont Success and Retention
by Age for Subject %ENGL

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009SP										
	19 or less	1643	64.9%	405	16.0%	484	19.1%	2048	80.9%	2532
	20-24	1239	60.6%	272	13.3%	535	26.1%	1511	73.9%	2046
	25-29	369	70.7%	72	13.8%	81	15.5%	441	84.5%	522
	30-49	405	72.3%	31	5.5%	124	22.1%	436	77.9%	560
	50+	73	69.5%	10	9.5%	22	21.0%	83	79.0%	105
	Total	3729	64.7%	790	13.7%	1246	21.6%	4519	78.4%	5765

Grossmont Success and Retention
by Age for Subject %ENGL

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009FA										
	19 or less	2240	71.2%	449	14.3%	458	14.6%	2689	85.4%	3147
	20-24	1369	66.1%	249	12.0%	452	21.8%	1618	78.2%	2070
	25-29	438	66.9%	83	12.7%	134	20.5%	521	79.5%	655
	30-49	434	71.7%	69	11.4%	102	16.9%	503	83.1%	605
	50+	71	70.3%	11	10.9%	19	18.8%	82	81.2%	101
	Total	4552	69.2%	861	13.1%	1165	17.7%	5413	82.3%	6578

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010SP										
	19 or less	1666	65.9%	445	17.6%	418	16.5%	2111	83.5%	2529
	20-24	1398	64.6%	318	14.7%	448	20.7%	1716	79.3%	2164
	25-29	465	69.9%	67	10.1%	133	20.0%	532	80.0%	665
	30-49	576	76.1%	64	8.5%	117	15.5%	640	84.5%	757
	50+	87	81.3%	6	5.6%	14	13.1%	93	86.9%	107
	Total	4192	67.4%	900	14.5%	1130	18.2%	5092	81.8%	6222

Grossmont Success and Retention by Age for Subject %ENGL

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010FA	19 or less	2083	74.7%	363	13.0%	342	12.3%	2446	87.7%	2788
	20-24	1350	71.2%	220	11.6%	327	17.2%	1570	82.8%	1897
	25-29	456	73.2%	61	9.8%	106	17.0%	517	83.0%	623
	30-49	519	77.8%	50	7.5%	98	14.7%	569	85.3%	667
	50+	85	75.2%	11	9.7%	17	15.0%	96	85.0%	113
	Total		4493	73.8%	705	11.6%	890	14.6%	5198	85.4%

Term	Age	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2011SP	19 or less	1819	74.1%	317	12.9%	318	13.0%	2136	87.0%	2454
	20-24	1274	65.2%	236	12.1%	444	22.7%	1510	77.3%	1954
	25-29	457	71.4%	62	9.7%	121	18.9%	519	81.1%	640
	30-49	561	78.6%	47	6.6%	106	14.8%	608	85.2%	714
	50+	105	77.2%	10	7.4%	21	15.4%	115	84.6%	136
	Total		4216	71.5%	672	11.4%	1010	17.1%	4888	82.9%

Grossmont Success and Retention
by Ethnicity for Subject %ENGL

Term	Ethnicity	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2004FA										
	American Indian/Alaskan Native	37	67.3%	7	12.7%	11	20.0%	44	80.0%	55
	Asian	266	74.1%	38	10.6%	55	15.3%	304	84.7%	359
	Black non-Hispanic	201	52.8%	90	23.6%	90	23.6%	291	76.4%	381
	Filipino	146	64.9%	23	10.2%	56	24.9%	169	75.1%	225
	Hispanic	670	61.0%	172	15.7%	256	23.3%	842	76.7%	1098
	Not Reported	288	67.6%	45	10.6%	93	21.8%	333	78.2%	426
	Pacific Islander	38	79.2%	7	14.6%	3	6.3%	45	93.8%	48
	Two or More	99	68.8%	17	11.8%	28	19.4%	116	80.6%	144
	White non-Hispanic	1903	70.2%	309	11.4%	499	18.4%	2212	81.6%	2711
	Total	3648	67.0%	708	13.0%	1091	20.0%	4356	80.0%	5447

Term	Ethnicity	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005SP										
	American Indian/Alaskan Native	22	64.7%	3	8.8%	9	26.5%	25	73.5%	34
	Asian	258	72.1%	40	11.2%	60	16.8%	298	83.2%	358
	Black non-Hispanic	210	54.4%	71	18.4%	105	27.2%	281	72.8%	386
	Filipino	104	60.1%	28	16.2%	41	23.7%	132	76.3%	173
	Hispanic	590	59.5%	136	13.7%	266	26.8%	726	73.2%	992
	Not Reported	268	66.0%	34	8.4%	104	25.6%	302	74.4%	406
	Pacific Islander	40	70.2%	6	10.5%	11	19.3%	46	80.7%	57
	Two or More	107	70.9%	14	9.3%	30	19.9%	121	80.1%	151
	White non-Hispanic	1629	70.0%	216	9.3%	481	20.7%	1845	79.3%	2326
	Total	3228	66.1%	548	11.2%	1107	22.7%	3776	77.3%	4883

Term	Ethnicity	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2005FA										
	American Indian/Alaskan Native	25	51.0%	9	18.4%	15	30.6%	34	69.4%	49
	Asian	264	71.5%	43	11.7%	62	16.8%	307	83.2%	369
	Black non-Hispanic	274	58.7%	79	16.9%	114	24.4%	353	75.6%	467
	Filipino	158	69.9%	29	12.8%	39	17.3%	187	82.7%	226
	Hispanic	712	63.2%	153	13.6%	261	23.2%	865	76.8%	1126
	Not Reported	298	72.3%	43	10.4%	71	17.2%	341	82.8%	412

**Grossmont Success and Retention
by Ethnicity for Subject %ENGL**

Pacific Islander	39	62.9%	5	8.1%	18	29.0%	44	71.0%	62
Two or More	91	56.9%	20	12.5%	49	30.6%	111	69.4%	160
White non-Hispanic	1887	70.1%	294	10.9%	512	19.0%	2181	81.0%	2693
Total	3748	67.4%	675	12.1%	1141	20.5%	4423	79.5%	5564

Year	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2006SP										
	American Indian/Alaskan Native	33	63.5%	10	19.2%	9	17.3%	43	82.7%	52
	Asian	301	74.1%	29	7.1%	76	18.7%	330	81.3%	406
	Black non-Hispanic	214	48.1%	81	18.2%	150	33.7%	295	66.3%	445
	Filipino	132	66.7%	26	13.1%	40	20.2%	158	79.8%	198
	Hispanic	632	59.8%	160	15.1%	265	25.1%	792	74.9%	1057
	Not Reported	248	69.5%	31	8.7%	78	21.8%	279	78.2%	357
	Pacific Islander	36	73.5%	2	4.1%	11	22.4%	38	77.6%	49
	Two or More	102	66.2%	17	11.0%	35	22.7%	119	77.3%	154
	White non-Hispanic	1545	69.3%	209	9.4%	474	21.3%	1754	78.7%	2228
	Total	3243	65.6%	565	11.4%	1138	23.0%	3808	77.0%	4946

Year	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2006FA										
	American Indian/Alaskan Native	40	72.7%	5	9.1%	10	18.2%	45	81.8%	55
	Asian	313	74.9%	50	12.0%	55	13.2%	363	86.8%	418
	Black non-Hispanic	224	47.9%	82	17.5%	162	34.6%	306	65.4%	468
	Filipino	180	70.0%	30	11.7%	47	18.3%	210	81.7%	257
	Hispanic	778	62.0%	184	14.7%	292	23.3%	962	76.7%	1254
	Not Reported	287	68.8%	56	13.4%	74	17.7%	343	82.3%	417
	Pacific Islander	42	66.7%	7	11.1%	14	22.2%	49	77.8%	63
	Two or More	121	63.4%	27	14.1%	43	22.5%	148	77.5%	191
	White non-Hispanic	1814	69.7%	282	10.8%	506	19.4%	2096	80.6%	2602
	Total	3799	66.4%	723	12.6%	1203	21.0%	4522	79.0%	5725

Grossmont Success and Retention
by Ethnicity for Subject %ENGL

Year	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007SP										
	American Indian/Alaskan Native	29	59.2%	5	10.2%	15	30.6%	34	69.4%	49
	Asian	300	71.3%	36	8.6%	85	20.2%	336	79.8%	421
	Black non-Hispanic	234	49.4%	89	18.8%	151	31.9%	323	68.1%	474
	Filipino	139	70.2%	18	9.1%	41	20.7%	157	79.3%	198
	Hispanic	738	59.7%	161	13.0%	337	27.3%	899	72.7%	1236
	Not Reported	258	67.2%	37	9.6%	89	23.2%	295	76.8%	384
	Pacific Islander	35	53.0%	13	19.7%	18	27.3%	48	72.7%	66
	Two or More	98	54.4%	26	14.4%	56	31.1%	124	68.9%	180
	White non-Hispanic	1563	67.6%	208	9.0%	540	23.4%	1771	76.6%	2311
	Total	3394	63.8%	593	11.1%	1332	25.0%	3987	75.0%	5319

Year	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2007FA										
	American Indian/Alaskan Native	39	62.9%	9	14.5%	14	22.6%	48	77.4%	62
	Asian	297	73.5%	37	9.2%	70	17.3%	334	82.7%	404
	Black non-Hispanic	275	51.7%	114	21.4%	143	26.9%	389	73.1%	532
	Filipino	158	65.8%	31	12.9%	51	21.3%	189	78.8%	240
	Hispanic	784	62.8%	163	13.1%	302	24.2%	947	75.8%	1249
	Not Reported	301	72.0%	39	9.3%	78	18.7%	340	81.3%	418
	Pacific Islander	49	54.4%	17	18.9%	24	26.7%	66	73.3%	90
	Two or More	108	63.2%	19	11.1%	44	25.7%	127	74.3%	171
	White non-Hispanic	1854	69.4%	298	11.2%	520	19.5%	2152	80.5%	2672
	Total	3865	66.2%	727	12.5%	1246	21.3%	4592	78.7%	5838

Year	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008SP										
	American Indian/Alaskan Native	34	66.7%	4	7.8%	13	25.5%	38	74.5%	51
	Asian	312	71.7%	39	9.0%	84	19.3%	351	80.7%	435
	Black non-Hispanic	272	49.2%	83	15.0%	198	35.8%	355	64.2%	553
	Filipino	141	56.4%	38	15.2%	71	28.4%	179	71.6%	250
	Hispanic	754	59.9%	145	11.5%	360	28.6%	899	71.4%	1259
	Not Reported	262	62.2%	49	11.6%	110	26.1%	311	73.9%	421

Grossmont Success and Retention by Ethnicity for Subject %ENGL

Pacific Islander	61	67.0%	11	12.1%	19	20.9%	72	79.1%	91
Two or More	97	53.3%	31	17.0%	54	29.7%	128	70.3%	182
White non-Hispanic	1602	68.4%	206	8.8%	535	22.8%	1808	77.2%	2343
Total	3535	63.3%	606	10.9%	1444	25.9%	4141	74.1%	5585

Term	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2008FA										
	American Indian/Alaskan Native	35	66.0%	6	11.3%	12	22.6%	41	77.4%	53
	Asian	330	76.6%	26	6.0%	75	17.4%	356	82.6%	431
	Black non-Hispanic	304	58.7%	88	17.0%	126	24.3%	392	75.7%	518
	Filipino	208	71.5%	32	11.0%	51	17.5%	240	82.5%	291
	Hispanic	790	58.8%	220	16.4%	334	24.9%	1010	75.1%	1344
	Not Reported	335	67.7%	54	10.9%	106	21.4%	389	78.6%	495
	Pacific Islander	66	57.9%	21	18.4%	27	23.7%	87	76.3%	114
	Two or More	73	51.0%	17	11.9%	53	37.1%	90	62.9%	143
	White non-Hispanic	1854	72.3%	281	11.0%	428	16.7%	2135	83.3%	2563
	Total	3995	67.1%	745	12.5%	1212	20.4%	4740	79.6%	5952

Term	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009SP										
	American Indian/Alaskan Native	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4
	Asian	333	74.7%	38	8.5%	75	16.8%	371	83.2%	446
	Black non-Hispanic	307	54.2%	110	19.4%	149	26.3%	417	73.7%	566
	Filipino	146	65.8%	19	8.6%	57	25.7%	165	74.3%	222
	Hispanic	803	60.7%	230	17.4%	290	21.9%	1033	78.1%	1323
	Not Reported	321	67.3%	61	12.8%	95	19.9%	382	80.1%	477
	Pacific Islander	58	58.6%	15	15.2%	26	26.3%	73	73.7%	99
	Two or More	80	50.3%	22	13.8%	57	35.8%	102	64.2%	159
	White non-Hispanic	1647	68.0%	288	11.9%	488	20.1%	1935	79.9%	2423
	Total	3729	64.7%	790	13.7%	1246	21.6%	4519	78.4%	5765

Grossmont Success and Retention
by Ethnicity for Subject %ENGL

Term	Ethnicity	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2009FA										
		78	76.5%	10	9.8%	14	13.7%	88	86.3%	102
	American Indian/Alaskan Native	28	65.1%	8	18.6%	7	16.3%	36	83.7%	43
	Asian	365	78.8%	44	9.5%	54	11.7%	409	88.3%	463
	Black non-Hispanic	367	60.5%	118	19.4%	122	20.1%	485	79.9%	607
	Filipino	202	75.4%	28	10.4%	38	14.2%	230	85.8%	268
	Hispanic	1073	66.6%	227	14.1%	312	19.4%	1300	80.6%	1612
	Not Reported	251	69.0%	43	11.8%	70	19.2%	294	80.8%	364
	Pacific Islander	41	55.4%	18	24.3%	15	20.3%	59	79.7%	74
	Two or More	174	58.4%	62	20.8%	62	20.8%	236	79.2%	298
	White non-Hispanic	1973	71.8%	303	11.0%	471	17.1%	2276	82.9%	2747
	Total	4552	69.2%	861	13.1%	1165	17.7%	5413	82.3%	6578

Term	Ethnicity	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010SP										
		66	75.9%	8	9.2%	13	14.9%	74	85.1%	87
	American Indian/Alaskan Native	25	69.4%	6	16.7%	5	13.9%	31	86.1%	36
	Asian	323	74.9%	48	11.1%	60	13.9%	371	86.1%	431
	Black non-Hispanic	344	58.9%	108	18.5%	132	22.6%	452	77.4%	584
	Filipino	178	73.9%	24	10.0%	39	16.2%	202	83.8%	241
	Hispanic	1021	61.2%	327	19.6%	320	19.2%	1348	80.8%	1668
	Not Reported	167	64.2%	34	13.1%	59	22.7%	201	77.3%	260
	Pacific Islander	34	54.0%	15	23.8%	14	22.2%	49	77.8%	63
	Two or More	218	65.7%	53	16.0%	61	18.4%	271	81.6%	332
	White non-Hispanic	1816	72.1%	277	11.0%	427	16.9%	2093	83.1%	2520
	Total	4192	67.4%	900	14.5%	1130	18.2%	5092	81.8%	6222

**Grossmont Success and Retention
by Ethnicity for Subject %ENGL**

Term	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2010FA										
		68	82.9%	9	11.0%	5	6.1%	77	93.9%	82
	American Indian/Alaskan Native	18	58.1%	7	22.6%	6	19.4%	25	80.6%	31
	Asian	280	79.5%	26	7.4%	46	13.1%	306	86.9%	352
	Black non-Hispanic	285	62.4%	99	21.7%	73	16.0%	384	84.0%	457
	Filipino	228	76.8%	30	10.1%	39	13.1%	258	86.9%	297
	Hispanic	1200	70.5%	229	13.4%	274	16.1%	1429	83.9%	1703
	Not Reported	113	69.8%	20	12.3%	29	17.9%	133	82.1%	162
	Pacific Islander	36	64.3%	10	17.9%	10	17.9%	46	82.1%	56
	Two or More	279	70.6%	55	13.9%	61	15.4%	334	84.6%	395
	White non-Hispanic	1986	77.8%	220	8.6%	347	13.6%	2206	86.4%	2553
	Total	4493	73.8%	705	11.6%	890	14.6%	5198	85.4%	6088

Term	Ethnic	Success		No Success		Withdrawal		Retention		Total
		N	%	N	%	N	%	N	%	
2011SP										
		60	80.0%	4	5.3%	11	14.7%	64	85.3%	75
	American Indian/Alaskan Native	20	57.1%	4	11.4%	11	31.4%	24	68.6%	35
	Asian	270	77.4%	26	7.4%	53	15.2%	296	84.8%	349
	Black non-Hispanic	274	58.4%	92	19.6%	103	22.0%	366	78.0%	469
	Filipino	189	70.0%	36	13.3%	45	16.7%	225	83.3%	270
	Hispanic	1213	71.0%	230	13.5%	265	15.5%	1443	84.5%	1708
	Not Reported	87	65.9%	13	9.8%	32	24.2%	100	75.8%	132
	Pacific Islander	39	70.9%	5	9.1%	11	20.0%	44	80.0%	55
	Two or More	292	72.3%	38	9.4%	74	18.3%	330	81.7%	404
	White non-Hispanic	1772	73.8%	224	9.3%	405	16.9%	1996	83.1%	2401
	Total	4216	71.5%	672	11.4%	1010	17.1%	4888	82.9%	5898

APPENDIX 14: FISCAL YEAR FTES ANALYSIS BY PROGRAM REPORT

GCCCD 11/12 Grossmont College Program Review Program Data Elements ENGLISH (150100, 493009, 493021, 493070, 152000)												
Course #												
Engl 051A	Engl 098	Engl 110	Engl 124	Engl 160	Engl 217	Engl 225	Engl 236					
Engl 051B	Engl 098R	Engl 110R	Engl 126	Engl 175	Engl 218	Engl 226	Engl 237					
Engl 051C	Engl 101	Engl 112	Engl 130	Engl 199	Engl 219	Engl 227	Engl 276					
Engl 052A	Engl 105	Engl 118	Engl 134	Engl 201	Engl 221	Engl 228	Engl 277					
Engl 090	Engl 106	Engl 120	Engl 140	Engl 203	Engl 222	Engl 231	Engl 298					
Engl 090R	Engl 108	Engl 122	Engl 145	Engl 215	Engl 223	Engl 232	Engl 299					

FTES and WSCH		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
	Summer	2,604.14	2,872.71	2,528.34	2,781.86	3,153.88	3,305.00	4,071.00	192
	Fall	16,895.96	17,129.39	18,169.99	18,383.35	19,257.58	19,512.00	20,986.50	19,598.00
	Spring	15,056.93	15,122.16	15,669.97	16,500.91	17,681.04	17,992.00	19,566.00	18,508.00
	Total WSCH	34,557.03	35,124.26	36,368.30	37,666.12	40,092.50	40,809.00	44,623.50	38,298.00
	Total FTES	1,151.90	1,170.81	1,212.28	16,500.91	1,336.42	1,360.30	1,487.45	1,276.60
Top	ENGL- Unrestricted	2,546,919	2,518,800	2,946,240	3,546,728	3,655,775	3,806,945	3,771,793	3,668,810
Costs per FTES		2,211.06	2,151.33	2,430.33	2,824.86	2,735.50	2,798.61	2,535.74	2,873.89
	ENGL-Restricted	0	0	0	0	0	0	0	0

APPENDIX 15: FISCAL DATA: OUTCOME PROFILE

Semester Year	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Enrollment Unduplicated	4,673	4,191	4,449	4,226	4,982	4,634	5,120	4,899	5,201	5,027	5,834	5,189	5,058	4,961
Enrollment Duplicated	6,550	5,729	6,497	5,757	6,293	6,243	6,994	6,612	6,915	6,672	7,851	6,222	6,088	5,898
Earned WSCH/FTEF	359.18	350.63	364.05	324.45	360.40	318.67	365.64	336.15	349.47	331	387	374	392.98	382
Total FTES Fiscal Year	1,170.81		1,212.28		1,255.54		1,336.42		1,360.30		1,487.45		1,276.60	
Cost/FTES Fiscal Year	2,151.33		2,430.33		2,824.86		2,735.50		2,798.61		2,534.74		2,873.89	
Total Cost Fiscal Year	2,518,800.00		2,946,240		3,546,728		3,655,755		3,806,945		3,771,793		3,668,810	
Total Revenue Fiscal Year	4,620,016.00		5,447,986.32		5,176,591.42		6,100,530.11		6,209,538.25		6,789,956.38		5,827,461.98	
Other Revenue Fiscal Year														

Note: Cost data includes summer sessions.

APPENDIX 16: ENGLAND: REVISED 4-22-11

**Your guide to English Department Composition and Reading Offerings
[for distribution to students along with their assessment scores]**

**DIRECTIONS FOR THE USE OF ENGLAND:
Your Guide to English Department Composition and Reading Offerings**

1. Review the descriptions on the following pages for various English composition and reading courses into which you might have assessed.
2. The sequence of English writing and reading courses has been carefully developed. Members of the English Department and the Counseling Department believe that most students have the best opportunity for success when they enroll in the recommended courses **as soon as possible** following reception of their assessment results. If there are questions or concerns, please talk to a member of the Counseling Department or contact the English Department Chair or Project Success Coordinator for help in making a final selection of composition or reading classes.
3. Depending on your assessment test results, you may receive a recommendation to enroll in a writing course linked to a reading course. That means the recommendation is to participate in Project Success, an academic community of learners in which students enroll in two specific classes concurrently.
 - Project Success links promote communication and collaboration between you and other students as well as between you and your instructors.
 - The linkages help you see the connections between the curricula of different courses of study.
 - The linkages promote your success. Research indicates that students participating in Project Success links have higher G.P.A.'s and are more likely to enroll in college courses in the following semesters.

See the current Class Schedule for Project Success offerings in a particular semester.

ENGLISH DEPARTMENT COMPOSITION and READING COURSES (with a few suggestions for evaluating your readiness for the classes into which you have assessed):

I. **English 090—Basic Writing Skills**

An individualized, Credit-No Credit workshop in basic English skills allowing the student to bring his or her knowledge of spelling, vocabulary, and/or grammar up to the level required for entry into English 098.

If many of the following statements accurately describe you, then English 90 will be an excellent fit for you:

- I want to build confidence in my ability to write complete sentences and paragraphs of about 100 words in length.
- I would like to improve my vocabulary.
- I would like to improve my reading comprehension.
- I have been told I sometimes write in sentence fragments or run my sentences together.
- I believe I could benefit from instruction in punctuation, sentence structure, and parts of speech.

If you assessed into English 090, we strongly encourage you to make English classes the foundation of your semester schedule. In order to meet the prerequisite for the next level composition course (English 098), English 090 must be taken WITH a reading course. Usually, English 090 is taken in conjunction with English 090R (description follows), within a Project Success link. However, students may instead take English 105-6-7 (description follows) in conjunction with English 090 if 105-6-7 is being offered. **Be sure to check the current Class Schedule when you register.**

English 090R - Reading Skills Development

A systematic reading improvement program aimed at developing higher speed, better comprehension, and more efficient study methods. This course is offered as part of a Project Success link (of English 090 and English 090R).

English 105, 106, 107—College Reading

A systematic reading improvement program aimed at developing higher speed, better comprehension, and more efficient study methods. Offered for one, two, or three semesters, English 105-6-7 is individualized to suit each student's own needs and abilities and may be combined with English 090 to meet the prerequisite for English 098.

II. **English 098—English Fundamentals**

Review of the fundamentals of grammar and punctuation. Introduction to the writing process using paragraphs in a variety of rhetorical modes such as narration, comparison-contrast, and exemplification, and writing at least one multi-paragraph essay by the end of the semester.

If many of the following statements accurately describe you, then English 98 will be an excellent fit for you:

- With specific directions, I am usually able to write complete sentences and paragraphs.
- I recognize common punctuation marks like the comma and semi-colon, but I am not sure when to use them correctly.
- I would like to improve my vocabulary, in my speech and writing.
- I read some magazines but generally do not read full-length books.
- I am not as confident as I would like to be in my writing and reading skills. (Note: A lack of confidence may also be the result of being out of school for a few years.)

If you assessed into English 098, we strongly encourage you to make an English class (or classes) the foundation of your semester schedule. You may enroll in a stand-alone English 098 course, or you may participate in Project Success by taking English 098 in conjunction with the reading course English 098R (description follows); such participation in a learning community will very likely enhance your chances of success at the English 098 level. Be sure to check the current Class Schedule when you register to determine your options.

English 098R—Reading Fundamentals

A systematic reading improvement program aimed at developing higher speed, better comprehension, and more efficient study methods. This course is offered as part of a Project Success link (of English 098 and English 098R)

III. **English 110—College Composition**

English 110 is designed to prepare students for entry into English 120. Students will practice the writing process by composing essays with an emphasis on effective expression through the study of appropriate skills. Students will read critically, analyze, and evaluate expository, argumentative, and imaginative

writing. By the end of the course, students will be able to write a position paper by using and acknowledging multiple sources.

If many of the following statements accurately describe you, then English 110 will be an excellent fit for you:

- I understand the function of a topic sentence in a paragraph.
- I can write coherent, unified paragraphs filled with details and examples when given the appropriate directions.
- I write rough drafts and revise my ideas before completing a finished draft for evaluation.
- I read a variety of materials, including full-length books.
- I am able to write complete sentences and know the difference between a sentence and a fragment.
- I do not need a review of grammar and punctuation; however, if I need help with either, I know where to find the answer.

You may enroll in a stand-alone English 110 course, or you may participate in Project Success by taking English 110 in conjunction with the reading course English 110R (description follows); Project Success also provides English 110 links to various literature courses, including English 201, Images of Women in Literature and English 217, Science Fiction and Fantasy. Other links include taking English 110 and Psychology 120 or English 110 and History 119.

Be sure to check the current Class Schedule when you register to determine your options for both stand-alone and linked English 110 classes. Also, check your Grossmont College Catalog because General Education requirements vary depending on your educational goals and the institution to which you plan to transfer.

English 110R—Principles of College Reading

A systematic reading improvement program aimed at developing higher speed, better comprehension, and more efficient study methods. This course is offered as part of a Project Success link (of English 110 and English 110R).

IV. English 120—Composition and Reading

This first semester transfer-level composition course is designed to develop critical reading and college-level writing skills. Based on analysis and evaluation of texts, and in response to particular audiences and purposes, students will construct expository and argumentative papers, including an extended argument, which synthesizes, integrates, and acknowledges multiple sources.

If many of the following statements accurately describe you, then English 120 will be an excellent fit for you:

- I understand the function of the thesis statement in an expository prose essay and can produce strong controlling ideas for my own essays.
- I feel confident producing coherent, cohesive paragraphs of 150-200 words.
- I can develop paragraphs using a variety of different strategies, including but not limited to process analysis, comparison/contrast, and causal analysis; I also use a variety of transitions to link my paragraphs and ideas.
- My writing style is characterized by a variety of sentence patterns that use subordination and coordination.
- I enjoy reading a wide variety of materials, including full-length books.
- I have begun to develop a writing style that I believe uniquely characterizes me.

Project Success learning community links are also an option at the English 120 level. Students may enroll in English 120 in conjunction with special content-area sections in departments such as History, Humanities, Psychology, Sociology, Biology, and Math. Some of these links form interdisciplinary Honors clusters to further challenge the 120-level student.

Be sure to check the current Class Schedule when you register to determine your options for both stand-alone and linked English 120 classes. Also, check your Grossmont College Catalog because General Education requirements vary depending on your educational goals and the institution to which you plan to transfer.

NOTE:

All students in English composition and reading courses may use and benefit from a variety of tutoring services offered in the English Writing Center (in the LRC/Tech Mall, Room 70-119). Supervised Tutoring (IDS 198) provides tutors to assist students with their writing assignments, focusing on problems with organization, grammar, and punctuation. In addition to Supervised Tutoring, the EWC also offers English 51 and English 52: .5 and 1 unit Credit/NCR courses designed for students who seek assistance in the writing process. As students engage in writing compositions for their college classes, they often experience individualized problems related to their writing. English 51 or 52 provide a workshop approach to the study of language, enabling students to obtain help from an instructor as they address their individualized areas of weakness.

APPENDIX 17: ENGLISH EXPRESS DATA FOR ENGLISH 98: 2005-10

This study examines success, retention, and persistence data for students who first enrolled in English 98 in a summer term as compared with students who first enrolled in English 98 in a fall or spring term. Cohort students are classified according to the term of their first ENGL 98 enrollment. Students not taking ENGL 98 for the first time during this period are excluded.

Unless otherwise noted, data include all Grossmont College students who first enrolled in English 98 from Fall 2005 through Summer 2010.

The report contains five sections:

1. English 98 Cohort Description and Demographics
2. English 98 Outcomes for Cohort Students
3. Prior English Enrollments for Cohort Students
4. Subsequent English Enrollments for Cohort Students
5. Graduation and Transfer Rates for Cohort Students

This study examines success, retention, and persistence data for students who first enrolled in English 98 in a summer term as compared with students who first enrolled in English 98 in a fall or spring term. Cohort students are classified according to the term of their first ENGL 98 enrollment. Students not taking ENGL 98 for the first time during this period are excluded.

Unless otherwise noted, data include all Grossmont College students who first enrolled in English 98 from Fall 2005 through Summer 2010.

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English 98 Cohort Description and Demographics

For the purposes of Table 1, summer terms are grouped with the preceding academic year.

Table 1. English 98 Cohorts*

Academic Year	Number of Students		
	Fall	Spring	Summer
2005-06	943	506	106
2006-07	1,036	536	89
2007-08	966	639	119
2008-09	949	613	126
2009-10	896	680	121
Total	4,790	2,974	561

* Cohort students attempted ENGL 98 for the first time in the listed semester.

Table 2. Cohort Students' Assessment Scores

	Term of First ENGL 98	N	Mean	Standard Deviation
APS Reading	Fall	4,619	18.6	4.4
	Spring	2,815	17.8	5.1
	Summer	516	18.1	4.7
APS Writing	Fall	4,619	21.9	4.0
	Spring	2,815	21.2	4.4
	Summer	516	21.1	4.4
APS Total	Fall	4,619	40.5	6.6
	Spring	2,815	39.0	7.9
	Summer	516	39.1	7.6

Table 3. English 98 Cohort Student Enrollment in 98/98R Links

Term of First ENGL 98	98/98R Link		Not Linked		Total
	N	%	N	%	
Fall	1,625	33.9	3,165	66.1	4,790
Spring	1,527	51.3	1,447	48.7	2,974
Summer	108	19.3	453	80.7	561
Overall	3,260	39.2	5,065	60.8	8,325

Table 4. English 98 Cohort Students by Gender

Term of First ENGL 98	Female		Male		Not Reported		Total
	N	%	N	%	N	%	
Fall	2,589	54.1	2,172	45.3	29	0.6	4,790
Spring	1,603	53.9	1,349	45.4	22	0.7	2,974
Summer	303	54.0	255	45.5	3	0.5	561
Overall	4,495	54.0	3,776	45.4	54	0.6	8,325

Table 5. English 98 Cohort Students by Ethnicity

Term of First ENGL 98	Asian		Black		Hispanic		White		Unknown/Other		Total
	N	%	N	%	N	%	N	%	N	%	
Fall	569	11.9	523	10.9	1,268	26.5	1,974	41.2	456	9.5	4,790
Spring	319	10.7	411	13.8	873	29.4	1,058	35.6	313	10.5	2,974
Summer	74	13.2	75	13.4	155	27.6	193	34.4	64	11.4	561
Overall	962	11.6	1,009	12.1	2,296	27.6	3,225	38.7	833	10.0	8,325

Table 6. English 98 Cohort Students by Age Group

Term of First ENGL 98	<20		20 - 24		25 - 29		30 - 49		50+		Total
	N	%	N	%	N	%	N	%	N	%	
Fall	3,702	77.3	637	13.3	209	4.4	219	4.6	23	0.5	4,790
Spring	1,633	54.9	813	27.3	259	8.7	250	8.4	19	0.6	2,974
Summer	213	38.0	166	29.6	87	15.5	86	15.3	9	1.6	561
Overall	5,548	66.6	1,616	19.4	555	6.7	555	6.7	51	0.6	8,325

English 98 Course Outcomes for Cohort Students

The tables below show course retention and success rates for cohort students' first enrollment in English 98.

Table 7. English 98 Course Retention Rates (Cohort Student Enrollments)

Term of First ENGL 98	Retained		Withdrew		Total
	N	%	N	%	
Fall	3,864	80.7	926	19.3	4,790
Spring	2,261	76.0	713	24.0	2,974
Summer	499	88.9	62	11.1	561
Overall	6,624	79.6	1,701	20.4	8,325

Table 8. English 98 Course Success Rates (Cohort Student Enrollments)

Term of First ENGL 98	Successful		Not Successful		Withdrew		Total
	N	%	N	%	N	%	
Fall	3,140	65.6	724	15.1	926	19.3	4,790
Spring	1,802	60.6	459	15.4	713	24.0	2,974
Summer	439	78.3	60	10.7	62	11.1	561
Overall	5,381	64.6	1,243	14.9	1,701	20.4	8,325

Prior English Enrollments for Cohort Students

Prior English enrollments include English 90 courses taken at Grossmont or Cuyamaca College.

Table 9. English 90 Course Enrollment and Success

Term of First ENGL 98	Student Enrolled in ENGL 90 Prior to ENGL 98		Student Successfully Completed ENGL 90 Prior to ENGL 98	
	N	%	N	%
Fall	234	4.9	218	4.6
Spring	510	17.1	473	15.9
Summer	85	15.2	77	13.7
Overall	829	10.0	768	9.2

Subsequent English Enrollments for Cohort Students

This section includes data for students who first enrolled in ENGL 98 from Fall 2005 through Summer 2008 only, and examines enrollment in ENGL 110 and 120 within two years of the first ENGL 98 enrollment. Subsequent English enrollments include courses taken at Grossmont or Cuyamaca College.

**English 110 and 120 Outcomes For English 98 Students
(See Tables 10 & 12)**

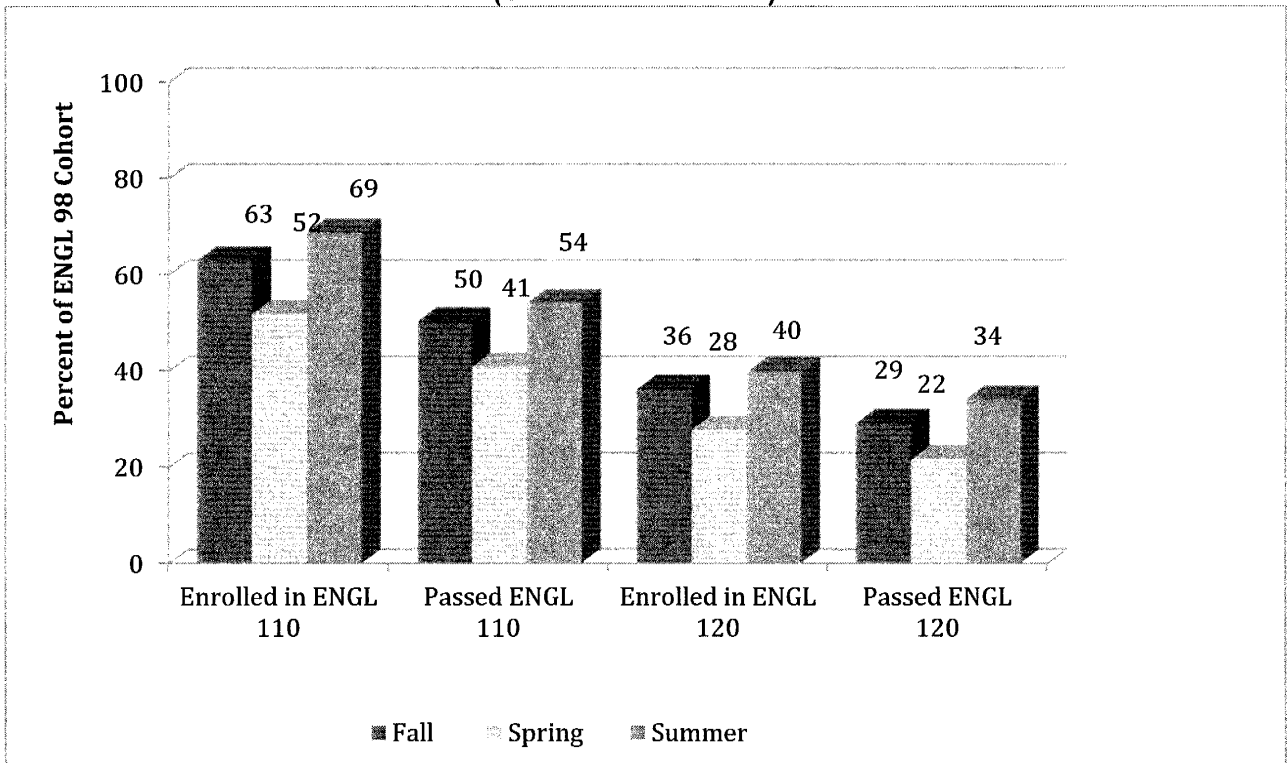


Table 10. Cohort Student Enrollment, Retention & Successful Completion for ENGL 110 (Unduplicated)*

Term of First ENGL 98	Number of ENGL 98 Cohort Students	Student Enrolled in ENGL 110		Student Retained in ENGL 110		Student Successfully Completed ENGL 110	
		N	%	N	%	N	%
Fall	2,945	1,851	62.9	1,658	56.3	1,478	50.2
Spring	1,681	870	51.8	766	45.6	688	40.9
Summer	314	216	68.8	195	62.1	170	54.1
Overall	4,940	2,937	59.5	2,619	53.0	2,336	47.3

*Within 2 years after a student's first ENGL 98 enrollment. Includes students who first enrolled in ENGL 98 from Fall 2005 through Summer 2008.

Table 11. English 110 Course Success Rates (Cohort Student Enrollments)*

Term of First ENGL 98	Successful		Not Successful		Withdrawn		Total Enrollments
	N	%	N	%	N	%	
Fall	1,478	67.6	292	13.4	415	19.0	2,185
Spring	688	65.2	137	13.0	231	21.9	1,056
Summer	170	68.0	35	14.0	45	18.0	250
Overall	2,336	66.9	464	13.3	691	19.8	3,491

*Within 2 years after a student's first ENGL 98 enrollment. Includes enrollments for students who first enrolled in ENGL 98 from Fall 2005 through Summer 2008.

Table 12. Cohort Student Enrollment, Retention & Successful Completion for ENGL 120 (Unduplicated)*

Term of First ENGL 98	Number of ENGL 98 Cohort Students	Student Enrolled in ENGL 120		Student Retained in ENGL 120		Student Successfully Completed ENGL 120	
		N	%	N	%	N	%
Fall	2,945	1,066	36.2	955	32.4	861	29.2
Spring	1,681	466	27.7	410	24.4	363	21.6
Summer	314	125	39.8	113	36.0	107	34.1
Overall	4,940	1,657	33.5	1,478	29.9	1,331	26.9

*Within 2 years after a student's first ENGL 98 enrollment. Includes students who first enrolled in ENGL 98 from Fall 2005 through Summer 2008.

Table 13. English 120 Course Success Rates (Cohort Student Enrollments)*

Term of First ENGL 98	Successful		Not Successful		Withdrew		Total Enrollments
	N	%	N	%	N	%	
Fall	861	69.5	141	11.4	237	19.1	1,239
Spring	363	65.5	69	12.5	122	22.0	554
Summer	107	73.3	13	8.9	26	17.8	146
Overall	1,331	68.6	223	11.5	385	19.9	1,939

*Within 2 years after a student's first ENGL 98 enrollment. Includes enrollments for students who first enrolled in ENGL 98 from Fall 2005 through Summer 2008.

Graduation & Transfer

Tables 14 through 16 include data for students who first enrolled in ENGL 98 from Fall 2005 through Summer 2007 only, and examines degree, certificate, and transfer outcomes within three years of the first ENGL 98 enrollment.

Table 14. Degree and Certificate Completion**

Term of First ENGL 98	Number of ENGL 98 Cohort Students	Earned a Degree and/or Certificate		No Degree or Certificate	
		N	%	N	%
Fall	1,979	135	6.8	1,844	93.2
Spring	1,042	74	7.1	968	92.9
Summer	195	19	9.7	176	90.3
Overall	3,216	228	7.1	2,988	92.9

Table 15. Transfer to 4-Year Colleges and Universities**

Term of First ENGL 98	Number of ENGL 98 Cohort Students	Transferred		Did Not Transfer	
		N	%	N	%
Fall	1,979	259	13.1	1,720	86.9
Spring	1,042	101	9.7	941	90.3
Summer	195	26	13.3	169	86.7
Overall	3,216	386	12.0	2,830	88.0

Table 16. Degree, Certificate, and/or Transfer Outcomes**

Term of First ENGL 98	Number of ENGL 98 Cohort Students	Earned a Degree and/or Certificate, or Transferred		No Degree, Certificate or Transfer	
		N	%	N	%
Fall	1,979	332	16.8	1,647	83.2
Spring	1,042	143	13.7	899	86.3
Summer	195	41	21.0	154	79.0
Overall	3,216	516	16.0	2,700	84.0

**Within 3 years after a student's first enrollment in ENGL 98. Includes students who first enrolled in ENGL 98 from Fall 2005 through Summer 2007. Awards/transfers prior to ENGL 98 are not included.

**APPENDIX 18:
ALL PROGRAMS, PROGRAMS, AND COURSE LEVEL SLOs**

English Department All Programs SLOs	
1	Understand the uses of language to express ideas in a variety of texts.
2	Develop reading efficiency and appreciation in order to critically engage, analyze, and evaluate multiple genres of texts.
3	Make effective choices that demonstrate their autonomy as expository and/or creative writers.
4	Critically analyze, assess, contextualize, and synthesize sources within their writing.
5	Recognize, appreciate, and evaluate multiple cultural perspectives.
6	Participate in various communities, such as academic, artistic, civic, and professional.

Composition Program SLOs	
1	Recognize the logic associated with coordination and subordination, correct commonly misused and confused words, repair common sentence problems, and identify major components of a sentence including punctuation.
2	Recognize literal and implied ideas, draw inferences and conclusions, comprehend main ideas and key supporting details, identify rhetorical modes, and evaluate references.
3	Synthesize multiple points of view while reading critically and analytically, recognize problems in logic and reasoning, articulate arguments, and identify ideological assumptions.
4	Apply the writing process to organize paragraphs and essays in a variety of rhetorical patterns; utilize principles of grammar, punctuation, and mechanics; and choose appropriate diction to make explanations detailed and precise.
5	Conduct research pertaining to a particular topic; draw inferences and conclusions; incorporate, evaluate, and synthesize ideas from multiple references; and learn to format research papers accurately using MLA.
6	Make effective choices regarding content, structure, diction, and tone in relation to audience and purpose.
7	Use logical, ethical, and emotional appeals while avoiding logical fallacies; acknowledge opposing viewpoints; and use concession and refutation where appropriate.

Reading Program SLOs	
1	Increase reading rate and fluency.
2	Improve their vocabulary.
3	Increase ability to comprehend college textbooks, fiction, and non-fiction readings.
4	Develop an appreciation for reading.

Creative Writing Program SLOs

1	Create literary works, employing the elements appropriate to one or more chosen genres, in an authorial voice that demonstrates authenticity, aesthetic ability, and literary sensibility.
2	Practice—at a high level of efficiency—the habits of a writer, including frequent writing, revising, and reflecting.
3	Read and infer like a writer, that is, recognize and analyze the dynamic relationship between content and form in the literary works of classic, contemporary, and new literary voices.
4	Use skills as a critic to contribute to and benefit from a writers' workshop.
5	Value and support the local and greater writing community through attendance and/or participation in various literary arts activities and performances.

Literature Program SLOs

1	Use literary terminology and basic critical theory (e.g., Reader Response, New Criticism, Biographical, Comparative, New Historicism, Psychoanalytical, Cultural, Gender) to examine and respond subjectively and objectively to literature.
2	Apply critical thinking and close reading skills to create informed, evidence based, oral and written discourse about literature.
3	Recognize and interpret the ways in which literature is an expression of individual and human values within diverse historical and social contexts.
4	Develop an appreciation for literature.

Composition Course SLOs	
ENGLISH 90: Basic English Skills	<p>Grammar Outcomes</p> <ol style="list-style-type: none"> 1. Identify the major components of a sentence, including subjects, verbs, phrases, and clauses. 2. Use basic punctuation correctly in order to avoid fragments, run-ons, and comma splices. <p>Writing Outcomes</p> <ol style="list-style-type: none"> 1. Employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop a paragraph focusing on one main idea with supporting details.
ENGLISH 98: English Fundamentals	<p>Reading Outcomes</p> <ol style="list-style-type: none"> 1. Comprehend various test questions and writing prompts. 2. Paraphrase and summarize both student and professional writing. <p>Grammar Outcomes</p> <ol style="list-style-type: none"> 1. Identify and repair common sentence problems such as, but not limited to, comma splices, run-ons, fragments, subject-verb agreement errors, ambiguous pronoun references, and pronoun agreement errors. <p>Writing Outcomes</p> <ol style="list-style-type: none"> 1. Compose sentences using the four basic sentence patterns (simple, compound, complex, and compound-complex), subordinating minor ideas using dependent clauses and emphasizing major ideas using independent clauses. 2. Understand and use the writing process (invention, drafting, revising, editing, and reflection) to develop clear, coherent paragraphs controlled by topic sentences, supported with adequate detail, completed with appropriate conclusions, and utilizing various rhetorical patterns. 3. Recognize and apply the basic principles of grammar, punctuation, and mechanics to their own writing. 4. Create a multi-paragraph composition containing a thesis, body paragraphs with topic sentences, content developed with adequate supporting material, transitions, and an appropriate conclusion.
ENGLISH 110: College Composition	<p>Reading Outcomes</p> <ol style="list-style-type: none"> 1. Read critically, identifying the theses/claims and key supporting details in a variety of works, emphasizing non-fiction texts. <p>Writing Outcomes</p> <ol style="list-style-type: none"> 1. Understand and use the writing process to develop clear, coherent essays controlled by thesis statements, supported with adequate details, and completed with appropriate conclusions. 2. Conduct research in response to a question, problem, or issue and be able to synthesize information, draw conclusions, and incorporate evidence into assignments, documenting such evidence according to current MLA standards (with a Works Cited page and in-text parenthetical citations).
ENGLISH 120: College Composition And Reading	<p>Reading Outcomes</p> <ol style="list-style-type: none"> 1. Recognize specific rhetorical strategies writers employ to advance their arguments (theses/claims), taking into account purpose and audience. 2. Identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another. <p>Writing Outcomes</p> <ol style="list-style-type: none"> 1. Employ a variety of organizational patterns to support or advance central ideas (theses/claims). 2. Synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, while avoiding plagiarism.
ENGLISH 124: Advanced Composition: Critical Reasoning And Writing	<p>Reading Outcomes</p> <ol style="list-style-type: none"> 1. Articulate the argument and ideological assumptions in a number of primarily non-fiction texts, explaining the relationship between the argument and the ways writers support/advance their main claims. 2. Analyze and evaluate rhetorical choices made by authors, including appeals to needs and values and the use of logical, emotional, and ethical appeals. 3. Recognize problems in logic and reasoning, especially through understanding of fallacies, induction, deduction, and models such as those of Toulmin and Rogers. <p>Analytical Writing Outcomes</p> <ol style="list-style-type: none"> 1. Integrate ideas and information from outside sources (through quotation, paraphrase, and summary) with their own voice, analysis, or position. 2. Acknowledge and evaluate opposing viewpoints and the underlying assumptions, using concession and refutation when appropriate.

Reading Course SLOs

ENGLISH 90R: Reading Skills Development	<ol style="list-style-type: none"> 1. Identify main ideas and supporting details in level-appropriate texts. 2. Increase comprehension, vocabulary, and reading rate. 3. Demonstrate an increased appreciation for the value of reading.
ENGLISH 98R: Reading Fundamentals	<ol style="list-style-type: none"> 1. Identify main ideas and supporting details in level-appropriate texts. 2. Increase comprehension, vocabulary, and reading rate. 3. Demonstrate an increased appreciation for the value of reading in level-appropriate texts.
ENGLISH 110R: Principles of College Reading	<ol style="list-style-type: none"> 1. Summarize and analyze college-level materials, i.e. short essays, content specific articles, textbook chapters, etc. 2. Increase comprehension, vocabulary, and reading rate. 3. Demonstrate an increased appreciation for the value of reading at the college level.

Creative Writing Course SLOs

ENGLISH 126: Creative Writing	<ol style="list-style-type: none"> 1. Identify and employ basic elements in literature, working from imagination and memory, to invent, draft, revise, and reflect upon creative writing in the four literary genres: poetry, fiction, drama, and creative nonfiction. 2. Interpret the poetry, fiction, drama, and creative nonfiction of established and/or emerging writers. 3. Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others and work collaboratively instead of competitively to give as well as receive constructive feedback (both oral and written).
ENGL 130-133: Short Fiction Writing	<ol style="list-style-type: none"> 1. Employ elements of fiction (i.e., point of view, setting, description, sources of conflict, plot, characters, dialog, and theme) and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon short fictions with an understanding of traditional and experimental or innovative approaches. 2. Interpret and assess short fiction of established and/or emerging writers. 3. Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) and to advance growth as writer and critic.
ENGL 134-137: Creative Nonfiction Writing	<ol style="list-style-type: none"> 1. Employ elements of creative nonfiction (i.e., setting, character, sources of conflict, description, dialog, plot, tone, diction, rhythm), drawing on a diversity of sources that are personal, cultural, and/or observational, to invent, draft, revise, and reflect upon creative nonfiction with an understanding of the various subgenres of the form, including memoir, personal essay; literary journalism; cultural criticism; and feature articles, including the travel essay, music or nature writing. 2. Interpret and assess the creative nonfiction of established and/or emerging writers. 3. Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) and to advance growth as writer and critic.
ENGL 140-143: Poetry Writing	<ol style="list-style-type: none"> 1. Employ elements of poetry (i.e., voice, diction, imagery, sound, rhythm) and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon poems in free verse and traditional forms, as well forms considered experimental or innovative. 2. Interpret and assess the poetry of established and/or emerging poets. 3. Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) and to advance growth as writer and critic.
ENGL 145-148: <i>The Acorn Review:</i> Editing and Production	<ol style="list-style-type: none"> 1. Analyze and evaluate literary periodicals to demonstrate understanding of the publishing field and strengthen editorial skills. 2. Solicit, professionally evaluate, select, edit, assemble and proofread manuscripts and art. 3. Manage and publicize a literary journal.
ENGL 160-163: Drama Writing	<ol style="list-style-type: none"> 1. Employ the elements of playwriting (i.e., dialogue, character, voice and vernacular, stage use, setting, properties, pacing, plot and directions), and apply the conventions of manuscript style with regard to Dramatis Personae, acts and scenes, dialogue tags, and directions, to invent, draft, revise, and reflect upon practicable drama for the stage and screen. 2. Interpret and assess the scripts and live performances of established and/or emerging drama writers. 3. Use the writers' workshop to evaluate their own manuscript as well the manuscripts of others (both orally and in writing) and to advance growth as writer and critic.
ENGL 175-178 Novel Writing	<ol style="list-style-type: none"> 1. Employ elements of novel writing (i.e., point of view, setting, description, sources of conflict, plot, characters, dialog, organization, and theme) and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon scenes and chapters with an understanding of traditional and experimental or innovative approaches. 2. Interpret and assess the fiction of established and/or emerging novelists. 3. Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) to advance growth as writer and critic.

Literature Course SLOs	
ENGLISH 112: Essentials of Literature	<ol style="list-style-type: none"> 1. Define the three major literary genres and use basic literary terminology associated with the genres to respond subjectively and objectively to literature. 2. Distinguish between content and form in literature, both orally and in writing. 3. Use literature to better understand the human experience.
ENGLISH 122: Introduction to Literature	<ol style="list-style-type: none"> 1. Recognize and describe the three major literary genres and use basic literary terminology associated with the genres to discuss, summarize, analyze, and interpret diverse, canonical literary texts. 2. Write evidence-based literary analyses demonstrating close reading and interpretive skills. 3. Develop and apply critical and aesthetic criteria to better understand literature and the human experience.
ENGLISH 201: Images of Women in Literature	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret diverse images of women in literature. 2. Write evidence-based literary analyses of images of women in literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Recognize and critique how images of women in literature across various cultures and time periods both shape and reflect women's lives.
ENGLISH 203: Children's Literature	<ol style="list-style-type: none"> 1. Use literary terminology to analyze, synthesize, and interpret children's books, emphasizing Newberry and Caldecott award winners, for literary and artistic appeal. 2. Develop and create materials useful for encouraging reading readiness and development in children. 3. Analyze standards of the literary world and child development experts for literature for the school-age child, and evaluate theories, research and sound practices relating to the use of literature for learning.
ENGLISH 215: Mythology	<ol style="list-style-type: none"> 1. Use literary terminology related to the study of myth and basic critical theory to discuss, analyze, synthesize, and interpret world mythology. 2. Write evidence-based literary analyses of myth demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Recognize and critique mythological allusions in literature and popular media such as film, television, video games, and the Internet.
ENGLISH 217: Fantasy and Science Fiction	<ol style="list-style-type: none"> 1. Use literary terminology within the genres of science fiction and fantasy and basic critical theory to discuss, analyze, synthesize, and interpret fantasy and science fiction literature. 2. Write evidence-based literary analyses of fantasy and science fiction demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Recognize and critique established and contemporary fantasy and science fiction writers, both in terms of the genres themselves and also in comparison with other genres, and in their representation in popular media such as film, television, video games, and the Internet.
ENGLISH 218: Shakespeare—His Plays and the Theatre of His Time	<ol style="list-style-type: none"> 1. Use literary terminology related to the study of drama and basic critical theory to discuss, analyze, synthesize, and interpret William Shakespeare's plays. 2. Write evidence-based literary analyses of William Shakespeare's plays demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify Shakespeare's themes, techniques, philosophies, and conventions in regard to comedy, history, and tragedy.
ENGLISH 219: Views of Death and Dying in Literature	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret views of death and dying in diverse literary works. 2. Write evidence-based literary analyses of views of death and dying in literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Recognize and critique cultural, social and personal perspectives of death and dying in literature that characterize our humanity.
ENGLISH 221: British Literature I	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers of the British Isles from the Old English Period through the end of the 18th century. 2. Write evidence-based literary analyses of British literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the British Isles from the Old English period through the end of the 18th century.
ENGLISH 222: British Literature II	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers of the British Isles from the Romantic Period through the present. 2. Write evidence-based literary analyses of British literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the British Isles from the Romantic period through the present.

<p>ENGLISH 225: The Bible as Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the narratives of the Hebrew people. 2. Write evidence-based literary analyses of the narratives of the Hebrew people from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.
<p>ENGLISH 226: The Bible as Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret historical texts of the Hebrew people and the writings of the prophets. 2. Write evidence-based analyses of the Hebrew people and the writings of the prophets from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.
<p>ENGLISH 227: The Bible as Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the literary forms of the Old Testament. 2. Write evidence-based analyses of the literary forms of the Old Testament from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.
<p>ENGLISH 228: The Bible as Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the New Testament. 2. Write evidence-based literary analyses of the New Testament from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.
<p>ENGLISH 231: American Literature I</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers from Pre-Colonial America to the Civil War. 2. Write evidence-based literary analyses of American literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments in America from the Pre-Colonial period to the Civil War.
<p>ENGLISH 232: American Literature II</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers from the Civil War to the present. 2. Write evidence-based literary analyses of American literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of America from the Civil War to the present.
<p>ENGLISH 236: Chicano Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret Chicano literary works in various genres. 2. Write evidence-based literary analyses of Chicano literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Differentiate the characteristics and thematic content of Chicano literature from Euro-American literature and construct an understanding of the Chicano experience through Chicano literary works.
<p>ENGLISH 237: American Indian Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret American Indian literary works in various genres. 2. Write evidence-based literary analyses of American Indian literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Differentiate between American Indian and Euro-American literary themes in terms of historical and social significance and assess the social and political impact of American Indian literature on American culture and society at large.
<p>ENGLISH 238: Black Literature</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret Black literary works in various genres. 2. Write evidence-based literary analyses of Black literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Differentiate the characteristics and thematic content of Black literature from other literatures and describe the issues facing Black writers within American culture: quest for authenticity, theme of journey toward social and spiritual freedom, and the importance of community, protest, and activism.
<p>ENGLISH 241: Literature of the Western World I</p>	<ol style="list-style-type: none"> 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret literature in a wide variety of genres from the Ancient world to the Renaissance. 2. Write evidence-based literary analyses of the literature from the Ancient world to the Renaissance demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies. 3. Compare and contrast the form and content of different literary movements and the events which helped to shape those movements.

ENGLISH 242: Literature of the Western World II	<ol style="list-style-type: none">1. Use literary terminology and basic literary theory to discuss, analyze, synthesize, and interpret literature of the Western World from the Enlightenment to the present.2. Write evidence-based literary analyses of the literature from the Enlightenment to the present demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.3. Compare and contrast the form and content of different literary movements and the events which helped to shape those movements.
ENGLISH 275: Literary Period	<ol style="list-style-type: none">1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret a body of literature belonging to a specific time period.2. Write evidence-based literary analyses of a literary period demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of a particular time period.
ENGLISH 276: Major Author	<ol style="list-style-type: none">1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the body of literature belonging to a major author.2. Write evidence-based literary analyses of the works of a major author demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.3. Identify relationships between the literature of a major author, his/her biography, and the linguistic, literary, religious, political, philosophical, and social developments that influenced the author and his/her work.
ENGLISH 277: Literary Theme	<ol style="list-style-type: none">1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret a body of literature representing a specific literary theme.2. Write evidence-based literary analyses of works representing a specific literary theme demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.3. Identify relationships between the theme of the literature and the relevant linguistic, literary, religious, political, philosophical, and social developments.

APPENDIX 19: SLO ASSESSMENT 6-YEAR UNIT PLAN

SLO		S 09	F 09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
	A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her area(s) of identified need.	ASP	AAR				X							
1														
	A student taking the individualized instruction provided in English 51/52 will improve writing and grammar skills in his/her area(s) of identified need.	ASP	AAR				X							
1														
1	GRAMMAR: Identify the major components of a sentence, including subjects, verbs, phrases, and clauses						X							
2	GRAMMAR: Use basic punctuation correctly in order to avoid fragments, run-ons, and comma splices						X							
3	WRITING: Employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop a paragraph focusing on one main idea with supporting details.				X									
1	Identify main ideas and supporting details in level-appropriate texts.								X					
2	Increase comprehension, vocabulary, and reading rate.			X										
3	Reports an increased appreciation for the value of reading.									X				
1	READING: Comprehend various test questions and writing prompts.						X							

	Summarize and analyze college-level materials, i.e. short essays, content specific articles, textbook chapters, etc.																				
1	Increase comprehension, vocabulary, and reading rate.																				
2	Reports an increased appreciation for the value of reading at the college level.																				

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
	Define the three major literary genres and use basic literary terminology associated with the genres to respond subjectively and objectively to literature.												
1	Distinguish between content and form in literature.												
2	Use literature to better understand the human experience.												

	Acquire and use a wide vocabulary of technical terms relevant to the study of language.												
1	Apply various methods of grammatical analysis, such as traditional and ?												
2	Identify the lexical categories, describe them, and practice determining the category to which given English words belong.												

	READING: Recognize specific rhetorical strategies writers employ to advance their arguments (theses/claims), taking into account purpose and audience.												
1	READING: Identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another.												

3	WRITING: Employ a variety of organizational patterns to support or advance central ideas (theses/claims).												X									
4	WRITING: Synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, while avoiding plagiarism.																					X

1	Recognize and describe the three major literary genres and use basic literary terminology associated with the genres to discuss, summarize, analyze, and interpret diverse, canonical literary texts.																					X
2	Write evidence-based literary analyses demonstrating close reading and interpretive skills.																					X

		S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
3	Develop and apply critical and aesthetic criteria to better understand literature and the human experience.													

		S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
1	ANALYTICAL READING: Articulate the argument and ideological assumptions in a number of primarily non-fiction texts, explaining the relationship between the argument and the ways writers support/advance their main claims.							X						
2	ANALYTICAL READING: Analyze and evaluate rhetorical choices made by authors, including appeals to needs and values and the use of logical, emotional, and ethical appeals.						X							
3	ANALYTICAL READING: Recognize problems in logic and reasoning, especially through understanding of fallacies, induction, deduction, and models such as those of Toulmin and Rogers.												X	

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
1	Employ elements of creative nonfiction (i.e., setting, character, sources of conflict, description, dialog, plot, tone, diction, rhythm), drawing on a diversity of sources that are personal, cultural, and/or observational, to invent, draft, revise, and reflect upon creative nonfiction with an understanding of the various subgenres of the form, including memoir, personal essay; literary journalism; cultural criticism; and feature articles, including the travel essay, music or nature writing.						X						
2	Interpret and assess the creative nonfiction of established and/or emerging writers.				x								
3	Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) and to advance growth as writer and critic					X							

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
1	Employ elements of poetry (i.e., voice, diction, imagery, sound, rhythm) and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon poems in free verse and traditional forms, as well forms considered experimental or innovative.						X						
2	Interpret and assess the poetry of established and/or emerging poets.		X										
3	Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) and to advance growth as writer and critic.					X							

	Analyze and evaluate literary periodicals to demonstrate understanding of the publishing field and strengthen editorial skills.																			
1																				
2	Solicit, professionally evaluate, select, edit, assemble, and proofread manuscripts and art.																			
3	Manage and publicize a literary journal.																			

	Employ the elements of playwrighting (i.e., dialogue, character, voice and vernacular, stage use, setting, properties, pacing, plot and directions), and apply the conventions of manuscript style with regard to Dramatis Personae, acts and scenes, dialogue tags, and directions, to invent, draft, revise, and reflect upon practicable drama for the stage and screen.																			
1																				
2	Interpret and assess the scripts and live performances of established and/or emerging drama writers.																			
3	Use the writers' workshop to evaluate their own manuscript as well the manuscripts of others (both orally and in writing) and to advance growth as writer and critic																			

	Employ elements of novel writing (i.e., point of view, setting, description, sources of conflict, plot, characters, dialog, organization, and theme) and use specific details from memory, imagination, knowledge, and research to invent, draft, revise, and reflect upon scenes and chapters with an understanding of traditional and experimental or innovative approaches.																			
1																				
2	Interpret and assess the fiction of established and/or emerging novelists.																			

3	Use the writers' workshop to evaluate their own manuscript as well as the manuscripts of others (both orally and in writing) to advance growth as writer and critic.			X					
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1	Our students will be able to explain the importance of community exposure to English and will help develop community-based learning experiences at appropriate community sites or with English students								X
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- 1 During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts: Targeted rules of English grammar and/or mechanics; Study skills strategies while reading a textbook; Functions of specific parts of speech in vocabulary sentences

X

- 1 During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts: Targeted rules of English grammar and/or mechanics; Prewriting; Rhetorical methods; Paragraph Structure; Basic Essay Structure

X

	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15
1	Conduct individual study, research, or projects in English.												
2	Compose well-supported, coherent, and error-free discourse(s) to communicate effectively with a target audience.												
3	Apply the skills necessary to work independently and/or collaboratively (including self-monitoring, time management, and resource acquisition).												

	Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret diverse images of women in literature.																			
1									X											
	Write evidence-based literary analyses of images of women in literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.																			
2																				
	Recognize and critique how images of women in literature across various cultures and time periods both shape and reflect women's lives.																			
3																			X	

	Use literary terminology to analyze, synthesize, and interpret children's books, emphasizing Newberry and Caldecott award winners, for literary and artistic appeal.																			
1																				X
	Develop and create materials useful for encouraging reading readiness and development in children.																			
2																				X
	Analyze standards of the literary world and child development experts for literature for the school-age child, and evaluate theories, research and sound practices relating to the use of literature for learning.																			
3																				X

	Use literary terminology related to the study of myth and basic critical theory to discuss, analyze, synthesize, and interpret world mythology.																			
1																				
	Write evidence-based literary analyses of myth demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.																			
2																				
	Recognize and critique mythological allusions in literature and popular media such as film, television, video games, and the Internet.																			
3																				

—English Department Program Review Appendices—

	Sp 09	F 09	Sp10	F10	Sp11	F11	Sp12	F12	Sp13	F13	Sp14	F14	Sp15
	Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the literary forms of the Old Testament.												
1												X	
	Write evidence-based analyses of the literary forms of the Old Testament from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.												
2												X	
	Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.												
3												X	
	Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the New Testament.												
1													X
	Write evidence-based literary analyses of the New Testament from a non-sectarian literary perspective demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.												
2													X
	Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the Middle East.												
3													X
	Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers from Pre-Colonial America to the Civil War.												
1											X		
	Write evidence-based literary analyses of American literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.												
2													

1	<p>ENGLISH 299A: Upon successful completion of this course, students will have the skills to define and analyze components of the discipline within a specialized topic of the discipline.</p>												X
1	<p>ENGLISH 299B: Upon successful completion of this course, students will have the skills to synthesize components of the discipline within a specialized topic of the discipline.</p>												X

APPENDIX 20: Results of Faculty Survey

Grossmont College Faculty Survey

Fall 2011

Department: English

Crosstabs

Question # by Faculty Status (Full-time or Adjunct)

1a. I received an orientation to the college, dept and the classes including... (Current course outlines were made readily available to me) * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
1a. I received an orientation to the college, dept and the classes including... (Current course outlines were made readily available to me)	Strongly Agree	Count	20	27	47
		% within 14. I am a(n)	95.2%	67.5%	77.0%
	Agree	Count	0	10	10
		% within 14. I am a(n)	.0%	25.0%	16.4%
	Neutral	Count	1	1	2
		% within 14. I am a(n)	4.8%	2.5%	3.3%
	Disagree	Count	0	2	2
		% within 14. I am a(n)	.0%	5.0%	3.3%
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

1b. I received an orientation to the college, dept and the classes including... (I had the opportunity to discuss the implementation of the course outline) * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
1b. I received an orientation to the college, dept and the classes including... (I had the opportunity to discuss the implementation of the course outline)	Strongly Agree	Count	13	15	28
		% within 14. I am a(n)	61.9%	37.5%	45.9%
	Agree	Count	5	14	19
		% within 14. I am a(n)	23.8%	35.0%	31.1%
	Neutral	Count	0	4	4
		% within 14. I am a(n)	0%	10.0%	6.6%
	Disagree	Count	3	7	10
		% within 14. I am a(n)	14.3%	17.5%	16.4%
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

2a. I have the opportunities for ongoing staff dev including: (Access to information from regular department meetings) * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
2a. I have the opportunities for ongoing staff dev including: (Access to information from regular department meetings)	Strongly Agree	Count	19	26	45
		% within 14. I am a(n)	90.5%	65.0%	73.8%
	Agree	Count	2	12	14
		% within 14. I am a(n)	9.5%	30.0%	23.0%
	Neutral	Count	0	2	2
		% within 14. I am a(n)	.0%	5.0%	3.3%
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

2b. I have the opportunities for ongoing staff dev including: (Opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the courses I teach) * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
2b. I have the opportunities for ongoing staff dev including: (Opportunity to collaborate with colleagues on SLOs, curriculum changes and pedagogy related to the courses I teach)	Strongly Agree	Count	17	18	35
		% within 14. I am a(n)	81.0%	45.0%	57.4%
	Agree	Count	1	13	14
		% within 14. I am a(n)	4.8%	32.5%	23.0%
	Neutral	Count	1	6	7
		% within 14. I am a(n)	4.8%	15.0%	11.5%
	Disagree	Count	2	3	5
		% within 14. I am a(n)	9.5%	7.5%	8.2%
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

2c. I have the opportunities for ongoing staff dev including: (Opportunity for professional growth) * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
2c. I have the opportunities for ongoing staff dev including: (Opportunity for professional growth)	Strongly Agree	Count	10	17	27
		% within 14. I am a(n)	47.6%	42.5%	44.3%
	Agree	Count	7	14	21
		% within 14. I am a(n)	33.3%	35.0%	34.4%
	Neutral	Count	2	8	10
		% within 14. I am a(n)	9.5%	20.0%	16.4%
	Disagree	Count	2	0	2
		% within 14. I am a(n)	9.5%	0%	3.3%
	Strongly Disagree	Count	0	1	1
		% within 14. I am a(n)	.0%	2.5%	1.6%
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

3. The dept resources are available and sufficient for my teaching needs * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
3. The dept resources are available and sufficient for my teaching needs	Strongly Agree	Count	13	19	32
		% within 14. I am a(n)	61.9%	47.5%	52.5%
	Agree	Count	6	17	23
		% within 14. I am a(n)	28.6%	42.5%	37.7%
Neutral	Count	2	3	5	
	% within 14. I am a(n)	9.5%	7.5%	8.2%	
Disagree	Count	0	1	1	
	% within 14. I am a(n)	0%	2.5%	1.6%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

4. I have access to the training I need to use the available dept equipment/technology * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
4. I have access to the training I need to use the available dept equipment/technology	Strongly Agree	Count	10	14	24
		% within 14. I am a(n)	47.6%	35.0%	39.3%
	Agree	Count	11	18	29
		% within 14. I am a(n)	52.4%	45.0%	47.5%
Neutral	Count	0	6	6	
	% within 14. I am a(n)	.0%	15.0%	9.8%	
Disagree	Count	0	2	2	
	% within 14. I am a(n)	0%	5.0%	3.3%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

5. The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
5. The department has clear and reasonable communication when it comes to adopting new policies, procedures and/or protocols	Strongly Agree	Count	15	21	36
		% within 14. I am a(n)	71.4%	52.5%	59.0%
	Agree	Count	6	14	20
		% within 14. I am a(n)	28.6%	35.0%	32.8%
Neutral	Count	0	5	5	
	% within 14. I am a(n)	0%	12.5%	8.2%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

6. The procedures for deciding teaching schedules are fair and reasonable * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
6. The procedures for deciding teaching schedules are fair and reasonable	Strongly Agree	Count	17	24	41
		% within 14. I am a(n)	81.0%	60.0%	67.2%
	Agree	Count	3	11	14
		% within 14. I am a(n)	14.3%	27.5%	23.0%
Neutral	Count	0	3	3	
	% within 14. I am a(n)	.0%	7.5%	4.9%	
Disagree	Count	1	2	3	
	% within 14. I am a(n)	4.8%	5.0%	4.9%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

7. I feel I have a voice in the departmental decision making process * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
7. I feel I have a voice in the departmental decision making process	Strongly Agree	Count	14	7	21
		% within 14. I am a(n)	66.7%	17.5%	34.4%
	Agree	Count	6	12	18
		% within 14. I am a(n)	28.6%	30.0%	29.5%
	Neutral	Count	1	13	14
		% within 14. I am a(n)	4.8%	32.5%	23.0%
Disagree	Count	0	6	6	
	% within 14. I am a(n)	.0%	15.0%	9.8%	
Strongly Disagree	Count	0	2	2	
	% within 14. I am a(n)	.0%	5.0%	3.3%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

8. I have the opportunity to be actively involved in department SLO assessment processes and discussions * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
8. I have the opportunity to be actively involved in department SLO assessment processes and discussions	Strongly Agree	Count	16	13	29
		% within 14. I am a(n)	76.2%	32.5%	47.5%
	Agree	Count	5	17	22
		% within 14. I am a(n)	23.8%	42.5%	36.1%
	Neutral	Count	0	8	8
		% within 14. I am a(n)	.0%	20.0%	13.1%
Disagree	Count	0	1	1	
	% within 14. I am a(n)	.0%	2.5%	1.6%	
Strongly Disagree	Count	0	1	1	
	% within 14. I am a(n)	.0%	2.5%	1.6%	
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

9. I am provided with timely information about Creative Writing literary events and activities (such as the Fall Author Series, Lester Bangs Memorial Reading, New Voices Student Reading, Write-a-Thon, and Literary Arts Festival). * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
9. I am provided with timely information about Creative Writing literary events and activities (such as the Fall Author Series, Lester Bangs Memorial Reading, New Voices Student Reading, Write-a-Thon, and Literary Arts Festival).	Strongly Agree	Count	21	29	50
		% within 14. I am a(n)	100.0%	72.5%	82.0%
	Agree	Count	0	10	10
		% within 14. I am a(n)	.0%	25.0%	16.4%
	Neutral	Count	0	1	1
		% within 14. I am a(n)	.0%	2.5%	1.6%
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

10. I am aware of the learning communities offered through Project Success that are contextualized to prepare students for specific career paths (Allied Health, Administration of Justice, Business, and Office Professional Training). * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
10. I am aware of the learning communities offered through Project Success that are contextualized to prepare students for specific career paths (Allied Health, Administration of Justice, Business, and Office Professional Training).	Strongly Agree	Count	19	20	39
		% within 14. I am a(n)	90.5%	50.0%	63.9%
	Agree	Count	1	11	12
		% within 14. I am a(n)	4.8%	27.5%	19.7%
	Neutral	Count	1	4	5
		% within 14. I am a(n)	4.8%	10.0%	8.2%
	Disagree	Count	0	3	3
		% within 14. I am a(n)	.0%	7.5%	4.9%
	Strongly Disagree	Count	0	2	2
		% within 14. I am a(n)	.0%	5.0%	3.3%
Total	Count	21	40	61	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

11. I am well-prepared to teach English courses at Grossmont College according the the requirements of the official course outlines * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
11. I am well-prepared to teach English courses at Grossmont College according the the requirements of the official course outlines	Strongly Agree	Count	17	34	51
		% within 14. I am a(n)	85.0%	85.0%	85.0%
	Agree	Count	2	6	8
		% within 14. I am a(n)	10.0%	15.0%	13.3%
	Disagree	Count	1	0	1
		% within 14. I am a(n)	5.0%	.0%	1.7%
Total	Count	20	40	60	
	% within 14. I am a(n)	100.0%	100.0%	100.0%	

12. I require my students to have an English Writing Center tutor (Supervised Tutoring, IDS 198) review their writing assignments (sentences, paragraphs, or essays) prior to turning them in * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
12. I require my students to have an English Writing Center tutor (Supervised Tutoring, IDS 198) review their writing assignments (sentences, paragraphs, or essays) prior to turning them in	Strongly Agree	Count	6	9	15
		% within 14. I am a(n)	28.6%	22.5%	24.6%
	Agree	Count	3	9	12
		% within 14. I am a(n)	14.3%	22.5%	19.7%
	Neutral	Count	4	15	19
		% within 14. I am a(n)	19.0%	37.5%	31.1%
Disagree	Count	6	6	12	
	% within 14. I am a(n)	28.6%	15.0%	19.7%	
Strongly Disagree	Count	2	1	3	
	% within 14. I am a(n)	9.5%	2.5%	4.9%	
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

13. I encourage my students to enroll in either English 51 or English 52 (credit-no credit College Writing Skills courses within the English Writing Center) if they are experiencing difficulty with parts of the writing process * 14. I am a(n) Crosstabulation

			14. I am a(n)		Total
			Full-time Faculty	Adjunct Faculty	
13. I encourage my students to enroll in either English 51 or English 52 (credit-no credit College Writing Skills courses within the English Writing Center) if they are experiencing difficulty with parts of the writing process	Strongly Agree	Count	13	19	32
		% within 14. I am a(n)	61.9%	47.5%	52.5%
	Agree	Count	7	15	22
		% within 14. I am a(n)	33.3%	37.5%	36.1%
	Neutral	Count	0	6	6
		% within 14. I am a(n)	0%	15.0%	9.8%
Disagree	Count	1	0	1	
	% within 14. I am a(n)	4.8%	.0%	1.6%	
Total		Count	21	40	61
		% within 14. I am a(n)	100.0%	100.0%	100.0%

APPENDIX 21: FACULTY QUESTIONNAIRES

a. Questionnaire to Aid in the Writing of Section 1

From the 6-Year Unit Plan, the department overwhelmingly selected Staffing Needs, Goal J.1: “Hire ALL required full-time faculty needed to serve student needs, further the aims of our programs, and address expected retirements as our least successful goal”; however, due to the fact that hiring is something over which we have no control, this questionnaire was created after determining which least successful goals—in our hands—were most important to address in our self-study. The department ultimately selected Goal E.6 and Goal H.2.

ENGLISH DEPARTMENT PROGRAM REVIEW: SECTION I.2: LEAST SUCCESSFUL PROGRAM GOALS “IN OUR HANDS” 10/11/11	
<i>Please select your first and second choice for least successful goal from the left column, and then record them in the right column and respond to a and b for each one.</i>	
D. Community Outreach/Response E. Student Success & Support G. Professional Development H. Curriculum Development	
ALL GOALS RECEIVING AT LEAST ONE VOTE	CHOOSE AND RESPOND (use backside if needed)
Goal E#1: Increase the number of various Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes, based on analysis of data on student success.	→ LEAST SUCCESSFUL GOAL #1: _____
Goal E#3: Continue the Cal PASS Research Project related to the ECAP project and English placement at Grossmont College and examine and consider implications of the results.	a) List challenges or obstacles encountered:
Goal E#6: Work with other disciplines to implement a Writing Across the Curriculum (WAC) program and Reading Apprenticeship (RA) program on campus (to enhance critical thinking, reading, and writing skills for students in all levels of coursework across the disciplines).	b) Has this goal changed and why?
Goal G#2: Share results of all sabbatical leaves with the full English Department to make available to faculty the information garnered during such valuable research experiences.	
Goal G#6: Support the implementation and expansion of the Cal-PASS Freshman Composition Alignment Project.	→ LEAST SUCCESSFUL GOAL #2: _____
Goal G#7: Use Faculty Inquiry Groups (FIGS) to train English instructors and those in other disciplines to better teach critical thinking, reading, and writing. The FIGS are needed to provide discussion and attention to pedagogical issues across the disciplines.	a) List challenges or obstacles encountered:
Goal G#10: Stay current with research and best practices related to teaching Reading, including attendance at professional conferences.	b) Has this goal changed and why?
Goal H#2: Create a committee to gradually and thoughtfully develop a small handful of prototypical (but not required) assignment sequences (rooted in the SLOs) at each composition course level.	
Goal H#7: Continue to study and share the research as it pertains to the teaching of reading and writing and integrate those theories and practices that are deemed appropriate by the reading and writing faculty; share such strategies with interdisciplinary faculty in workshops for that purpose.	

c. Questionnaire to Aid in the Writing of Section 11

1

Part-time Faculty Member

Full-time Faculty Member

GROSSMONT COLLEGE ENGLISH DEPARTMENT
2004-2011 PROGRAM REVIEW QUESTIONNAIRE: 8/14/2012
PLEASE WRITE LEGIBLY

1. Please edit and/or vote on the following draft of a department mission statement:

The faculty of the Grossmont College English Department endeavor to advance the reading, writing, and critical thinking skills of students so that they may appreciate a variety of cultural perspectives and participate autonomously and successfully in academic, artistic, civic, vocational, and/or professional communities.

I endorse this mission statement.

I endorse this mission statement; however, I would like it to incorporate the additions and/or changes I have marked on the above draft.

I do not endorse this mission statement. Briefly, explain why:

2. Describe any concerns that have affected or that you anticipate affecting the department before the next review cycle (6 years). These may include items such as increases or decreases in number of full-time and part-time faculty, sections offered, and growth or decline of the department.

3. Do you feel any particular program within the department (Composition, Reading, Project Success, Creative Writing, Literature) faces special challenges? Please explain.

3. Please evaluate the following possible department recommendations. Circling a “1” means you give it a low priority, while circling a “5” means you give it a high priority.

Hire 6 full-time faculty (4 Generalists, 1 Basic skills, 1 Composition/Creative Writing).	1	2	3	4	5
Create a document summarizing alignment issues with Cuyamaca's English Department to help secure administrative support towards improving articulation between the two Departments.	1	2	3	4	5
Appoint interdepartmental liaisons to help develop and sustain a collaborative working relationship with the English Department at Cuyamaca College.	1	2	3	4	5
Support the implementation and expansion of the California Partnership for Achieving Student Success (Cal-PASS) Freshman Composition Alignment Project.	1	2	3	4	5
Work to secure a large venue (500 plus seating) for the Literary Arts Festival and Fall Reading Series, as well as other campus events.	1	2	3	4	5
Continue relationships with area high schools to align curriculum and place motivated and successful students directly into our transfer-level courses.	1	2	3	4	5
Explore possibility of a Composition Assessment Test (CAT), in the form of common final exam, for English 120/124.	1	2	3	4	5
Create a series of presentations and workshops to help develop English 90 and English 124 instructors.	1	2	3	4	5
Support the development of a small handful of prototypical (but not required) assignment sequences (rooted in the SLOs) at each composition course level.	1	2	3	4	5
Revisit course SLOs for further refinement.	1	2	3	4	5
Continue composition course-level committees (90, 98, 110, 120, 124).	1	2	3	4	5
Stay current with research and best practices related to teaching Reading and Composition, including attendance at professional conferences.	1	2	3	4	5
Continue support of the Freshman Academy and increase interdisciplinary linked courses.	1	2	3	4	5
Develop more Faculty Inquiry Groups (FIGS), and use them to train English instructors and those in other disciplines to better teach critical thinking, reading, and writing.	1	2	3	4	5
Continue support of the Creative Writing Program, including the Fall Reading Series, Literary Arts Festival, and biennial WRITE-A-THON.	1	2	3	4	5
Continue support of Project Success.	1	2	3	4	5
Seek funding sources for faculty participation in conferences and workshops.	1	2	3	4	5
Share results of all Sabbatical Leaves with the English Department to make available to faculty the information garnered during such valuable research experiences.	1	2	3	4	5
Secure reasonable and fair access to Room 220 as a performing arts venue.	1	2	3	4	5
Secure more funding and space to respond to increased demand for both Supervised Tutoring and English 51/52 in the English Writing Center.	1	2	3	4	5

Work with other disciplines to implement a Reading Apprenticeship (RA) Program for instructors in various disciplines to improve reading instruction in their content areas.	1	2	3	4	5
Explore ways to encourage the College to reinstate the PUENTE program.	1	2	3	4	5
Obtain reassigned time for the Creative Writing Program.	1	2	3	4	5
Continue support of the New Adjunct Mentoring Program.					
Work to address the achievement gap and improve retention and success rates of Black, non-Hispanic students, which data shows to be most academically at-risk population.	1	2	3	4	5
Continue department participation in the San Diego/Imperial County Community College Association (SDICCCA) intern program.	1	2	3	4	5
Continue department participation in New Student Advising.	1	2	3	4	5
Create an electronic database of local English Department contacts at the high school, community college, and university levels to facilitate better community outreach with regards to curriculum, programs, contests, and literary events.	1	2	3	4	5
Continue support of the "First Female Essay Contest" for local high schools.	1	2	3	4	5
Conduct more norming sessions with regards to grading at all levels.	1	2	3	4	5
Increase the numbers of various Basic Skills offerings, including contextualized links, interdisciplinary links, and reading classes, based on analysis of data of student success.	1	2	3	4	5
Continue support for the Summer Institute of faculty development workshops.	1	2	3	4	5
Continue support of the English Express, a compressed (accelerated) pathway for students to complete English 090 and 098.	1	2	3	4	5
Secure funding to update the English Department website.	1	2	3	4	5
Work closely with the College Research Liaison to identify barriers to success for students in our classes and develop methods to help them overcome those barriers.	1	2	3	4	5
Create an Official Course Outlines Coordinator to work with the Articulation Officer, Instructional Operations, and the Curriculum Committee to create a more effective process for maintaining current outlines.	1	2	3	4	5

4. Please list any additional recommendations that you would like to be considered for the 2004-2011 English Department Program Review Report. (If more space is needed, use backside of page.)

APPENDIX 22: *The House on Mango Street* Writing Assignment

Grossmont College
English 098: English Fundamentals

The House on Mango Street Project: Writing Assignment

BEFORE WRITING

Responding to the following before you begin writing. It should help to give you plenty to work with when you begin the prompt below.

1. Make a list of images and/or phrases that come to mind when you hear the words “house” and “home,” and then write one sentence about each image.
2. List all the places (houses, apartments, and other dwellings) you have ever lived in and write one sentence about each place.
3. Choose the sentence from the previous list that most interests you and write as many concrete details as you can remember about the place.
4. Working with the concrete details you just listed, consider what these details reveal. What might you have to communicate about your environment, class, family, and feelings?
5. In what ways have you changed or not changed as a result of living at this specific house/apartment? What sentences from the first “Before Writing” question relate to this house/apartment in a meaningful way? Why?

THE PROMPT

After reading and working closely with Sandra Cisneros’s “The House on Mango Street,” you are in a position to write your own Cisneros-style vignette (multi-paragraph narrative) about a dwelling in which you once lived. Keep in mind the different formal moves Cisneros makes as a writer and how you might use them as you develop your text. Be sure to use vivid concrete details to illustrate your environment, class, family, and feelings. Keep in mind our discussion of the main idea conveyed by Cisneros’s piece as you should have something to communicate as well.

GUIDELINES: Format your paper according to MLA standards and use no more than 750 words.

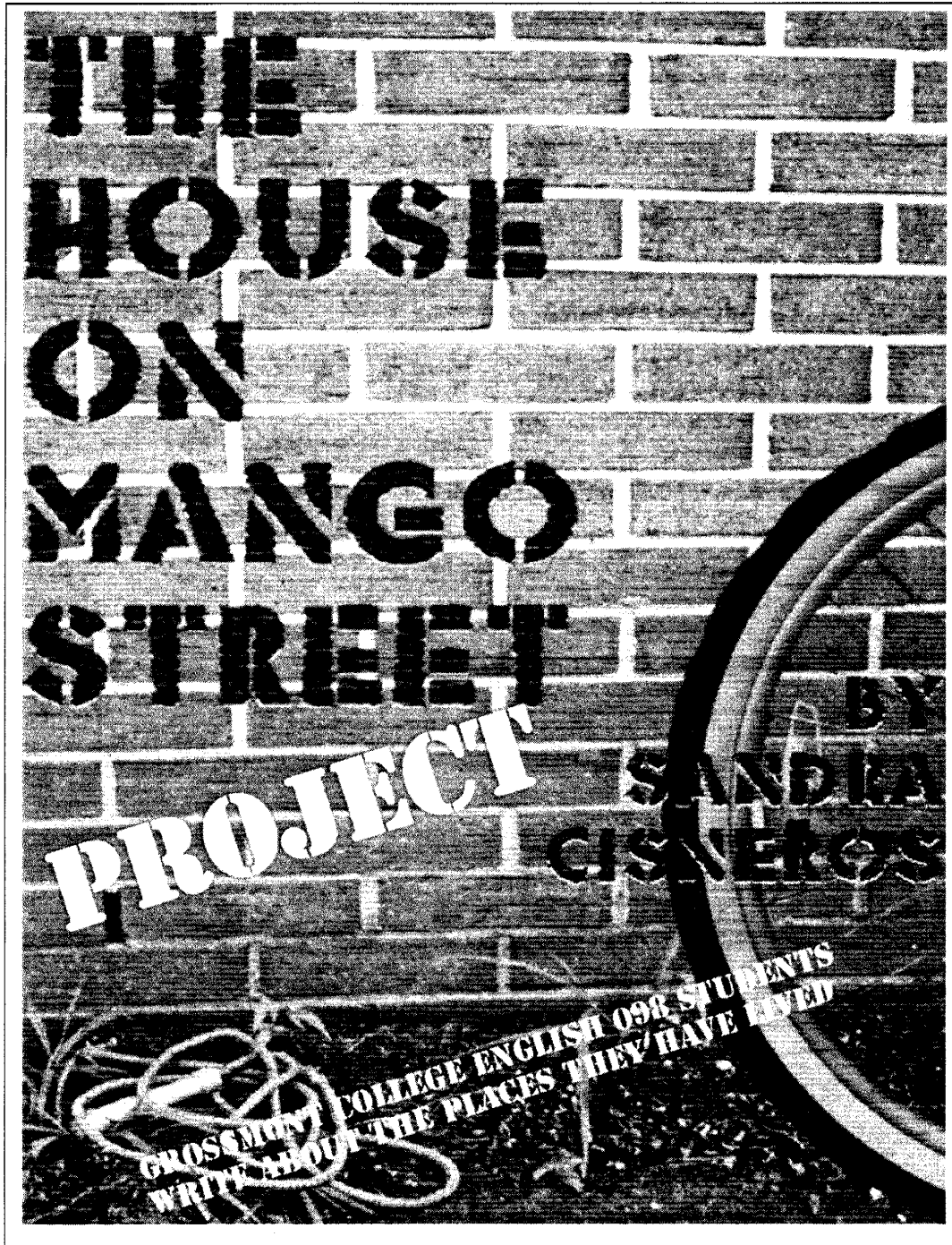
GRADING RUBRIC

- An “A” paper meets and exudes *excellence* in regards to the following criteria.
- A “B” paper meets and represents a *very good* accomplishment in regards to the following criteria.
- A “C” paper represents a satisfactory product in regards to the following criteria.
- A “D” paper is less than satisfactory in one or more of the following criteria.
- An “F” paper does not meet the requirements of one or more of the following criteria.

Evaluative Criteria	
Controlling Idea	• The narrative makes a point/claim or has a distinctive point of view about a specific place where the writer once lived, and in which the writer is the narrator.
Organization	• The narrative is written in an organized sequence and uses transitional words and/or phrases that help the reader move from idea to idea.
Development	• The narrative uses vivid concrete details to illustrate the environment, class, family, or feelings the narrator has about the place.
Writing Style	• The narrative uses Cisneros-style sentence patterns, including fragments purposefully and effectively.
Grammar	• The narrative is written in correct grammar and usage including no run-on sentences or comma splices, unintentional or overuse of sentence fragments, correct use of comma usage, correct spelling and word form and tense.

APPENDIX 23: *The House on Mango Street* Project

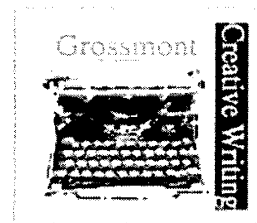
What follows is the first 18 pages of *The House on Mango Street* Project; it includes the three winners, five honorable mentions, and one of the twenty-seven finalists.



*Only a house quiet as snow, a space for myself to go,
clean as paper before a poem.*

—Sandra Cisneros,
The House on Mango Street

The House on Mango Street Project is a collaboration between Creative Writing, Developmental Writing, and Reading instructors held in conjunction with Grossmont College's 16th Annual Literary Arts Festival, which features an appearance by Sandra Cisneros. For more on the Creative Writing Program at Grossmont:
www.grossmont.edu/english/creativewriting/



As teachers and writers, we dedicate this collection to Sandra
Cisneros and the living she inspires.

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Najib Ibrahim
Instructor: Sydney Brown

The House That Moves

I live in a moving home, a home built by hands. A home filled with an army. A home filled with love. It all started in a little straw castle made by my father. He never needed much help. After that the house became a skyscraper, my fear of heights began there. After that was a house in a tornado. It moved me constantly from place to place. Now I live with the sun: warm and breezy, the perfect place to set a moving house.

When I lived in East Africa everything was easy. Life was simple and no one ever complained. After 1991, two years before my birth, things began to rise out of control. I was born February 19, 1993. I always saw my birth as an irony: a child born on a love month to a destructive planet. My parents told me we had neighbors who were close friends, but they had to leave like debris in the wind. Where there was one neighbor a new one would take their spot. I always wanted to know why. Why did they leave, and where to? I finally got the chance to find out when our family had to leave as well. My parents told me the reason people were leaving was because life was too easy for them here, and they needed a challenge, but I knew that wasn't the case. If it was a challenge why a different country? So many questions circled through my mind. It was off to a place named the Big Apple, New York City.

They called it the City That Never Sleeps. I was nervous to see why. It was like frozen tundra in New York, and the people were as cold as the weather itself. I saw lots of things there. There were these two towers that were tall, almost like twins. There was this big bridge that had a women's name, and people went across it all the time. I never saw such big buildings where I used to live. I never liked it in New York because I felt out of place, but sticking it out was part of our family tradition. The amazing thing is how we were able to move quickly from NYC. I guess my parents felt the same way I did about that God-awful ice land of a city. So it was off to a city that never stopped moving. It was nicknamed the Windy City. I was afraid of that.

Chicago was my next home by this time I felt like a nomad in the Middle East. It was as if a large vacuum was placed where the sky was. I asked my parents why it was always windy, and they told me that the people were so lazy here that they needed a push to get from place to place. I don't think that was the case because we weren't lazy. So many questions still remained. In my life I took information without disputing it, but it is what it is when you have to move across the earth to strange lands. We never lived a life from the constant locations; we also never experienced happiness. In America I was told about the "American Dream" but it seemed like a title. A title for those who had money and happiness. We had neither. What we had is something I call the "Alien Ambition". We were neither American, nor dreamers. My parents loved to sleep a lot, but they never had dreams of becoming something. They saw in us the power to change the world, thus they dreamed for us to dream. After Chicago, we moved to the place of stars, riches, and sunny days.

California was the final destination for us. I loved the weather. It was sort of like Chicago, but instead of windy days the ground would shake. My parents said the world was dancing in celebration at those times. I don't think that was the case though. The sun was always up and I never met such nice people. California was the complete opposite to New York. It became the place that would raise me to adulthood. Even though I wasn't born in California, it became my home. I learned about experiences of riding a bike and playing sports. I learned about life through the eyes of my parents, and many lessons throughout my trouble-making years. Although I only lived for a small amount of time, I believe there's more out there for me. California has always been my home... for now, because the moving house always moves.

Taylor Denniston
Instructor: Sydney Brown

House on Riverview

It has always been Mom and me in our little home. Others always came and went, but me and Mom always stayed.

The home we rent is right across the street from a fire department. They're not the kind that you see in magazines. Most of them are old and fat. They're not even the heroic kind you read about.

"If your house catches on fire we won't save it. We won't even try." They told that to Mom one day. I hope our house never catches on fire.

Our home used to look mean and angry on the outside. Our front windows were all cracked and our yard wasn't as pretty as those up the street. We also live in between the only two apartment complexes on the block. Sometimes Mom and I feel like two fish in a fish bowl. Just sitting there, our only purpose being to be watched and stared at.

"Your house looks like a crack addict's house, and your mom is probably the whore living there!" a fellow eighth grader told me one day at school. I didn't say anything back to her. I couldn't even see anything but the vibrant color red. Next thing I knew I was getting pulled off of her with extreme force. My mom had to come get me from school early that day. She was real mad at me when we were in the principal's office. I was scared. When we got home I told my mom what really happened and I told her she could be mad all she wanted. I also told her I would do it again in a heartbeat, and that that girl had it coming. She smiled and laughed at me. It was a good funny laugh, not a mean laugh like the eighth grader's.

In our little home none of our vacuum cleaners ever worked. I remember having as many as three at a time. None of them worked. We tried using parts off of one to fix the other and vice versa. None of them worked. Or somebody would come and give us another vacuum to work with. No one ever gave us working vacuums.

"Our life is just like these vacuums, Sweet Pea," my mom said to me only half joking. "I hope in your life, you get your own vacuum. A working vacuum that you picked out, and got yourself."

Fernando Rico
Instructor: Cindi Harris

My House

My home has no kitchen or bathroom. It has no outdoor living room, appliances or a car garage. It has no heating or air conditioning, TV, or electricity. It does have a mattress and windows. It has four wheels and is mobile, yet it is not a motor-home. The main front window is covered with a silver sun shade blocking the light and any curious people from glancing-in. The rest of the windows are polarized and you would have to get close to them in order to see inside.

The only noises are from the trolley passing by or the crickets outside. The only traffic is from the occasional pedestrian and a small volume of cars. All of the windows are closed except the left rear that has a two inch gap for air to circulate. What's even better is that I own this home, I don't have to share it with anyone, nor do I have to pay rent.

People pass by and look at my home and wonder if the lights are on, but no one is home. They would be surprised to even imagine someone is living there. Cars are for transportation, not to live-in.

In the morning when I leave for the day, I climb over the two front seats. When I arrive home, I repeat the same process of climbing over the two front seats and go to sleep.

A lot of people have a hard time understanding this. They can't seem to believe this is my living situation. They truly believe it is impossible. If someone asked them to trade their current living situation with mine, they would flat- out say no. I've asked my closest friends if they could envision themselves in my situation. Astonished, they look at me and say they could not do it.

I have adapted to this environment, am very comfortable, and I'm at peace. I can go to sleep any time after sunset and feel I'm in my own world and don't have to let anyone in. I do have to get up at sunrise, be discrete and not let people know of my situation. It is not the situation I want to be in, but for now it will have to do.

I'm homeless because I choose to. I could drop out of school and get a job. However, I want to better myself and finish school. The decision to go to school and not work landed me in this situation. I suffer from ADHD and can't do both. That is why this must do for now.

My life has changed drastically as a result of my living condition. Now, I'm more economically conscious and more appreciative of the things I have. I was pushed into this situation because of the economy, but I'm glad I have experienced it because it has made me more aware of whom I am, and it has turned me into a more humble person.

I have matured as a person while finally begun to live. It is because I value education that I am doing this. I want to earn an MBA and better myself. I spend all day at school and only come home to sleep. On the weekends, I spend all day in the library doing homework and follow the same routine.

On laundry day, which is every three weeks, I take the bus on a fifteen minute trip, and carry the sack of dirty clothes. To shower, I have to walk to the 24-hour fitness, half a mile from where I "live".

When I'm done with school, this sacrifice will be worth it because the past two years, I've sacrificed time, pleasure, a job, and utility benefits. I will have earned an education and nobody will take that away from me. By then, I will have earned my degree and have a job. I will be in a house again living comfortably.

I can picture my home. It will have three bedrooms with a two car garage, a big bath tub, air conditioner. I will sleep in a king size orthopedic mattress. My room will have a big screen TV.

When I look back to today, I will remember what it took to get there. I will remember all the time and effort it took to get there. That is why right now I'm neither stressing nor complaining about living and sleeping in a car. It is only temporary. Time moves fast and I can feel and see my success.

Breanna Bailey
Instructor: Cindi Harris

Graves Ave

Just the name Graves Ave gave me a bad feeling. We didn't always live on Graves Ave. My mother and I moved there when I was 8-years-old after her and my father divorced. I went from a "real" house to a tiny one bedroom apartment with two flights of stairs that seemed like they went on forever and ever. The stairs were a depressing brown color with chips of paint missing. I would never walk on those stairs barefoot, I was afraid of getting a splinter in my foot.

When I was 9-years-old, I broke my foot and had to use crutches. I'd get off the bus after school and crutch my way up the steep hill to our staircases. I wanted to cry every time I looked up and knew I had to make that journey up those stairs alone, hobbling on one foot, praying that I wouldn't slip and fall. Since my mother worked two jobs, I was a latch key child, left to fend for myself.

Going grocery shopping was an awful chore. The whole time at the store, I would be thinking about having to help my mom carry the bags of groceries up the stairs. I would be wishing that we had our "real" home again. A home that we could pull up in the driveway, and unload our groceries like normal families did. A home that had a mother and a father that was married. I longed for a mother that was on the PTA, and helped out at the school. A mother that could pick me up right after school and relieve me of those awful long bus rides, the ones that always smelled of stale air and stinky kids. I wanted to have my mother bake cookies like June Cleaver, but that wasn't my life, and I just had to accept that.

I always knew when someone was coming up those stairs. The second to the top step creaked when anyone walked on it because it was loose and wobbled. Sometimes when my friends would run up the stairs to come and get me, it sounded like a herd of animals, but that sound was joy to my ears. I loved my friends and playing outside. Most of the kids in my neighborhood were like me, products of single parent homes. My friends and I had a rock band, and we would pretend we were on the big stage singing and dancing to all our fans. We recorded ourselves, and would often listen to it.

That apartment may not have been much, but as I have had years to reflect on it I know that is part of what made me whom I am. Through it all I realize my mother did the best she could with what she had and no matter what I always came first to her. It taught me to appreciate everything that I have big or small. If you work hard for what you have, that is something to be grateful for.

Now being a mother and recently divorced myself, I see what my mother was going through. Now I have a small apartment, with two small bedrooms and only one flight of stairs. It's all that I can afford, but it's mine. I love my children and try to make the best out of what we have. I try to teach them and show them all we have to be grateful for, that at one time I was in a similar situation as they are in now.

I think growing up in that apartment on Graves Ave, and seeing my mom's hard work and endless love for me paved the way for me to be the mom and woman I am today. To show my children endless love, and show them strength. Teach them that hard work pays off. At 8 years old looking up at those two flights of stairs, a lonely lost child, I would have never known those things are what would make me the woman that I am today.

Damian Gonzalez
Instructor: Alan Silva

Bancroft Manor

What makes a neighborhood good? Is it the scenery and the location? Or could it just be what type of neighbors you have? What kind of people are they and who? You wouldn't want to live next to a serial killer, would you? I've lived in the same apartment since I was five years old. These pink and white apartments, named "Bancroft Manor". There is a rectangular sign in front, on top of a small hill of grass, surrounded with different kinds of flowers; the sign reads "Bancroft Manor". Next to the sign is a tall palm tree, taller than the apartment building. The apartment building itself looks like a huge two-story barn, with a green gate that is password activated. On the gate, there is a big, orange, and black sign that reads "keep gate closed".

Inside to the left there is a little palm tree, to the right is a massive tree with hundreds of birds singing and flying around inside, you could hear the birds singing all day long. When you walk through the hall, you will find yourself in the courtyard of the apartments. In the courtyard there is a decent sized patch of turf, big enough to host small parties. On top of the patch of turf is a colossal tree, twice as big as the first tree you see. To the left of that tree is a smaller one, but still considered big. There's three big trees in total, each one holding hundreds of birds inside. When you wake up in the morning, all you can hear is beautiful singing birds. With no roof to cover the whole complex, you could just sit outside at night and gaze at the stars and watch the clouds float by, just kick back and relax. There are four separate pink and green stairways with white fencing along the rail that looks like a barn type fence. My apartment is upstairs in the corner, inside what almost looks like a cave.

My neighbors are very quiet and stay to themselves. When you do talk to any of them, they can barely hold a conversation for two minutes before they dash behind their door that's what I love about my neighbors. It shows that they aren't nosey and won't be all up in your business. I know some of the other apartments in my complex are haunted, for I have lived here long enough to see some things. Since I've lived here, I've seen six people die from heart attacks in apartment number one. The craziest thing I've seen anybody do in my complex was by somebody that used to live in that very same apartment. I didn't know the man's name, for I was only eleven years old at the time and didn't talk to strangers. I was in my house one day and suddenly I heard this loud crash. Bam! It was glass shattering. Suddenly, I heard the man screaming from the top of his lungs "Leave me alone! Leave me the hell alone!" so loud as if someone was killing him. Everyone ran out from their homes to see what was going on. He was just rolling in the middle of the courtyard, with his head between his legs. The police would later arrive and calm the man down. They asked him some questions, and then finally let him go. It turned out that he was home alone and thought something like a spirit was trying to attack him. I believe it's the evil spirit that has also scared the last six people before him to death and caused them to die of heart attacks. Shortly a week later, the man moved out and a young couple moved in. I've lived in these apartments most of my life, but it's almost time to leave the nest and find a house of my own.

Yvette Romero
Instructor: Sydney Brown

The Home on Hickory Lane

Not much of a house or apartment. Not much of a family or love. Not much of anything. A home that owns a drunken father and an abusive mother. One who can kill you with her eyes. Her long gasps of air refuel her for more screaming. She is forced to pause through the loud and piercing words that pull me like a rope and strike me down like poison. An insignificant home portrayed as a normal home. This was my home. Where it didn't rain, it poured. It didn't cry, it sobbed. It didn't smile, or feel joy. It's tears were like drops of blood. A home that captivated abuse. A home made with bricks on the outside, as well as the inside. The inside of their hearts. I learned my place early on.

My name is Yvette. Spelled with a "Y" but with the sound of the "E". I hated my name. Like peanut butter stuck to the roof of a mouth with no water to drink, people never pronounced it right. I was always the last one. There is something wrong about forming a line in alphabetical order. My mother the angry one, the ones whose words stabbed you like daggers, named my sisters and me European names. She hated her heritage, she hated her past. She hated herself. She claimed to be Asian. And claimed us, American. We are. Born into the land of the prosper ones, in this land where even the dirt on the ground is worth more than a Mexican in Mexico. At least that's what she always said. She wanted better for us. She escaped a country she hated, for one she hated even more. At least in Mexico she had her family.

Here, all she knew was the palms of my father's hands. The father who by society's opinion is the man, but in our home he was nothing but a drunk. Nothing less, nothing more. With her vacant words, she created hatred. We saw it and believed it. She taught us to hate our own blood. To hate ourselves, yet she never claimed us. She avoided us like the devil avoids God. She claimed us as her nieces. Never her daughters. The only child she had was her first and her last. A child born into deception to claim the spot of a prince until he himself becomes king. And yet she hated a part of him too. The part that was hers. Like nails on chalkboard her screams would make me squirm.

My name is Yvette. It's spelled with a "Y" but it sounds like an "E". To her, I was nothing more than "Hija de tu pinche madre!" Nothing more, nothing less.

It was not hard for me to accept that this was my home. After all, this is all I knew. I also knew a father so loving and caring. Whose smile filled the earth. His smile so powerful. He could make your heart smile. A smile that turned into slurring words. Slurring words that turned to loose hands. Loose hands that hurt my mother. A mother at the bottom of the stairs bleeding. The sounds of the police sirens were as loud as an alarm clock. It always woke me up. Not from sleep, but from the family I so desperately desired. He would have killed her, a few times. But not me, he never hurt me. She hurt me. And she did. Bruises and welts marked on my skin, marked on the walls of the home on hickory lane. This was my home. How can I let go? After all it is where I learned to love and hate. I swore I would not have a home like this. But I have grown up to home just that. Bruises that now live on me. A home made for a normal family, homed a family cursed to pain. Now, in order to survive, I must let go.

April Golden
Instructor: Tate Hurvitz

The House on the Hill

All of my childhood was spent there, all of it, in that house on the hill. Washington is a strange mix of people. Daddy said the misfits all came here because it's the last stop before Canada. There was a character on every corner. We called them, nutty Mrs. Urban, or weird Mr. Able. That's what we were. Characters. My family was the Crazy Golden's, and everyone stayed clear of us.

We lived in the most expensive model in the neighborhood. Our house was at the top of a hill in a cul-de-sac. There were five other houses in that cul-de-sac, all with kids our age. Dad got into a fight with picky Mr. Securest next door, about our grass getting too high. Then, no one would play with us. I had to go down the street and play with the kids there, or at school, where no one knew about mean Mr. Golden.

I had a hard time in school. When I finally left, no one even noticed. It was like a glance and then I was gone. There was a teacher I liked. Ms. Sell, she was tall. She said I was smart, but didn't try hard enough. I never knew what that meant; I tried everyday. Everyday was hard.

Coming home was the best part of the day; it was dry and warm. I'd get to the bottom of the hill and listen to see if anyone was getting in trouble. Picky Mr. Securest said mom could wake the dead with her screams when she was mad. If it was clear, I'd run up the hill, up the front stairs and into the house. Mom was in the kitchen cooking, usually by this time she had heard what trouble my brother Mark had gotten into that day, skipping school, breaking into someone's locker or getting into fights. Mom cried a lot.

Sometimes though, it was hard to stay home. I was always running around somewhere, doing something. Dance class, friend's houses. Lots of friends houses. I liked to see how they lived. Their houses were quiet and clean. They would play board games and talk about their day. I'd pretend they were my family. After awhile they would stop asking me over. When I didn't have anywhere to go, we had this back yard, with lots of pine trees. I can remember playing back there alone and thinking the house was watching me, that it was protecting us, holding us up. That house, with its big windows that seemed like eyes to me, it kept us safe and held our secrets.

My sister Nancy was eight years older than me; she took care of us a lot. Nancy's room was next to mine. I'd lie in bed at night and listen to her. She would sing to the radio, picking out her clothes for the next day. She was so glamorous; she had straight black hair parted in the middle like mom. Nancy looked like Mom, but they were completely different. Nancy was bold. No one picked on Nancy. One time, when Mark was shooting a bee bee gun at me from his bedroom window on the second floor, Nancy snuck up behind him and grabbed the gun and threw it out the window, down to me. I hid it and she broke it later; no more gun. She left for school when I was eleven. Poof, she was gone. Funny how the backs of children are so strong. When she left, it all began to crumble.

Dad had a stroke when I was twelve. It was plenty scary. He was in the hospital for two months. Nancy came home from school to help. She was quiet for a long time after that, and she worried a lot. When Dad came home, a different man showed up. He could only work part time, we had to sell the car and take the bus. Mark started drinking; he was twenty one now. We weren't allowed to be home alone with Mark anymore. I mostly hung out at the arcade, smoking cigarettes. I got a job with a local Chef and moved into an old trailer on his property. It was clean and quiet. Sometimes, too quiet. Other times the rain on the roof was so loud it would wake me up at night.

Mom, Dad and Nancy stayed in the house another year until Dad couldn't pay the mortgage. No one minded leaving the house on the hill. Everything was broken, and it seemed like it had given up. It was just another reminder of what we almost were.

Brooke Bernstein
Instructor: Tate Hurvitz

My One and Only

We never moved often. I have only lived in three places my whole life, but I don't really remember the other two. First, we lived in Tierrasanta in a huge house. I don't remember lots about it except I had a room full of just my toys and a jumpy house! Mommy didn't like it though. Mommy and daddy said we were moving so I could go to a big girl school. They said in La Jolla, but I guess we always said it wrong and people laughed at us. When we moved there, Grandma moved in! We didn't live there long. I didn't even finish one year at my big girl school. Daddy gave that house to grandma and we moved to the other side of the mall.

We don't own this place like the old ones. We live on the first floor, so we don't have to worry about being too loud, but we always hear banging from the people upstairs. It always sounds like they're playing basketball. One time I asked them, and they said they did! I thought it was silly, but daddy got mad because of all the noise.

After we lived there a long time, the water began to come out of the bathroom, and the landlord told us it was dirty, and we couldn't live there anymore. Or at least for a little. It was Christmas time and we got to stay at a fancy hotel across the street! There was a big warm pool in our room, two beds, a kitchen, and everything! Just like a house. We stayed there for 14 days! It was like a vacation. Mommy was so sad and I didn't understand. After Christmas, we got to go back to our real home. Everything was ruined and wet. I knew why mommy was so sad now.

When we walked into our house for the first time, I remember being in the middle of mommy and daddy. We were holding hands and I closed my eyes. Once the door opened, I tried to peek, but I couldn't let myself. We slowly walked in, and it smelt yucky. Like when mommy would make those green vegetables with meatloaf. I knew daddy didn't like it either because he squeezed my hand so tight I thought it was going to fall off. Mommy ran into her room and daddy followed. I skipped into my room and my favorite shirt lied on the floor alone with none of my toys. I heard mommy crying, so I ran to give her a hug. I never squeezed her so tight. The walls were yellow from the flood, and the carpet was missing. We sat on the cement and talked about our dreams. Daddy wanted to just get away, but mommy said we had no choice but to stay. Everyday we would buy stuff for each room. Mommy's stuff always came first since we could all fit in her room. Daddy was working hard and could never play with me because he was so tired. When daddy was gone, mommy and I would try to clean a part of our home, but after a long time, mommy gave up.

Daddy always found ways to keep us safe and get us everything we need. We all got new rooms! Daddy promised he would get us out of this place since nothing was new anymore. He never missed a day at work, and always came home with a lottery ticket! I wish he would win, so he can move us somewhere else like the place he describes so well. I dreamt about the house my daddy will one day have. With lots of windows, a big front and back yard for me and my friends to play in, we would get new floors that shine so bright I could see myself in them. That was my favorite thing to hear because daddy would tell me if I put my slippery soft socks on that I could slide around the whole house! This dream house that my family

placed in my head was filled with new toys, and stairs, and my own bathroom filled with makeup, brushes, and clips to play with, so I could dress up as a little princess, and make up my own fairytale for myself one day. Mommy said we would get big bathtubs for all of us so we could have warm bubble baths everyday! She said she would cook everyday in our big kitchen.

I know daddy always tries his best, but I really wish we could leave sometimes. All my friends have big houses, and he doesn't know that it makes me sad. "Soon," says daddy, but mommy whispers to me "Patience." I try not to think. I close my eyes and dream of daddy's dreams.

Carin Morrison
Instructor: Sydney Brown

The Grossmont Riviera

The apartment on Blake Place doesn't exist anymore, neither does Blake Place. The Grossmont Riviera. Often some of the neighborhood kids, like Big Vicky, Little Vicky, David and his older sister Jody, and I would take turns standing in front of the "mont" on the sign out front so that it read "The Gross Riviera." We knew, all of us knew. We found comfort in knowing we were all in it together. Like it or not, it was home.

The Grossmont Riviera. Never again will I lay eyes on 5756 Blake Place, Apartment C, La Mesa, California, 92041. No other families will ever walk up the twenty two concrete stairs that led to the front door, or pad across the rust-colored shag carpet, or stare out that back bedroom window that faced the canyon where you could see the Family Fun Center and watch big kids slide down the ice-plant on cardboard into the canyon, but that's all gone now too.

There will never be an opportunity to go back and see the place where I spent my childhood. The place of so many firsts. The shortcut we used through the hole in the chain link fence to get to school is gone. I received my first kiss at that fence. My old school next door, Briar Patch Elementary, is still there, but it isn't a school anymore. Right now a physical therapy patient is working painfully hard to strengthen their muscles in the middle of my old elementary school auditorium.

The Grossmont Riviera. The place where I first learned how strong I was, awkwardly but competently, trudging my beautiful, shiny, highly coveted, pink Huffy bicycle, the "Thunder Rose" up and down those twenty two steps. So proud each time I reached the first or the twenty second step. It was where I first learned how cruel children could be. I was so excited to debut that "Dorothy Hamill" haircut. I whirled and twirled around the parking lot on my roller-skates, completely unaware that in just a few moments my whole eight year old world would come crashing down. Who wouldn't have climbed those twenty two steps back to her home, still in her skates, crying her eyes out because the big kids were calling her "Dorky Hamill?"

So many firsts. I smoked my first joint with Big Vicky in her apartment while her mom was at work. I played my first game of Truth or Dare with her and the other big kids. I experienced my first heartache at The Grossmont Riviera. It makes sense now, but I sure didn't understand then, how my much older love interest could have chosen Big Vicky over me. So many firsts.

I didn't realize we were poor, most of the time. My mom would spend her last dollar in the checking account to make sure we had the same name brand clothes and toys as our wealthier school peers. I even had a phone in my bedroom way before anyone else did. Well, the bedroom I shared with my little brother and baby sister. My mom would spend, then my parents would argue. My mom always won.

I didn't know we were poor. I knew we were different, but I never knew we were poor. I knew that all the kids at The Grossmont Riviera wished that my mom was their mom. The cool mom who would drive all of us neighborhood kids in her blue Volkswagen bus, piled high in the back, big kids holding little kids, seatbelt-less and wild, to fun places, like the skating rink or the now non-existent Family Fun Center that we could see from our back bedroom window. I didn't know we were poor, except when I would ask my mom if we would ever live in a house. Not an apartment, but a house. "Someday Carin, when my ship comes in" was her answer every time.

The Grossmont Riviera is gone. Blake Place is gone. They don't exist anymore. Both the apartment complex and the street were demolished. Torn down to make room for the fifty two freeway. I can never go back to the place of so many firsts, except for in my memories and dreams. Both sometimes haunting and sometimes so sweet.

APPENDIX 24: SAMPLE PUBLICITY MATERIALS FOR LITERARY ARTS EVENTS

Creative Writing @ Grossmont Presents:

The Writer as Activist

a Literary Arts Festival
April 21-May 2, 2008

Monday, April 21

POLITICS AND THE ENGLISH LANGUAGE

An Interrogation by Grossmont Faculty
Stephanie Wood, T Ford, Michal Jendian, Rob Williams, Carlos Contreras
& the Creative Writing Contest Winners
7 pm in Grossmont College Griffin Gate

Tuesday, April 22

AT RISE! NEW WORKS BY NEW DRAMATISTS

7 pm in Room 220

Thursday, April 24

ACTING LOCALLY: WRITING SAN DIEGO

Jim Miller, Kelly Mayhew, Adrian Arancibia, Mel Freilicher
& Local Jazz Master Trumpeter Gilbert Castellanos
7 pm in Griffin Gate

Tuesday, April 29

NEW VOICES: A STUDENT READING

The Creative Writing Program's Standout Students Read
Original & Uncensored Fiction, Creative Nonfiction, Drama & Poetry
7 pm in Griffin Gate

Wednesday, April 30

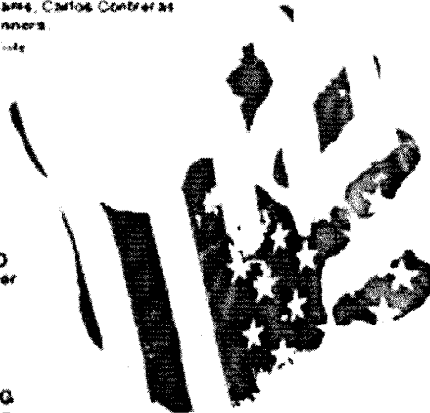
LOVER & WARRIOR:

A Celebration of the Literature of Marge Piercy
12:30 pm in Griffin Gate

Thursday, May 1

OPEN MIC

12:30 pm in the Student Center
Sign Up Begins at 12 noon



Friday, May 2
at 7 pm in Room 220

(see nearby for reading)

MARGE PIERCY

is the author of seventeen novels, including
The New York Times' bestseller *Gone To Soldiers* and the science
fiction sensation *Mr. Shoo*, and 17, and sixteen volumes of poetry. Piercy's
recent collection of poetry *The Crooked Instance*, is described by
Martin Espada as "eloquent outrage against war and injustice, vivid
evocations of a working-class family, gritty recollections of the city, and
a passionate appreciation for mature love." Born in center city Detroit,
Piercy was the first member of her family to attend college and has been
a key player in many of the major progressive political battles of our time.

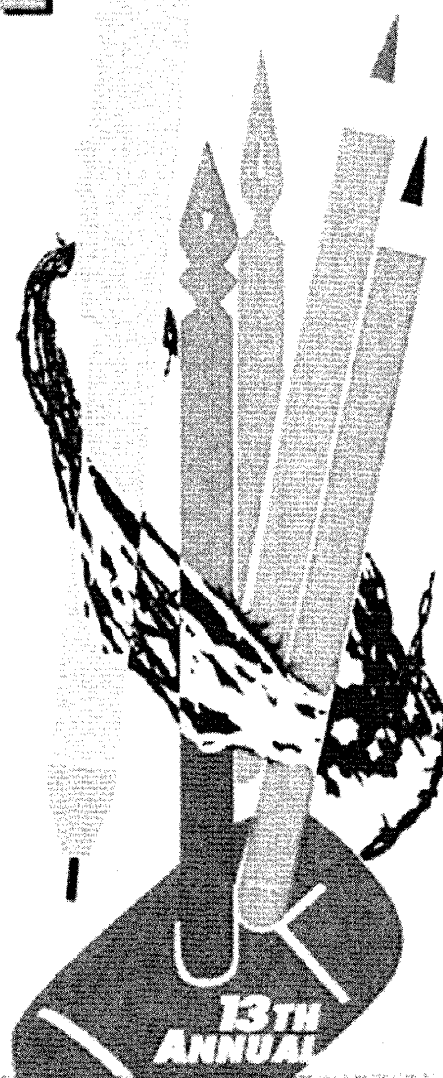
All events are free and open to the public. For more information, contact Sydney Brown at 644.7522 or
visit www.grossmont.edu/english/festival
Grossmont Community College District 2800 Grossmont College Drive El Cajon, CA 92020 (760) 446-7010 www.grossmont.edu
Landscape Board Members: Bob Alexander, Lisa Burt, Tomella J. Canfield, D.C. DeLore, Joanna Wozniak, Student Numbers

GROSSMONT COLLEGE'S CREATIVE WRITING PROGRAM PRESENTS

LITERARY ARTS FESTIVAL

APRIL 20-30, 2009

MONDAY, APRIL 20 NEW VOICES STUDENT READING Standout students from the Creative Writing Program read short fiction, poetry, creative nonfiction, novel excerpts, and drama. Griffin Gate at 7pm. / **TUESDAY, APRIL 21 AT RISE! DRAMATISTS' PROJECT** Grossmont's up-and-coming playwrights present their one-act plays in a staged reading. Room 223 at 6pm. / **WEDNESDAY, APRIL 22 WRITE OUT LOUD'S "AGAINST THE ODDS"** Professional actors read short stories about overcoming adversity. Griffin Gate at 12:30pm. / **THURSDAY, APRIL 23 HUNGER & THIRST READING** Local contributors to this collection of poetry, fiction, nonfiction, and art invite you to sit at the collective table we share as the human community. Griffin Gate at 7pm. / **MONDAY, APRIL 27 OPEN MIC IN THE STUDENT CENTER** Students, faculty, and staff are invited to read their original creative writing or a favorite poem (3 minute limit). Sign-up begins at 10:30am. Open mic starts at 11am. / **TUESDAY, APRIL 28 CELEBRACIÓN OF JIMMY SANTIAGO BACA'S LIFE & LITERATURE** An inspired presentation by students and faculty. Griffin Gate at 12:30pm. / **THURSDAY, APRIL 30 JIMMY SANTIAGO BACA READING & SIGNING** Of Apache and Chicano descent, Jimmy Santiago Baca is renowned for his prose, poetry, and raucous performance style. Student Center at 7pm.



FURTHER INFORMATION

www.grossmont.edu/english/creativewriting/

The festival is supported by Park & Wilson, Inc. All rights reserved. Thank You, Alfred Grove Foundation and The Creative Writing Foundation. www.grossmont.edu/festival

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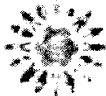
the grossmont college
creative writing program presents

14TH ANNUAL
**LITERARY
ARTS
FESTIVAL**

- MARILYN CHIN** poet, fiction writer (*Revenge of the Mooncake Vases*) **MONDAY, APRIL 19, 12:30 p.m., Griffin Gate**
- WRITE OUT LOUD** professional actors deliver dramatic readings of selected literature **TUESDAY, APRIL 20, 2:00 p.m., Griffin Gate**
- AT RISE!** DRAMATISTS PROJECT a performance of new one-act and short dramas **TUESDAY, APRIL 20, 8:00 p.m., Room 220**
- SARAH SHUN-LIEN BYNUM** fiction writer, novelist (*Ms. Hempel Chronicles*) **WEDNESDAY, APRIL 21, 7:00 p.m., Griffin Gate**
- NEW VOICES: A STUDENT READING** stand-out works read by the student authors **THURSDAY, APRIL 22, 7:00 p.m., Griffin Gate**
- ELLA DE CASTRO BARON** memoirist, poet, fiction writer (*Atty Brown Girl Seeks Employment*) **MONDAY, APRIL 26, 7:00 p.m., Griffin Gate, PERFORMING WITH GUITARIST AND VOCALIST**
- LAVANDERIA: A Mind Load of Women, Wash, and Words** **MONDAY, APRIL 26, 12:30 p.m., Griffin Gate; and TUESDAY, APRIL 27, 7:00 p.m., Griffin Gate** **PERFORMING WITH AFRO-CUBAN DRUMMERS AND DANCERS**
- BRANDON DESMAT** journalist, poet (*Driven Into the Shade*) **TUESDAY, APRIL 27, 2:00 p.m., Griffin Gate**
- MATT DE LA PEÑA** (2010 FESTIVAL KEYNOTE AUTHOR) novelist (*Bad Don't Lie: Mexican WhiteBoy*) **THURSDAY, APRIL 29, 7:00 p.m., Student Center**

FOR ALL THE 411 ABOUT THIS
FREE

TWO-WEEK EVENT, INCLUDING AUTHOR BIOS, MEDIA INTERVIEWS,
SAMPLE WORKS, AND MORE. VISIT THE OFFICIAL FESTIVAL WEBSITE:
WWW.GROSSMONT.EDU / ENGLISH / FESTIVAL



This year's Literary Arts Festival is made possible in part by the generous sponsorship of the following agencies: the Grossmont College Foundation, American Federation of Teachers (AFT), Local 1931, Association Students of Grossmont College (ASGC), The James Irvine Foundation, Poets and Writers, and especially Grossmont College's World Arts and Culture Committee.

Grossmont-Cuyamaca Community College District Governing Board Members: Rick Alexander, Greg Barr, Bill Garrett, Mary Kay Nosinski, Deanna Weeks, Student Members: Christopher Enders, Charles Taylor, B. Chancellor, Cindy L. Miles, Ph.D., Grossmont President: Susita Y. Gacke, Ph.D., Cuyamaca Interim President: Ronald D. Marzani




CREATIVE WRITING AT GROSSMONT COLLEGE
FRESHMAN

15TH ANNUAL LITERARY ARTS FESTIVAL


ALL EVENTS ARE FREE & OPEN TO THE PUBLIC.
Hours may be available in 2011.





WEEK ONE








MONDAY, APRIL 25
7:00 P.M., BLDG. 26, RM. 220
BASTARD OUT OF CAROLINA
KYLE WILLIAMS LEADS A SCREENING AND DISCUSSION OF THE 1996 FILM ADAPTED FROM THE NOVEL BY DOROTHY ALLISON

TUESDAY, APRIL 26
2:00 P.M., BLDG. 34, RM. 150
WRITE OUT LOUD: LITERATURE IN PERFORMANCE
ACTORS READ WORKS BY PAST & CONTEMPORARY AMERICAN WOMEN. FEATURES INCLUDING LITERARY ARTS FESTIVAL FEATURED AUTHORS.

WEDNESDAY, APRIL 27
7:00 P.M., BLDG. 26, RM. 220
DOROTHY ALLISON AWARD-WINNING AUTHOR
A READING AND BOOK SIGNING BY ONE OF OUR GENERATION'S MOST CELEBRATED WRITERS.

THURSDAY, APRIL 28
7:00 P.M., BLDG. 26, RM. 220
SMALL PRESS PUBLISHING IN SAN DIEGO
W/IT-ADAM DEUTSCH OF COOPER DILLON BOOKS AND POET GARY MCDOWELL



WEEK TWO




MONDAY, MAY 02
7:00 P.M., BLDG. 26, RM. 220
NEW VOICES: A STUDENT READING
OUR MOST TALENTED STUDENT WRITERS READ ORIGINAL WORKS

TUESDAY, MAY 03
8:00 P.M., BLDG. 26, RM. 220 (NOTE EARLY SEATING)
AT RISE! DRAMATISTS SHOWCASE
Drama and two student's stage fresh new one-act plays

THURSDAY, MAY 05
7:00 P.M., BLDG. 26, RM. 220
PATRICIA SMITH POET AND SLAM CHAMPION
THE WORLD ARTS & CULTURES COMMITTEE PRESENTS A READING & BOOK SIGNING BY THE AUTHOR OF *W. DODD DAZZLER* AND NATIONAL BOOK AWARD FINALIST





For more info, look inside the official
2011 Literary Arts Festival website:
WWW.GROSSMONT.EDU/ENGLISH/FESTIVAL
OR CONTACT
SYDNEY BROWN @ (619) 444-1101 / SYDNEY.BROWN@GCCCD.EDU

THE 15TH ANNUAL LITERARY ARTS FESTIVAL is sponsored by the Creative Writing Program and the Department of English at Grossmont College. It is a celebration of the creative writing community at Grossmont College and the surrounding area. The festival is a chance for students to showcase their work and for the community to enjoy the talents of our students. The festival is a chance for students to showcase their work and for the community to enjoy the talents of our students. The festival is a chance for students to showcase their work and for the community to enjoy the talents of our students.



Creative Writing at Grossmont College Presents
The Fall₂₀₁₁ Reading Series

Poet **James Meetze**

DAYGLO Winner of the Sawtooth Poetry Prize
Thursday, September 15
Hyde Gallery 7 P.M.



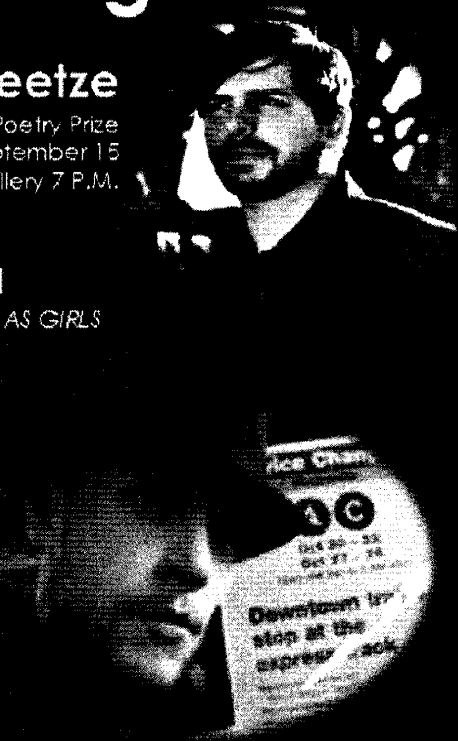
Novelist **Cris Mazza**

VARIOUS MEN WHO KNEW US AS GIRLS
Wednesday, October 12
Room 26-220 12:30 P.M.

Lester Bangs Memorial Reading

Justin Hudnall

Performs "Portrait of a Vinyl Man"
Wednesday, October 19
Room 26-220 7 P.M.



Lidia Yuknavitch

THE CHRONOLOGY OF WATER: A MEMOIR
"The book is extraordinary."—Chuck Palahniuk
Monday, November 14 in Room 26-220 7 P.M.



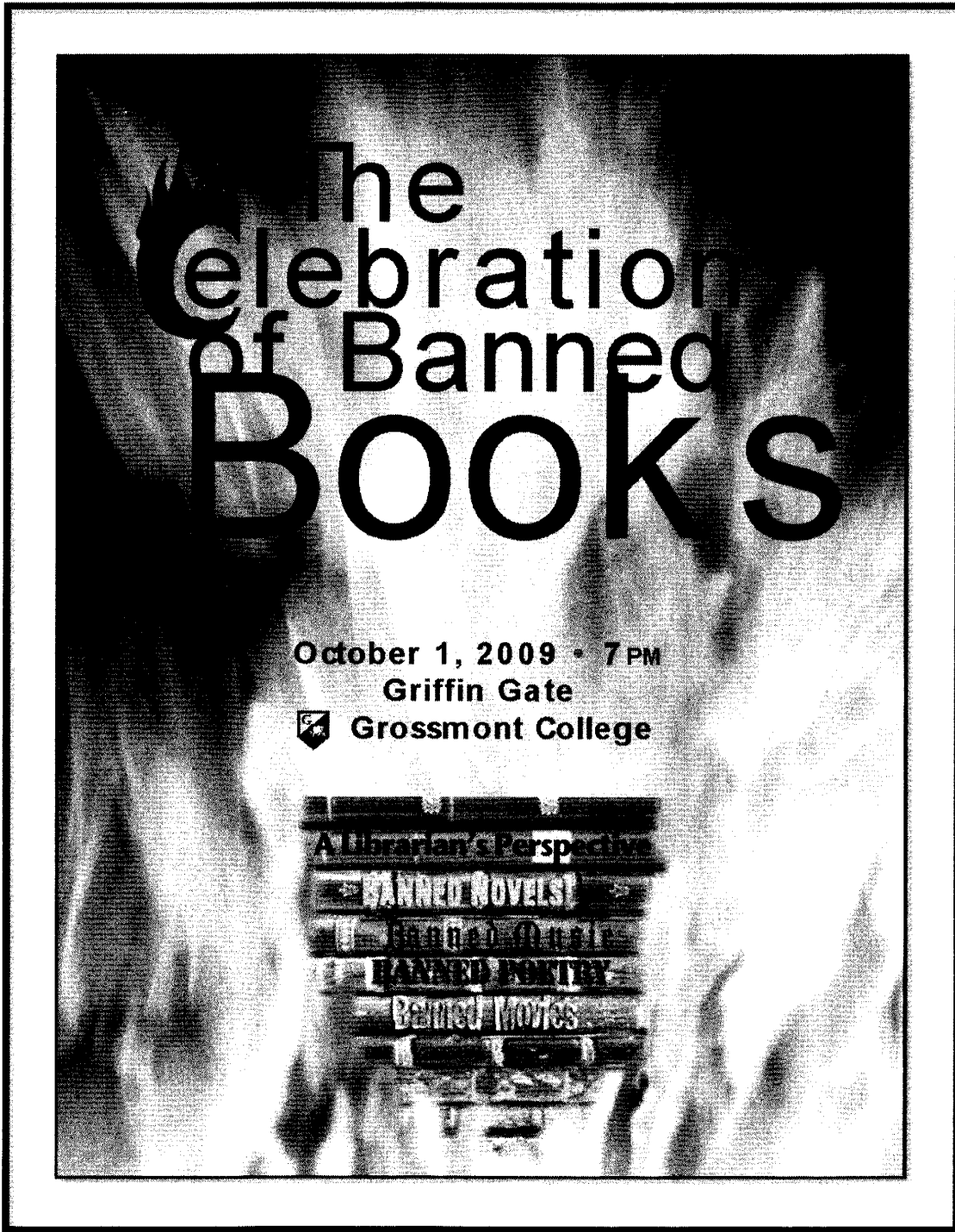
New Voices

Student Reading
POETRY-FICTION-NONFICTION-DRAMA
Tuesday, December 6 in Room 26-220 7 P.M.



www.grossmont.edu/english/creativewriting/

Grossmont Community College District 8500 Grossmont College Drive, El Cerrito, CA 92520-1799 (916) 644-7070 www.grossmont.edu Grossmont Board of Trustees: Craig Bower, Bill Gorman, Edwin Hill, Debbie Johnson, Mary Kay Powell, Student Members: Christopher Funder, Charles Taylor III, Chancellor: Cindy L. Miles, Ph.D., Grossmont College President: Silvio V. Cordile, Ph.D.



APPENDIX 25: TECHNOLOGY AND MEDIA IN INSTRUCTION SURVEY

TECHNOLOGY AND MEDIA IN INSTRUCTION

1. Please indicate the degree to which you utilize the following technology and media to enhance teaching and learning and to communicate with students.

	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	I DON'T KNOW WHAT THIS IS.
Audio CDs						
Blackboard						
Blogs						
CATL						
Computer						
Creative Writing Program Website						
Documentary Film						
Document Camera						
Dropbox						
E-mail						
English Department Website						
Facebook						
Grossmont College Databases						
LUCI						
Mixed Messages						
Movies						
One Book Website (i.e. Lacks, Carson)						
PowerPoint, Keynote, etc.						
Reading Program Intranet						
SurveyMonkey						
Your Own Website						
YouTube						
Other (please specify)						

APPENDIX 26: TUTOR RESPONSE FORM: ENGLISH WRITING CENTER

TUTOR RESPONSE FORM: ENGLISH WRITING CENTER

Student enrolled at: Grossmont College Cuyamaca College

Student's Name: _____ Date: _____

Class: _____ Instructor: _____ Time In: _____ Out: _____

Paragraph/Essay: _____ Brainstorming: _____ Reading Assignment: _____ Vocabulary: _____ Textbook Help: _____

Assignment/Essay Title _____

Prompt Provided? Yes ___ No ___ Student's Main Concern: _____

Areas Reviewed:

Commas _____	Pronouns _____	Verb Tense/Form _____	Thesis Statement _____
Semicolons _____	Prepositions _____	Word Form/Choice _____	Topic Sentences _____
Apostrophes _____	Articles _____	Subject/Verb Agree _____	Introduction/Conclusion _____
CS/Run-ons _____	Point of View _____	Sentence Structure _____	Structure/Support _____
Fragments _____	Spelling _____	MLA/Works Cited _____	Other (See comments below.) _____

Additional Comments: _____

Recommended to return after revision(s). Tutor's Name: _____

To be completed by student:

1. Has your concern been met? Yes ___ No ___ Don't know ___ Not applicable ___
2. **Student Learning Outcome:** Do you feel that you understand and can use the information covered in this tutoring session? Yes ___ No ___ Don't know ___ Decline to state ___

Student Learning Outcomes: English IDS 198(Reading); IDS 198(Writing); IDS 198(ESL)

IDS 198 (Reading)/IDS 198(ESL): During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Study skills strategies while reading a textbook
- Functions of specific parts of speech in vocabulary sentences

IDS 198 (Writing)/IDS 198(ESL): During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Prewriting
- Rhetorical Methods
- Paragraph Structure
- Basic Essay Structure

Student Learning Outcomes: English IDS 198(Reading); IDS 198(Writing); IDS 198(ESL)

IDS 198 (Reading)/IDS 198(ESL): During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Study skills strategies while reading a textbook
- Functions of specific parts of speech in vocabulary sentences

IDS 198 (Writing)/IDS 198(ESL): During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Prewriting
- Rhetorical Methods
- Paragraph Structure
- Basic Essay Structure

APPENDIX 27: END OF SEMESTER REPORT: ENGLISH WRITING CENTER

Spring 2012

End of Semester Report: English Writing Center

Overview:

Grossmont College students continue to use the English Writing Center (EWC) as a place to enhance their writing and reading skills, brush up on grammar, and increase vocabulary skills. English Department students, ESL students, and students from other departments across the campus come to the EWC for writing and/or reading help, and for the classroom instruction offered in English 51/52.

During the spring 2012 semester, the only students authorized to enroll in IDS 198 Reading, Writing, and ESL (formerly known as English 198W-Supervised Tutoring and English 198R-Supervised Tutoring) continued to be students currently enrolled in Basic Skills courses. Apportionment was collected on those students. However, the tutors in the English Writing Center continue to serve all students who seek help with their writing. The Computer Tutors continue to monitor the IDS add codes, supplying them only to the Basic Skills students.

The semester commenced with continued record numbers of students utilizing the EWC for tutoring and for English 51/52. Highlights follow for both IDS 198 and English 51/52:

IDS 198 (Supervised Tutoring)

- For Monday of Week 4, there were 158 tutoring sessions (highest recorded number of sessions in EWC history). For Monday of Week 6, there were 149 tutoring sessions. On Monday of Week 16, there were 139 sessions, the third highest for the semester.
- For the second time since fall 2006, three 500 “plus” weekly sessions occurred (during Weeks 6, 15, and 16).
- In terms of daily tutoring sessions, 41 days out of 78 days had 100 “plus” tutoring sessions a day, accounting for 53% of the total days students were tutored.
- Week 9 witnessed 495 tutoring sessions, while during Weeks 4, 7, 8, 10, 12, 13, and 14, there were over 400 tutoring sessions each week. In other words, for one half (50%) of the counted weeks (1-16) there were 400 “plus” tutoring sessions.
- Additional funding allowed for the record number of tutoring sessions set.

English 51/52-Three issues presented challenges this semester.

- The first issue related to required instructional cuts to summer, fall, and spring teaching schedules. The following information compares instructional hour reductions:
 - Summer 2009- 20 Weekly Instructional Hours offered (English 51/52 offered.)
 - Summer 2010- 10 Weekly Instructional Hours offered (English 51 only offered.)
 - Summer 2011- 5 Weekly Instructional Hours offered (English 51 only offered.)
 - Summer 2012- 0 Weekly Instructional Hours offered.
 - Fall 2011 -Weekly Instructional Hours reduced by 2 hours per week from spring 2011.
 - Spring 2012- No change from fall 2011

- The second issue related to over-enrollment. Due to a clerical error in spring 2011, the English 51/52 courses were overenrolled by 230 students at the beginning of the semester. As a result of the unexpected, overwhelming influx of students, the English 51/52 instructors, the Learning Skills Coordinator, and the LAC Specialist designed and piloted a more efficient system of providing the registered students with requisite orientation information- course syllabus, instructional and lab time slots, etc. Piloted during summer 2011 in English 51, the new system was supported by a minimal number of English Skill Peer Tutors on Monday, Tuesday, and Wednesday from 9:00-2:00 of Week 1 of fall 2011. Following is a description of how the tutors streamlined the English 51/52 sign-up process for fall 2011 and spring 2012. Four stations were set up, with a tutor at each station assigned to complete 4 tasks: 1)- Verification that each student was registered in English 51/52;- 2)- Completion of part of the student contract; -3)- Explanation of English 51/52;- 4)- Finalize (with an English 51/52 instructor) scheduled times for both instructional and computer lab hours for each student.

At the end of Week 1 of fall 2011, the LAC Specialist, the tutors, the English 51/52 instructors, and the Learning Skills Coordinator deemed this streamlined process a success, so it was continued for spring 2012. If funding permits, tutors will continue to support the student orientation in the future.

It should be noted that the number of students enrolling in English 51/52 has doubled in the last few years, so the original method of having the instructor independently responsible for the orienting/scheduling of individual students had become overwhelming. For example, for the first three days of the semester, close to 225 registered students attempt to confirm their meeting time/dates with their 51/52 instructor, and the 51/52 instructors have found it nearly impossible to meet with each and every student. Fortunately, the new orientation process has been extremely helpful. The instructors, however, orient/schedule individual students who are "waitlisted" 3 days after the start of the semester; unfortunately, remaining appointment times are sparse after the first three days of the semester.

- The last issue that presented challenges related to the inordinate influx of non-English speaking students. Most of the immigrants enrolled in English 51/52 assess at the ESL 70 or ESL 80 level and would be better served in an ESL course. However, due to the early closure of the ESL courses, and with ESL 70 completely eliminated from the class schedule for spring 2012, English 51/52 served as the only courses devoid of prerequisites that could remotely serve this unique population. It should be noted that English 51 and English 52 were originally designed to support students with any part of the writing process but more particularly aimed at students who were writing for other courses. As a result of this influx, for Spring of 2011, the English 51/52 instructors had to quickly adjust to meet the rudimentary needs of these students, initiating instruction by teaching elementary skills, i.e. writing the letters of the alphabet, writing their names in English, etc. The lack of instructional materials further confounded the situation. The Student Success Committee was apprised of the situation and funded both the purchase of appropriate teaching resources (picture dictionaries and workbooks) and compensation for instructors to develop ancillary materials. Specifically, the 51/52 instructors, Learning Skills Coordinator, and the LAC Specialist met with an ESL consultant (in spring 2011) to implement a project to develop supplementary materials. The project consisted of

the development of approximately 22 Power Points directly related to the *Heinle Picture Dictionary and Workbook* and was completed by June 30th, 2011. The newly developed Power Points were targeted to assist the ESL 70 and 80 students and have proven to be a very valuable resource to support independent student instruction. With these Power Points, students have been able to practice their spelling and write sentences on their own. In addition, the students have also been learning both grammar and vocabulary at the same time, especially fundamental, high frequency vocabulary. These Power Points filled a gap in the 51/52 program, supplying the appropriate materials to meet student need. Related to serving student need, in order to maximize instruction, the English 51/52 instructors tried “grouping” as many immigrants into “identified” time slots as possible. However, this effort was unsuccessful because of the varied student schedules.

Staffing the EWC with English Skills Peer Tutors and Computer Tutors:

The EWC is staffed with both English Skills Peer Tutors and Computer Tutors. The English Peer Tutors assist students with their reading and writing skills. Computer Tutors manage the influx of students when they arrive at the EWC, as well as assist English 51/52 students at the ten computers designated for English 51/52 students to complete their lab assignments. Once again, the LAC Specialist recognized that her most integral job responsibility is to maintain an adequate staff, and that hiring sufficient staff will always be an ongoing and challenging pursuit.

English Skills Peer Tutors:

The tutoring hours available to prospective English Skills Peer Tutors have been in flux for the past 2 years. Comparing weekly tutoring hours from spring 2010 to spring 2012, the following information is based on funds allocated to support 316 weekly tutoring hours (spring 2010 semester), 257 weekly tutoring hours (Weeks 1-6 of fall 2010), 321.5 weekly tutoring hours (Weeks 7-16 of fall 2010), 387 weekly tutoring hours for spring 2011, 257 weekly tutoring hours for fall 2011 (prior to additional funding), then 337.5 hours after dean approval, 406 weekly hours (after Week 5 with the news of additional funding), and 410 weekly hours for spring 2012, due to the increased funding for the 2011-2012 fiscal year. To adequately staff the EWC for subsequent semesters, at the end of each semester, the LAC Specialist asks all tutors to fill out a form regarding their intent to return the following semester; the LAC Specialist then is able to plan a tentative tutor schedule for the subsequent semester. However, all tutor schedules are subject to change due to conflicting academic commitments.

1. Based on the fall 2011 number of available English Skills Peer Tutors and available tutoring hours, the LAC Specialist projected that for spring 2012, 96 unstaffed hours existed as a result of 7 English Skill Peer Tutors not returning due to their continued education and/or personal obligations. Fortunately, 1 English Skills Peer Tutor returned after a semester off, and she assumed 15 hours, while another new English Skills Peer Tutor began tutoring in February and assumed 23 hours. The remainder of the unstaffed hours was given to returning tutors whose schedules would allow for additional employment.
2. Prior to the beginning of the spring 2012 semester, the LAC Specialist soon realized that, due to the secured augmented funding for the 2011-2012 fiscal year, the weekly tutoring hours could be as high as 410, which would well serve the student population. With that in mind, the LAC Specialist filled all available tutoring hours as the goal has always been to ensure that students experience a minimal wait time.

Computer Tutors:

Computer Tutors have two basic job functions. The first is to manage the influx of students seeking services in the EWC. They make certain that Basic Skills students are enrolled in the correct Supervised Tutoring course and that Basic Skills students all log in whenever they seek tutoring services; in addition, they ensure that all students sign onto the Sign In/Waiting List and see a tutor as quickly as possible. The Computer Tutors also assist the English 51/52 instructors with students who utilize the EWC to complete their assigned lab hours directing those students to available computers. Because the EWC is so highly utilized, it is necessary to staff the EWC with two or three Computer Tutors during peak hours, each working to facilitate these student needs. At the beginning of the spring 2012 semester, all but one of the Computer Tutors under the EWC Budget returned. In addition, all four fall Work Study (WS) students- hired in fall 2011 as Computer Tutors returned for the spring 2012 semester. In addition, 4 more WS Tutors were hired in spring 2012. Fortunately, the EWC had excellent coverage throughout the day and evening open hours.

Unfortunately, during the spring 2012 semester, the EWC Computer Tutors witnessed challenges with a handful of combative and unrelenting students who demanded specific English Skills Peer Tutors repeatedly or who expected more than a thirty-minute tutoring session; some students even demanded multiple tutoring sessions per day. The LAC Specialist responded in two ways: First, she expanded information requested on the Sign In/Waiting List to facilitate reasonable management decision- making. Although all students wishing to see English Skill Peer Tutors have always been required to sign in, now the LAC Specialist requires that all students seeking tutoring sign in (whether or not they actually stay to see a tutor) and share whether if this is their first or second tutoring session for the day. This has helped to track overall demand for usage to facilitate more effective tracking. In addition, the LAC Specialist created the following two signs. With the first sign (No Tutor Requests), students are now required to read the information below before they sign in:

• NO TUTOR REQUESTS

Due to the high volume of students who use the English Writing Center and the first come first served policy established, no specific tutor requests will be accepted. If a student is called for a tutoring session but refuses to see an available tutor, then the student may choose to place his/her name on the waitlist anew; however, there is no guarantee that a “requested” tutor will be available when the student is called again.

BEHAVIOR EXPECTATIONS

All Grossmont College students are expected to adhere to the Student Code of Conduct (Student Discipline Procedures). Failure to abide by this code may result in a written warning and possible suspension from the English Writing Center.

Examples of Disruptive Behavior:

1. Rude/disrespectful comments directed towards ANY of the EWC staff or students
2. Arguing with the EWC Staff. (Computer Tutors, Peer Tutors, English 51/52 Instructor of Record, EWC Supervisor)

Thank you for your cooperation.

Please read before you sign in!

This second sign (English Writing Center Policies) is now posted in the EWC at the front desk:

• ENGLISH WRITING CENTER POLICIES

1. Students are allowed two (2) 30 minute sessions per day, regardless of whether or not students are waiting to see a tutor.
2. Requesting a specific tutor is not allowed, regardless of whether or not students are waiting to see a tutor.

These policies have been established by the English Writing Center Specialist and Learning Skills Coordinator.

To further alleviate the challenges resulting from students demanding to see a specific English Skills Peer Tutor, several Computer Tutors and English Skill Peer Tutors, the Learning Skills Coordinator, and the LAC Specialist decided to pilot a "closed" door policy for the last two weeks of classes (Weeks 15 and 16). The EWC door remained unlocked but closed during the EWC's open hours. EWC Staff and English 51/52 students could enter freely, while students wishing to see an English Skills Peer Tutor signed up outside the EWC at a designated table in front of the stairs and entered only when an English Skills Peer Tutor was available. Approval for this trial run was obtained from the Tech Mall Supervisor and the Tech Mall Dean and was supported by the academic dean who has oversight over the EWC. The reasoning behind having a closed door was to ensure that all students were served fairly and to prevent students from manipulating the system in order to work with a specific English Skills Peer Tutor and not an available English Skills Peer Tutor. Both Computer Tutors and English Skill Peer Tutors had varying opinions as to the success of the pilot, and discussion related to continuing for fall 2012 will ensue.

To alert the students of the new policy, the LAC Specialist posted the following sign on the EWC door:

• ENGLISH WRITING CENTER (EWC)

English Writing Center Faculty, Staff, and English 51/52 students may enter the room at any time.

All other students who wish to see a tutor must first check in with the Computer Tutor outside the EWC and wait until their number is called before entering the room.

The following second sign was posted on the wall behind the sign-up table outside the English Writing Center as well as on the table itself:

**• English Writing Center
Tutoring Sign-Up Procedures**

You will need to have your Student ID Card ready to sign in for tutoring.

Wait quietly on the benches, and do not enter the English Writing Center until your number is called.

Thank you for your cooperation!

Tutoring Schedules and Budgeting Reports:

During the morning hours- at the beginning of the spring 2012 semester (Monday -Thursday), between 7 and 9 English Skills Peer Tutors normally staffed the EWC. Similar to the previous semester, the highest demand for tutoring is usually between 9:00 and 2:00. The continued, revised augmented budget allowed the LAC Specialist to hire a higher number of English Skills Peer Tutors for peak hours to meet student demand. With previous semesters, the most challenging time to find an adequate number of available English Skills Peer Tutors was from 12:00 to 2:00 -primarily due to school schedules' conflicts. However, for spring 2012, the LAC Specialist had no fewer than 5 English Skills Peer Tutors during those hours. For spring 2012, the most challenging time to staff was during the late afternoon until 8:00P.M., closing time. Beginning Week 3, the EWC had the highest number of English Skills Peer Tutors available on Mondays from 9:00 to12:00 with 8 tutors on staff from 9:00 to 11:00, and 8-9 tutors from 11:00 to 12:00. The LAC Specialist and the Learning Skills Coordinator firmly believe that beginning the day with the maximum number of English Skills Peer Tutors leads the way for successful tutoring sessions, resulting in a shorter waiting list, and more satisfied students. Traditionally, Fridays have never been as busy as Monday through Thursday, and Friday English Skills Peer Tutor staffing has been minimal. However, with the budget augmentation, for fall 2011, the LAC Specialist expanded the open hours from 9:00 to 2:00 instead of 9:00 to12:00 as in recent semesters: students took advantage of the extended hours. It should be noted that for fall 2011, the English 51/52 Friday hours were diminished by two weekly hours with instruction from 9:00 to12:00 instead of 9:00 to 2:00, due to continued budget cuts, but the EWC LAC Specialist decided to remain open from 9:00 to 2:00 for Supervised Tutoring due to high student demand. However, for spring 2012, with the continuation of two less hours for English 51/52, the LAC Specialist decided to close Supervised Tutoring at noon as well to maintain the original philosophy of the EWC that tutoring should not extend beyond the open hours for the English 51/52 classroom instruction.

For Monday through Thursday, the staffing schedule provided, on average, 7-8 English Skills Peer Tutors each hour from 9:00 to 1:00, 6-7 English Skill Peer Tutors each hour from 1:00 to 4:00, 4-5 English Skills Peer Tutors each hour from 4:00 to 6:00, 4 English Skills Peer Tutors from 6:00 to 7:00, and 3-4 English Skills Peer Tutors from 7:00 to 8:00. For Fridays, the schedule provided 4 English Skills Peer Tutors per hour for the three open hours. Scheduling of all tutor hours and comparative budget reports regarding tutoring are provided in Attachment 1: Payroll Actuals by Payroll Period and by Tutor and in Attachment 2: Master Weekly Work Schedule for the English Writing Center.

Scheduling of Appointments for Supervised Tutoring:

At the beginning of the spring 2010 semester, all English one hour appointments formerly offered in the Tutoring Center upstairs were brought under the EWC purview and replaced the half hour appointments. There were challenges with those one hour appointments for the fall 2010 semester. It soon became apparent that offering them deprived the designated English Skill Peer Tutors from working with the high volume of students seeking walk-in appointments. Therefore, one hour appointments were no longer offered after Week 7 of fall 2010. For spring 2011, fall 2011, and spring 2012, the LAC Specialist and the Learning Skills Coordinator determined that serving students on a walk-in basis was more beneficial to all students.

Budget:

Table I below shows actual dollars spent from the Tutoring Budget. See Attachment I for the expanded version of Table I that reflects the payroll expenses “by tutor” in the English Writing Center.

Table I Payroll: EWC Budget (Actuals) 2011-2012

	2011-2012 Allocation	Actual Tutor Expense Summer 2011 (July 1-14, July 15-August 14)	Actual Tutor Expense Fall 2011	Total Actual Tutor Expense 07/01/11 thru 01/14/12	Total Actual Tutor Expense 02/14/12 thru 06/14/12 No summer session tutoring (6/15-6/30)	TOTALS For Fiscal Year 2011-2012
Tutoring Budget	\$84,500.00 Plus \$30,856.00 Additional funding	\$3,372.00	\$52,200.78	\$55,572.78	\$52,910.50	\$108,483.28
Work Study	\$9,440.00	\$289.00	\$6,222.00	\$6,511.00	\$12,248.50	\$18,759.50
Totals	\$124,796.00	\$3,661.00	\$58,422.78	\$62,083.78	\$65,159.00	\$127,242.78

Purchases for the EWC during the spring 2012 were minimal due to a purchasing freeze implemented very early in the semester. The only items purchased for spring 2012 out of the budget were file folders. The LAC Specialist’s Color Copier was depleted of color ink toners early in the spring 2012 semester, and the LAC Specialist relied upon the black laser jet printer for most printing and for the Duplicating department for any color copies needed (especially with the End of the Semester written report and spreadsheets).

The fall 2011 purchases are listed below- to demonstrate that the EWC does need to stock basic supplies each semester. This information also serves as a basis for comparing the meager purchase for the spring 2012 semester.

- HP Color and Black Laser Jet Toners for the HP Color Laser Jet Printer/Copier,
- External and internal file folders (green and purple),
- 3 ½ inch plastic labels for the file folders,
- Name plate holders for the EWC English Skill Peer Tutor desks
- Tutor name plates and plastic name holders for the lanyards (all tutors).
- Avery file Folder labels (used on the English 51/52 student green folders).
- Kleenex and hand sanitizer for all desks (due to the continued concern about the Flu Virus).

- Tall bookends.
- Sturdy English 51/52 booklet holders

Encouraging Student Use of the EWC:

As in past semesters, the LAC Specialist visited classrooms upon request to promote services available in the EWC (IDS 198 Reading, Writing, and ESL), and English 51/52. Classroom visitations for spring 2012 were lower than expected, possibly due to fewer instructors requiring students to seek tutoring support. Several instructors, however, escorted their classes to the EWC so that students could see the EWC, hear about the services offered, and receive details about tutoring and instructors available in the EWC.

Student Usage from Data: Red Canyon Reports:

For the classroom instruction of English 51/52 as well as Supervised Tutoring (IDS 198)—Writing, Reading, and ESL, Table 2 below compares logins for students. (See also Attachment #3 for expanded data and other semesters' data as a comparison.) For English 51/52, student enrollment for spring 2012 was the second highest ever (441 students) as compared to spring 2011, with the enrollment of 455 students. As enrollments have continued to increase, one can surmise that students realize the value of this instructional program. Each English 51/52 instructor continued to offer quality classroom instruction even though the volume of students was overflowing, especially during peak hours (9:00-2:00 Monday-Thursday).

For spring 2012, the number of students who enrolled in IDS 198, Reading, Writing, and ESL (Supervised Tutoring) equaled 407 students, an increase of 48 students over spring 2011. As stated earlier in the report, beginning in spring 2010, Basic Skills students were the only ones who could register for an IDS course even though the EWC serves all students, and the Computer Tutors continued diligently requiring Basic Skills students to register for IDS 198. However, as with spring 2011 and fall 2011, the LAC Specialist suspects that the actual number of Basic Skills students receiving tutoring in the EWC was higher than the Red Canyon reports state. As additional expectations were placed on the Computer Tutor to question each student's class level, some Basic Skills students may have "slipped through the cracks" and did not formally register for Supervised Tutoring. Fortunately, the English Writing Center's Tutor Response Form allows for a daily tracking of tutoring sessions, and all student contacts are accounted for. Interestingly, as in past semesters, for spring 2012, the highest number of tutoring sessions was conducted with English 120 students with 1052 sessions (Attachment #7).

Table 2 Comparison Data from Student Attendance Tracking System

Semester	Category of Student	Total # of Students Enrolled in Course(s)	Total Hours
Spring 2012	IDS 198R,W,ESL	407	548
Spring 2011	IDS 198R,W,ESL	359	560
Spring 2012	English 51/52	441	6621
Spring 2011	English 51/52	455	7542
Spring 2012	Totals for Both	848	7169
Spring 2011	Categories	814	8102

Tutoring Hours Offered and Tutoring Sessions Completed:

Comparing this semester to previous semesters, Table 3 (next page) shows the number of employed Computer Tutors and English Skills Peer Tutors, the total number of tutoring hours offered, and the total number of tutoring sessions conducted. The number of tutors has gradually increased from fall

2008 through fall 2010, and then rose greatly for the last three semesters (spring 2011, fall 2011, spring 2012), due both to increased student demand and budget augmentation. Spring 2012 allowed for the highest number of weekly tutor hours (410) in the history of the EWC records, previously held by fall 2011 (406 hours). Work study hours (utilized by only Computer Tutors this semester) continued to be plentiful, leaving the LAC Specialist with a surplus of Computer Tutors due to their availability.

For spring 2012, the number of English Skill Peer Tutoring sessions equaled 6,677 sessions, while for spring 2011, the number was 6,417; there was an increase of 260 tutoring sessions more this spring than for spring 2011. The total number of tutoring sessions for spring 2012 can be broken down into 6,170 writing sessions and 507 reading sessions. These numbers represent a consistently growing usage of the EWC even with fewer classes being offered due to budget constraints.

Table 3
Number of Tutors Employed, Total Number of Tutor Hours Offered, Total Number of Tutoring Sessions

	Total Number of Tutors	Total Hours Scheduled from Tutoring Budget	Total Number of Work Study Hours	Total Number of Tutoring Hours Available Per Week	Number of Tutoring Sessions per Semester
Spring 2012	36	410	72.0	410	6,677
Fall 2011	34	257.0(Original) 406.0 (Revised)	41.0	406.0	6,287
Spring 2011	35	387	60.0	387	6,417
Fall 2010	34	321.5	80.5	321.5	5,829
Spring 2010	32	316	27	328	5,613
Fall 2009	28	293	33.5	293	5,761
Spring 2009	28	278	0	278	6,066
Fall 2008	20	233	16	249	5,689
Spring 2008	20	261	0	261	5,809
Fall 2007	22	254	8	262	5,672
Spring 2007	27	271	12	283	6,014

Information Gleaned from Tutor Response Forms: (Reading and Writing):

The Tutor Response Form tracks students who seek writing and reading (English reading and ESL reading courses) tutoring from all departments across campus. There were 507 reading tutoring sessions for spring 2012. Table 4 below shows the breakdown by department, compared to spring 2011 (489 reading tutoring sessions). Reading tutoring sessions for spring 2011 and spring 2012 were similar, with only 18 more sessions for spring 2012, suggesting that a consistent number of students experienced reading concerns for the two spring semesters.

Table 4
Reading Tutoring Sessions

	Spring 2012	Spring 2011
English	472	433
ESL	35	41
History	0	0
Psychology	0	15
Other Reading	0	0
Total	507	489

The number of writing tutoring sessions totaled 6,170, as compared to 5,928 tutoring sessions for writing help for spring 2011. Interestingly, even though the EWC held 242 more writing tutoring

sessions for spring 2012 than spring 2011, the percentage of writing concerns remained very close (92% of the total tutoring sessions for spring 2012 and 91% for spring 2011).

Table 5 below compares weekly data from this semester and previous semesters. Also, see Attachment 4 (Spring 2012 Logins, Tutor Contacts, and Student Sign- In Data) for expanded statistical information that lists spring 2012 data day-by-day. Data shown in green in Table 5 highlights weeks with 400 to 499 tutoring sessions, while data in red highlights weeks with 500 or more tutoring sessions. As seen in the table below, for spring 2012, the EWC served over 400 students for 8 of the 16 weeks listed, and Weeks 6, 15 and 16 held over 500 tutoring sessions, an unprecedented high occurring three times during the semester. Due to an increased budget (allocated during Week 5 of fall 2011), additional English Skill Peer tutoring hours became available, and the EWC remained busy and able to meet the student demand. As a result, spring 2012 witnessed the most tutoring sessions in the history of the English Writing Center (6677), while fall 2011 represented the most tutoring sessions ever for a fall semester (6287).

Table 5
Comparison by Semester: Number of Tutoring Sessions

Week #	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
1	67	Closed	31	53	46	50	78
2	239	257	214	235	175	139	209
3	368	265	321	352	383	282	391
4	354	408	294	490	465	456	476
5	452	419	404	443	392	490	351
6	484	463	447	427	511	510	531
7	402	420	424	388	476	469	459
8	358	362	368	395	418	511	469
9	402	391	402	391	405	447	495
10	420	444	360	394	448	433	445
11	398	410	329	395	428	375	391
12	338	357	379	322	436	384	418
13	426	412	358	378	444	387	468
14	389	250	313	284	441	341	465
15	428	406	461	378	424	491	504
16	541	497	508	449	525	522	527
Total	6066	5761	5613	5829	6417	6287	6677

Also, note Table 5 in expanded form (Attachment #8) which displays spring 2007 through spring 2012 total tutoring sessions, illustrating once again that the spring 2012 number of sessions (6677) was the highest in the history of the English Writing Center, with spring 2011 the next highest (6417). It may also be noted that spring session totals are usually a little higher than in the fall.

Table 6 (next page) shows the specific departments from which students came to seek tutoring help. For spring 2012, 47% of the students came from writing courses (Composition, Literature, or Creative Writing) offered by the English Department, and 7% came from the reading courses. As such, approximately 54% of students who sought services were enrolled in an English class (writing or reading). For spring 2012, approximately 29% of the students came from ESL, while for spring 2011, 25% came from ESL. For spring 2012, 17% of the students came from outside the English or ESL departments, which is similar to the percentage of students who came from outside the department in spring 2011 (15%). Compared to spring 2011, spring 2012 English writing sessions decreased from 53% to 47%, while reading sessions remained the same (7%). However, ESL usage for spring 2012 was higher (29%) as compared to spring 2011 (25%).

Table 6

	Spring 2012	%	Spring 2011	%
English	3132	47%	3388	53%
ESL	1930	29%	1565	24%
Reading	507	7.6%	489	8.0%
Speech/ Comm.	120	1.7%	138	2.0%
Business	142	2.1%	58	1.0%
Chemistry, Sciences	89	1.3%	99	1.5%
History	108	1.6%	145	2.2%
Other/unknown	74	1.1%	90	1.4%
Child Development	88	1.3%	99	1.5%
Scholarship letters/resumes	68	1.0%	64	1.0%
ASL	33	0.5%	2	0.0%
Art	33	0.5%	23	0.35%
Music	14	0.2%	24	0.30%
Personal Development	19	0.3%	9	0.14%
Philosophy	66	1.0%	8	0.12%
Theater	77	1.1%	23	0.35%
Health/nursing/resp.	66	1.0%	32	0.49%
Psychology	19	0.2%	29	0.45%
Sociology	28	0.4%	46	0.71%
Humanities	19	0.2%	21	0.32%
Exercise Science, Dance	12	0.1%	12	0.18%
Economics	14	0.2%	3	0.0%
Cross Cultural Studies	0	0.0%	7	0.10%
Religion	4	0.0%	10	0.15%
Political Science	8	0.1%	23	0.35%
Media Comm.	7	0.1%	8	0.12%
Family Studies	0	0.0%	2	0.0%
Total	6677	100.0%	6417	100.0%

Table 7 below shows another way of comparing the different categories that support student needs. It is also a comparison by semester showing the different areas for which students sought help.

Table 7

	Total All sessions	English Essays	ESL Essays	Essays: Other Depts.	English Reading	ESL Reading	Psych Reading	Other & History Reading
Spring 2012	6677	3132	1930	1108	472	35	0	0
Fall 2011	6287	3203	1443	1099	460	82	0	0
Spring 2011	6417	3388	1565	975	433	41	15	0
Fall 2010	5829	2779	1328	803	761	48	110	0
Spring 2010	5631	2642	1598	884	452	55	0	0
Fall 2009	5761	2363	1549	947	759	13	130	0
Spring 2009	6066	2997	1841	886	346	36	59	1
Fall 2008	5689	2551	1367	867	782	0	122	0
Spring 2008	5809	2808	1282	919	685	4	111	0

Other Data: Counts per Hour, Student Visits, Waiting Lists, and Information Relating to Basic Skills Analysis:

Table 8 below shows a semester-by-semester comparison of students tutored and students who signed up on the Sign-In/Waiting List. See Attachment 5 for a breakdown of the number of tutoring sessions per hour for each day of the semester. As demonstrated by the numbers, on Monday-Thursday, more than half the tutoring sessions occurred from 9:00-2:00 even though the EWC remained open until 8:00P.M. Also, see Attachment 6 for the manual head count by hour of the number of students present in the EWC each hour of the day for both IDS 198 and English 51/52.

**Table 8
Tutoring Sessions, and Student Sign Ins/ Waiting List**

	Number of Tutoring Sessions	Number of Students Who Signed In
Spring 2012	6.677	7.320
Fall 2011	6.287	6.932
Spring 2011	6.417	6.966
Fall 2010	5.829	6.751
Spring 2010	5.613	4.988
Fall 2009	5.761	5.010
Spring 2009	6.066	5189
Fall 2008	5.689	4.413
Spring 2008	5.809	3.972

This semester, the LAC Specialist continued to track tutoring data in two other ways. Using the Tutor Response Forms (following Attachment #7) that are completed for every tutoring session, data was extracted to show the exact course within the English Department and ESL Department from which the student came. Courses outside English and ESL were categorized by department. Also, data was extracted which detailed the frequency of writing, grammar, and punctuation problems discussed during the tutoring session.

The data results are shown in Attachment #7 (Frequency of Types of Tutor Help) where data collected from each day's Tutor Response Form was tallied and summarized for the entire semester. This data shows that English 120 (Composition) students visited the most with 1052 visits, ESL 119 was second with 972 visits, ESL 106 was third with 677 visits, and English 124 was fourth with 616 visits. Data from the Tutor Response Forms also tracks writing concerns students have as they complete their writing assignments.

Data in Attachment #7 was stratified by designating the two most frequently discussed writing concerns for each course level within the English Department, within ESL, and within all other departments. The most frequently discussed writing problem at each level of course was notated in yellow, and the second most frequently discussed problem was notated in lavender. For the English Department courses (composition and reading), the most frequent concern was commas, while the second and third most frequent concerns involved word form/choice, and verbs (tense/form). As in past semesters, in most English classes, the primary concern students had was with comma usages, presumably because many students continue to need help while being enrolled in English 120 and 124. Commas also remained the number one concern for most ESL classes except for ESL 80/81 and ESL 96 where verb tense/form became the primary concern. For reading courses, the use of commas was the main concern; the same was true for ESL Reading courses. As in past semesters, for other departments' students, there were a significant number of courses where

English Skill Peer Tutors helped students more with **comma usage**. However, **explaining word form** became the second highest request for help. Overall, for spring 2012, when all the data was added together for both English and ESL courses, the most frequent type of help was focused on **commas** (14 out of 16 classes), and the second most frequent help continued to focus on **word form/choice**. For other students who needed help with essays from departments other than English or ESL, **commas** ranked the number one problem with 19 of the 22 departments represented. Other problem areas included **word form/choice**, and **verbs (tense/ form)**. In sum, the top 5 areas for which students received help involved **commas**, **word form/choice**, **verb tense/form**, **prepositions**, and **sentence structure**.

It is interesting to note that even though the English Skill Peer Tutors have had in-depth training on helping students with the structure of the essay, the areas involved with structure are not what the English Skills Peer Tutors primarily helped students with. In many cases, as in previous semesters, the primary areas of help focus on the basic skills areas of punctuation (including English 110, 120 and 124, as well as ESL 106 and 119 students). Note: As with past semesters, **English 120** accounted for the most tutoring sessions.

For IDS 198 Writing, IDS 198 Reading, and IDS 198 ESL, Student Learning Outcomes (SLO's) continued to be assessed for the spring 2012 semester. However, they were modified in fall 2010 to reflect basic skills requirements. The Student Learning Outcome (SLO) follows:

For IDS 198 (Writing)/IDS 198 (ESL):

During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Prewriting
- Rhetorical Methods
- Paragraph Structure
- Basic Essay Structure

For (IDS 198 (Reading)/ IDS 198 (ESL):

During an individualized tutoring session, a student will work on and improve his or her understanding of one or more of the following concepts:

- Targeted rules of English grammar and/or mechanics
- Study skills strategies while reading a textbook
- Functions of specific parts of speech in vocabulary sentences

Student success for Supervised Tutoring (IDS 198 Reading, Writing, and ESL) was measured by having students answer the following question at the bottom of the Tutor Response Form: "Do you feel that you understand and can use the information covered in this tutoring session"?

The choice of answers includes *Yes*, *No*, *Don't Know*, *Decline to State* and *No Answer*. Almost all students willingly answered the question. For the spring 2012 semester, of the 6,677 tutoring sessions, 6,312 students answered *Yes*, (95%), 25 students answered *No*(0.4%), 30 students answered *Don't Know* (0.4%), 8 students answered *Decline to State* (0.1%), and 302 (4.6%) students did not mark any choice- No Answer.

Classroom Use of the EWC For English 51 and English 52:

The English 51/52 courses continue to help students with their college writing skills. An instructor is available at all times to work with students to improve their specific areas of weakness and to offer an individual course of instruction for each student. Table 2 and Attachment #3 reflect the EWC usage for English 51/52 as well as Supervised Tutoring (IDS 198 Reading, Writing, and ESL.) During fall 2011, the Student Success Committee funded the purchase of the following textbooks: *The Least You Should Know about English: Writing Skills*, *English Brushup*, *The Least You Should Know about Vocabulary Building*. Both are excellent resources for English 90 students enrolled in English 51/52.

APPENDIX 28: PROJECT SUCCESS SURVEY FORM

Project Success

***Grossmont College
Student Survey Form
Fall 2012***

I attended _____ High School

I enrolled in the Project Success courses because: (check all that apply)

1. The “learning communities” concept seemed interesting.
2. I thought it would be easier to complete all of the courses attempted.
3. It was convenient to my schedule.
4. I was interested in the combinations.
5. The “learning community” Project link met my unit load needs.
6. I thought taking courses that combined course work would help me be successful in improving my skills.
7. The courses in the “learning community” Project link are transferable.
8. I wanted to take courses from faculty involved in the Project Success “learning community.”
9. I thought the Project Success “learning community” courses would be easier.
10. No other sections were available.
11. Other

Have you enrolled in a Project Success “learning community” course before?

- Yes Please specify which link _____
 No

Would you enroll in another Project Success “learning community” link?

- Yes
 No

Was the Project Success link beneficial to you? How? Please explain.

Did your Project Success instructors work well together? _____
Please explain.

Program Review
Questions & Answers

**Responses to Questions from the Grossmont College Program Review
Committee regarding the 2004-2011 ENGLISH DEPARTMENT PROGRAM REVIEW
REPORT**

Submitted on March 29, 2013 by Dr. Oralee Holder, English Department Chair, and Sydney Brown, Program Review Editor, on behalf of the faculty within the department

- 1. Section 2.1 question: We see you've done some nice work with revising the course outlines for 90 and 120. Where are you with course outline revisions for 98 and 110?**

The Department focused attention on the most recent revisions of Composition program outlines (for English 90 and English 120). Those courses, by virtue of the number of sections offered each semester and the fact that both full-time and part-time faculty members teach the courses, presented noteworthy challenges during the revision process. They also required ongoing conversations with colleagues at Cuyamaca, where both classes are also offered.

Status of the English 110 Course Outline:

The English 110 course outline was revised in 2011 and therefore does not require updating for several more years. The revision strengthened faculty commitment that English 110 is a unique "bridge" course within the Composition Program between the basic skills courses (English 90, English 98) and the transfer courses (English 120, English 124). As such, it incorporates some of the paragraph and sentence-level instruction typical of the basic skills courses while also incorporating essay writing with an introduction to working with outside source materials, which are both essential to the transfer courses.

During the course of the revision, several complicated issues emerged between the Grossmont and Cuyamaca English Departments involving coding of English 110; transferability of English 110 to SDSU; and prerequisites for English 110 and English 120. To begin, Cuyamaca's English Department wished to code English 110 as "basic skills." However, Grossmont's English Department wanted to maintain the college-level status of English 110, particularly as it continues to be accepted as an elective at SDSU and serves as a recommended course for many disciplines in the General Education program at Grossmont College; it is also the prerequisite for English 120. Also at this time, the Grossmont College ESL Department created ESL 119, a 5-unit course for the

non-native student that is equivalent to English 110, and ESL 119 became a prerequisite to English 120 for ESL students at both colleges even though Cuyamaca felt it could not offer ESL 119 on its campus. In 2011, Cuyamaca ceased offering English 110. Instead, it created a new course—English 109—which retained some of the same content as English 110 but which is coded “basic skills,” is not transferable to SDSU, and is not viewed as equivalent to ESL 119. English 109 is an English 120 prerequisite on the Cuyamaca campus.

Once the two Departments were in alignment regarding English 110, but that is no longer the case. Nevertheless, Grossmont’s English Department makes every effort to accept and accommodate students who have taken Cuyamaca’s English 109 rather than Grossmont’s English 110 when those students choose to further their academic work by taking English 120 at Grossmont.

Status of the English 98 Course Outline:

The Department will begin the revision/modification process for this outline at the end of Spring 2013, with an expected completion date of Fall 2013. (It was last revised in 2005.) Many steps have already been taken which should facilitate the revision:

- English 98 instructors, under the guidance of English 98 level-coordinators, have met and discussed possible modifications and condensation of the 98-level SLOs (in relation to course content and objectives);
- In Fall 2013, the English Department will have a professional development Retreat to re-visit the Department’s Composition Program courses, to make sure that all associated SLOs accurately reflect the skills students should possess. That retreat will also help in the revision of the outlines for both English 98 and English 124, the two remaining Composition outlines which have not been recently updated. The modifications to the course outlines within the Composition sequence over the last two years may have consequences for the English 98 and English 124 outlines.
- The outline for English 98R, the Reading course linked to many sections of English 98 within Project Success, will be updated by Spring 2013 as part of the package of Reading outlines (along with English 90R and English 110R) currently under review by the Curriculum Committee. Instructors who review the English 98 outline will reference the updated English 98R course outline as some elements of the two courses are directly related to one another.

2. Section 2.4 question: Excellent work on grade distribution analysis. How do you plan to engage part-time faculty in a discussion about grade distribution?

The work of engagement has already begun. During the Spring 2013 Flex Week English Department meeting, the Department Chair took the opportunity to highlight many aspects of the Program Review report, as a means not only to honor the work that had been accomplished but to spur interest in reading the final document being prepared for submission to the Program Review Committee. This latter aim was particularly important for part-time faculty within the Department, many of whom had not been able to participate in the drafting process. During that presentation, the Department Chair highlighted the fascinating data within Section 2 on grade distribution and retention (i.e. 2.4).

The Chair took a few minutes to note that there are discrepancies which are apparent between some (but definitely not all) part-time faculty and full-time faculty members in some (but definitely not all) courses. There was brief speculation about why that might be the case, not only at Grossmont College but also at the state level. The Chair also noted that every instructor's grades are part of the public record, available for anyone to view and analyze. Following the meeting, three different part-time instructors asked the Chair to provide them with the link to the District Program Review database and the data on grade distributions. Awareness that one's grades do not exist in a vacuum but are available for public review and analysis is one place to START the discussion about faculty accountability to students and other faculty as well as the importance of continuity and uniformity in grading practices, standards, and outcomes.

The SLO process of assessment and analysis also provides opportunities to facilitate a greater sense of shared expectations and grading standards, as colleagues discuss curriculum and pedagogy but also develop shared grading rubrics to evaluate assignments. This also happens with the English 98-level CAT exam, where colleagues read essays in common, utilizing a shared rubric, and discuss their evaluations so that there is agreement on grading standards prior to the evaluation of student writing.

Finally, the Chair indicated that this topic (grade distribution, grade inflation, and grading standards) would be part of the Fall 2013 Flex Week Department meeting (as that is when most part-time instructors can attend). Part of the research which was woven in to 2.4 (for example, the 2008 statewide Academic Senate document *Promoting Thoughtful Faculty Conversations about Grade Distribution*) will be provided for review before the Fall Flex Week meeting, so that our departmental discussion of grade inflation can be placed in the context of local and statewide concerns.

3. Section 3.3 question: What modifications to your program and/or curriculum is the department considering as a result of your SLO assessments?

The Department has moved forward productively with the SLO assessment process, having developed and implemented SLO assessments in virtually all of its course offerings. The Department's faculty members are committed to utilizing the assessment process to reflect on teaching and learning and to increase student success. Below are just a few of the specific modifications that have been made to date as a result of our SLO assessment process:

- In the Reading classes, the students' ability to identify the main idea in level-appropriate texts is assessed, but unfortunately students have demonstrated little improvement in this SLO. The Reading instructors have started discussions about enhancements to instruction to ensure that students are more successful. For example, they are planning to share effective instructional strategies to teach students how to identify and/or summarize main ideas during their Fall 2013 Professional Development meeting. In addition, in January 2013, the Reading Program adopted an ancillary skill activity booklet "Understanding the Main Idea" which enables students to practice identifying and/or summarizing the main idea in various level-appropriate paragraphs. The instructors anticipate that the new lab activity and enhanced instructional practices will strengthen students' success in achieving the stated SLO.
- In both English 90 and English 98, instructors have assessed both writing and grammar SLOs and have discovered that students are not achieving the grammar SLOs as successfully as the writing SLOs. Therefore, the instructors plan to have professional development workshops in Fall 2013 to discuss the development of more effective strategies for teaching the application of correct grammar.
- English 90 faculty members have begun steps to standardize the course to ensure better preparedness for entrance into English 98. These faculty members are in the process of creating a course pack that will assist in standardizing approaches to teaching the essential elements of grammar. This course pack features chapters on grammar, and each chapter is contextualized to address a particular student success skill (e.g., time management, study skills, etc.).
- Some programs within the Department have re-evaluated the curriculum within courses and reduced the number of some course SLOs to facilitate timely and

meaningful assessment and to bring sharper focus—for students and faculty—on the most essential SLOs for the course. The Creative Writing Program, for example, has already effected this streamlining of its SLOs.

- English 98 faculty members have begun to redesign the assessment instrument (the CAT exam) so that it addresses another of the course's SLOs: responding directly to a piece of expository prose. In terms of course curriculum, changing the CAT rubric to incorporate assessment of a 98-level Reading SLO clearly also means English 98 instructors will need not only to assign materials for students to read but within the class to model regularly the practice of creating effective written responses to what has been read (including summary and evaluation).
- The recent sabbatical of Kamala Balasubramian, to create sequences of prototypical assignments for instructors to use at the transfer levels of Composition, was also closely related to the examination of specific SLOs and to reflection and conversation with multiple instructors about their best practices for the courses. The portfolio of assignments, many of them which can be utilized as SLO assessment projects, will be available to all faculty, especially new adjuncts, and will help shape some of the specifics of course content for instructors who utilize the assignments.
- Course level coordinators at the English 90, English 98, English 110, English 120, and English 124 levels are considering having focused "closing the loop" discussions on SLOs which have been recently assessed. For example, English 120 faculty already met on March 15, 2013 to begin such discussions.
- English 124 instructors, as a result of SLO assessments in 2012, will be recommending that future SLO assignments occur during mid-semester rather than during the final week, to facilitate early identification of problems students may be having with essential course-level skills. By so doing, instructors can modify instruction mid-semester to address challenging issues (so that, by the Final exam, more students will have successfully acquired the essential skills). As a result of the assessments conducted in 2012, future SLO assessment tools and rubrics will be developed so that they can be applied to any assignment (rather than being linked to a specific reading, assignment, and prompt). This will allow individual instructors to continue framing their instruction to ensure that authentic assessment processes and follow-up discussions are in place.
- As stated above, the English Department is planning a Fall 2013 Retreat to focus on a re-examination and re-evaluation of the curriculum and assessment

activities related to the 5-course Composition Program. Discussion of assessment instruments and results will be one component of that retreat, as will discussion of streamlining the SLOs themselves (to target the most essential skills in each of the composition courses).

4. Section 6.3 question: What is the BESSST tool? What does BESSST stand for?

First, too many “S’s” were used when this tool was referenced in the PR Report! It is actually BESST: Benchmarking Equity and Student Success Tool. This was an instrument given a few years ago to our District as part of the BRIC initiative (Bridging Research Information and Culture). BESST is a data tool that allows campuses to see their institutional data in graph form. Specifically, colleges examine the progression of students (with regard to retention, success, persistence) from basic skills to transfer-level courses in English, Math, and ESL, facilitating the examination of disaggregated data by gender, ethnicity, etc. This allows colleges/research teams/departments to identify areas of inequity (achievement gaps) and take action toward institutional change by setting benchmarking goals. The GCCC District held a workshop on the tool in May 2011. This workshop inspired the practicum which English instructor Joan Ahrens completed at the Kellogg Institute. The BESST tool and the Equity Scorecard concepts both came out of USC’s Center for Urban Education.

Currently, the California Community College Chancellor’s office has what is called the Basic Skills Progress Tracker, which does much the same thing the BESST tool does. The Basic Skills Progress Tracker provides live data, which the BESST tool did not. The new State Student Success Task Force recommendation is for colleges to use what it calls a “scorecard,” meaning that campuses are going to be asked to provide retention, success, and persistence data on all interventions, programs, services, etc. The expectation is that the Basic Skills Progress Tracker will be utilized in the District rather than the BESST Tool.

Program Review Committee
Summary Evaluation

ENGLISH
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The Program Review Committee commends the department for:

Continuous Program Improvement

1. Conducting thorough data analysis and using the analysis for a variety of reasons, such as: reviewing grade distributions within the department, reviewing and refining SLOs and SLO assessments, and creating new programs including English Express and Freshman Academy.
2. Seeking out professional development opportunities in order to improve curriculum delivery, to keep course content current via best practices and latest research, and to engage students in learning.
3. Creating a professional development opportunity by establishing the Faculty Summer Institute.
4. Creating an environment that encourages ongoing communication with and development of faculty such as new faculty orientation, online department website (Mixed Messages), syllabi review sessions, and a mentoring program for new hires.

Campus Involvement and Community Outreach

5. Working collaboratively with Instructional Operations, Counseling, and other departments to create expanded opportunities within Project Success such as contextualized learning for allied health disciplines.
6. Collaborating with San Diego State University and local high schools in order to align curriculum, including the "West Hills Project" which collected data to validate the efficacy of the alignment project with high schools.
7. Partnering with Kingsborough Community College in order to improve student success and persistence rates and then using that collaborative effort to create the First-Year Experience called Freshman Academy.
8. Creating and sustaining multiple efforts to build on and reach out to various community organizations to improve student involvement through events such as: The Literary Arts Festival, The Celebration of Banned Books, The "First Female" Essay Contest, and One Book, One Campus.

Leadership

9. Assuming individual leadership roles on campus that inspire others in the department and across the college to take on similar roles and participate fully in shared governance activities.
10. Taking on leadership roles that promote the work of the department locally, statewide, and nationally, such as their work with four-year and two-year colleges in creating the California Learning Communities Consortium (CLCC).

The Committee recommends the following:

1. Collect, analyze, and report on student outcomes data (success, retention, persistence, etc.) for Freshman Academy, Project Success, English Express, and ENGL 51/52 (061, 062, 063, 064) for continuous program improvement.
2. Work to find suitable solution within college processes to fulfill the lab component ENGL 90 and secure reasonable access to a large venue for events such as the Literary Arts Festival and Fall Authors Reading series.
3. Request at least one additional full-time faculty member and seek to replace separating full-time faculty in order to bring their FT/PT ratio to at least 50%.
4. Continue support of the English Department's literary events and activities, including the Fall Authors Reading Series; Celebration of Banned Books; One Book, One Campus; Literary Arts Festival; and the biennial WRITE-A-THON.
5. Continue to align curriculum and work with area high schools to provide students more avenues for direct entry into ENG 120.
6. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or Curriculum Deletion forms for those courses that have not been offered in the last three years.
7. Use student learning outcomes data for continued course and program improvement.

English

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
2004-2005	370.15	90.79	350.63	85.70	\$2151.33	MAINTAIN
2005-2006	357.32	86.38	324.45	77.23	\$2430.33	
2006-2007	358.85	86.54	318.67	76.17	\$2824.86	
2007-2008	366.19	88.06	336.15	80.24	\$2735.50	
2008-2009	349.47	87.07	331.11	81.29	\$2798.61	
2009-2010	324.28	80.36	374.07	92.78	\$2535.74	
2010-2011	340.96	85.63	381.70	93.33	\$2873.89	

College President

Department Chair

Academic Program Review Chair