



Annual Program Review 2010-2011

Instructional Programs

Division:

English

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair	Signature of Dean	12/8/10 Date Submitted to Program Review Committee
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Describe the relationship of your program to the college's **Mission Statement**:

English and Humanities provide students with skills and knowledge that form a critical part of the foundation for students' success in all aspects of their academic and professional careers. The division's classes not only provide a dynamic and rigorous instruction in reading, composition, literature, creative writing, and humanities, but these studies develop essential critical skills as well as providing the necessary foundation for written expression and exposure to research methodology and application. This foundation is essential to any and all roles assumed by our students in relation to community, state, and society.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
English	+4.3%	-0.4%	+4.7%	+3.8%	+11.6%	+4.5%	+400%
Humanities	-9.9%	-18.2%	+10.2%	+11.6%	+3%	-5%	-100%

1.1. Describe how these trends affect student achievement and student learning:

I think the statistics indicate little with regard to student success. Primarily, I think the data indicate dramatically increased effectiveness in enrollment management. With fewer classes and fewer full time faculty, the division has increased most trends significantly overall and especially in English. Declines in humanities may be attributed to significant cuts in classes (17%) and while similar cuts were made to the English program, because

humanities is much smaller, the effect is more pronounced. Declines in the success rates for humanities may be the result of increased rigor in the humanities program, especially in lower level classes. Given this, I think the data clearly indicate a need to increase the number of humanities classes offered by the college. The increase in English success rates can be attributed to program innovation, especially in basic skills courses. With this in mind, data would seem to indicate a need for continued innovation at all levels of the program. This will require additional resources in the form of technology and space. Also, given the increased efficiency of the program as a whole, an argument can be made that adding a fourth unit to English 101 would be more feasible at this juncture than it might have been the last time the discussion was taken up. Finally, it should be noted that increases in full time faculty can be primarily attributed to class reductions as well as the starting point for the period measured which was a period in which the division saw a significant number of retirements.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

Because the data show trends rather than statistics, what is not apparent is that the division functions at virtually 100% of capacity as evidenced by steadily increasing fill rates. Data also show considerable unmet demand in both Humanities and Composition. Increased FTEF allocations in both of these areas would not only help to address overall student demand but would also help bring students to the college, thereby indirectly affecting fill rates in other areas.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* If your division has defined other program SLOs, please indicate below
English	100	25	3	0	10	1 degree, two sequences
Humanities	100	0	0	0	0	3 degrees

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

The English division has been very successful in identifying SLOs for its courses as evidenced by the fact that all English and Humanities courses have identified SLOs. We have adopted an incremental and pragmatic approach to integrating the ongoing assessment of course SLOs. We first focused on institutionalizing the assessment process in all division reading courses and developmental composition courses. These courses now undergo a yearly SLOAC process. In summer 2010 we completed a second

assessment of our three core transfer-level composition courses: English 101, English 102, and English 104. The information from this assessment process is being used to organize the institutionalization of a yearly assessment of these courses among all faculty—full and part time—who teach them. Furthermore we will begin a cyclical assessment of all literature and humanities courses in Spring 2011. To accomplish these plans additional resources in the form of personnel would be extremely beneficial.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

It is very difficult to directly correlate course-level assessments of student learning to a tangible improvement in student learning. That being said, the English division's ongoing assessment of its developmental composition courses such as English 189, English 191, and English 120 and the division's reading courses have directly impacted curriculum development and professional development in the division. The English 120 committee hosts regular best-practices meetings to discuss common issues connected to student learning manifest in the SLOAC assessment process. Likewise, assessment data from English 189 and English 191 is integral to measuring the success of the division's courses. Moreover, the English division has a plan in place to use the assessment of course-level student learning outcomes to improve student learning. It was decided at our October division meeting that departmental committees will meet each semester to discuss assessment data using a series of guided questions. These questions end by asking departmental committee members to develop specific steps to improve student learning based on assessment data. Departmental committees will report their findings from assessment data and the steps they plan to take at our November meeting. This process will be repeated in spring 2011 to follow up on the actionable items departmental committees selected. With the institutionalization of this process in fall we anticipate being able to more clearly link the assessment process to an improvement in student learning.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The English division has four programs: the AA degree in English, the AA degree in Interdisciplinary Humanities Option 1: East-West Culture and Civilization, the AA degree in Interdisciplinary Humanities Option 2: Creativity, and the AA degree in Interdisciplinary Humanities Option 3: American Responses to Other Cultures. We also have two program sequences: the Developmental Composition Sequence and the Transfer Level Composition Sequence.

The SLOs and assessment methods for the Developmental Composition Sequence are the same as those for English 120 as English 120 is the capstone course of that program. Accordingly, the professional development activities and discussions held for English 120 benefit this program.

The capstone courses of the Transfer Level English Composition Sequence are English 102 and English 104. As we institutionalize the ongoing assessment cycles of these courses, the success of these programs as they correlate to student learning will be measured.

We will begin to assess the success of GCC English AA degrees and Humanities AA degrees in spring 2011.

- 2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

The English division has institutionalized the ongoing assessment process of our developmental composition and reading courses. This decision was made for several reasons including what we saw as a need to better understand our most contingent student population. However, another reason this decision was made was due to the fact that our core developmental courses (English 189, English 191, and English 120) have received supplemental financial support in the form of GCC Foundational Skills committee grants and external grants from the Carnegie foundation. This additional financial support has helped, for example, to provide faculty with release time which contributes to the assessment of these courses. This financial support has also allowed for stipends to pay faculty to assess student learning by grading holistic final exams. These exams are a lynchpin of our assessment process. The fact that assessment cycles for these courses run seamlessly suggests that our division needs additional resources in the form of personnel to institute an ongoing assessment of all of its courses. With additional faculty members we can share the work of assessing student learning and using the assessment process to improve student learning.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

- 3.1. List actions identified in your last program review or any other related plan(s).

1. Revise course outlines to be more consistent across the division and more useful as guides for instruction: Coordinate prerequisites, corequisites, and recommended preparation advisories with course entry and exit standards for the following courses:
 - a. Prerequisites: ENGL 103, 121, 127, 131, 141, 142, 187, 189, 191
 - b. Corequisites: ENGL 152, 188, 189, 190, 191
 - c. Recommended Preparation: ENGL 120, 122, 123, 130, 192
2. Develop innovative curricula, teaching strategies, and uses of technology for effective instruction
3. Hire additional full-time faculty to replace retirements and allow full course offerings
4. Hire additional classified staff (division secretary replacement, English Lab staff)
5. Obtain additional classrooms to allow for more complete course offerings
6. Obtain additional lab space/lab classrooms to allow for more complete student access to writing and research technology. The English division has been promised 2 labs in the upcoming College Services building; this will help greatly
7. Obtain additional and upgraded computer equipment for faculty

- 3.2. What measurable outcomes were achieved due to the actions completed?

1. Course outlines have been revised as described above. Further revisions have included the addition of SLOs to all course outlines as well as substantial revisions to transfer comp courses and several literature courses.
2. Much progress has been made in the development of innovative teaching strategies

and uses of technology. All reading and transfer composition courses now have hybrid or online sections. Developmental composition courses have moved to an innovative and integrated curriculum involving unique and effective teaching strategies as well as extensive use of technology. The developmental efforts have moved forward with the help of a number of high profile grants, and the work will form an important part of the development of a comprehensive basic skills program for the campus as a whole.

3. The division has hired 4 full time faculty members since the last program review. This does not fully replace all those who have retired or resigned since 2004. We are currently short 2 full time faculty members and anticipate the resignation of an additional full time member in the 2010 – 2011 academic year. It is imperative that the division at least be able to replace the current vacancies in order to best support the college and its students.
4. Additional classified staff have been hired to fill vacancies.
5. The division has obtained one additional lab since 2005; however, this does not support the curricular needs of the division. We are forced to “borrow” lab space for classes where innovative use of technology has been extensively incorporated. This has been a source of frustration for faculty members who depend on the use of labs but cannot be assured access to a lab in any given semester. More frustrating, it appears that a lab assigned to the division in 2005 will no longer be available to us, or at the very least our access to this lab will be limited, further exacerbating an already serious problem.
6. We have had limited success in obtaining replacements for outdated faculty computers. The vice president of instruction has stepped in on several occasions to provide replacements in emergencies; however, we still have a number of faculty computers which, while functional, are not adequate to the needs of faculty as they continue to develop innovative curricula requiring the use of educational technology and as the requirements on the part of the college regarding the use of computers continue to increase.
- 7.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

1. The revision of course outlines as described above more effectively align courses, making the progression of sequential courses clearer to students and more effectively integrating the curriculum as a whole. Further, the addition of SLOs to course outlines further clarifies expectations and goals for both faculty and students. Overall, the course revisions have resulted in substantial improvements to student learning and to the program/division process.
2. The development of innovative teaching strategies and the adoption of educational technology across the English curriculum has dramatically improved the quality of student learning. While we are in the early stages of gathering data from both developmental and transfer programs, the anecdotal evidence has been overwhelmingly positive in terms of improved student learning. Both strategies and technology have allowed students to be more actively involved in the learning experience and provided a more substantial network of support both in and out of the classroom than existed previously. Additionally, a more integrated curriculum has allowed for the development of extensive resources for instructors and students

and has facilitated important dialogue among instructors.

3. Hiring of new full time faculty has provided the division and the college with essential resources that allow the division to function more effectively where long term projects such as SLOs and the development of a basic skills program are concerned. In the largest sense, it can also be argued that these full time faculty members have substantially improved student learning. This is not to say that adjuncts are not talented and accomplished instructors, but rather that full time faculty are able to devote themselves entirely to the college and its students both in and out of the classroom. Both the process of the division and student learning would be enhanced by allowing the division to hire the additional 2 faculty members to replace those who have retired or resigned.
4. Hiring of classified staff for the division office and the English Lab has improved the division's ability to serve students and allowed the division to function far more efficiently.
5. The addition of computer classrooms for the divisions has enabled English faculty to create and implement extensive curricula relying on the use of educational technology, which allow for enormously enhanced participation on the part of students and allow instructors to address a much broader range of learning styles. As noted, the loss or partial loss, of one of these labs will have a very real impact on the division's ability to serve students in this way. Given the number of instructors developing curricula that rely on educational technology, the division should be allocated more computer lab classrooms, not less.
6. Replacement of aging faculty computers is also an essential part of providing improved learning to students and enhanced function to the division. Where we have been able make replacements, faculty are able to develop innovative curricula and serve the division more effectively. Obsolete equipment has led to frustration and an inability to make use of resources.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

1. The division will continue to use SLOs to assess the success of students and the effectiveness of our curriculum and faculty. We will use the data both qualitative and quantitative to revise and develop curricula as well as to aid in the development of effective classroom practice.
2. The division will continue to develop innovative curriculum that incorporates current research reflecting effective classroom practice as well as the effective use of educational technology. This builds on the base established by extensive research and effort by a significant portion of the division in the areas of basic skills, effective use of technology by students, and online class development. Efforts will focus not only on the development of individual courses and classes but on the articulation of the English curriculum as well as the effective integration of that curriculum with CTE and college services programs and services and educational resources campus wide. In part, these efforts will correspond with efforts on the part of the college and the state to more effectively serve basic skills students.
3. Request additional full time faculty to replace those who have retired or resigned.

4. Request additional computer lab space to allow faculty to implement innovative curriculum that makes extensive use of educational technology.
5. Request the replacement of obsolete equipment that no longer adequately serves the needs of faculty and students.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Continue assessment cycle for SLOs	EMP: 1.2, 1.3, 3.1, 3.4, 3.5 C.C.: 1a, 1b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4,e, 5c, 5d, 6a, 6b, 6d SLOs: All SLOs for English http://vision.glendale.edu/index.aspx?page=2390	This will continue to improve and refine courses and classroom practice to increase student learning and success	Support for faculty and staff to assist in the process of assessment and the compilation of data
Work with other entities on campus to develop a comprehensive basic skills program to effectively serve the 65% - 75% of students who need basic skills instruction	EMP: 1.1,1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 C.C.: 1a, 1b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4,e, 5c, 5d, 6a, 6b, 6d SLOs: All SLOs for developmental English courses http://vision.glendale.edu/index.aspx?page=2390	Provide more integrated and comprehensive services and curricula for basic skills students, making them more successful in their goals, both career and transfer	Support for faculty and staff to design and implement curricula and the integration of curricula with services campus wide with the goal of creating a comprehensive basic skills program
Hire 2 full time faculty members	EMP: 1.1, 1.2, 1.3, 3.4, 3.5 Core Competency: 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 5b, 5c, 5d, 6a, 6d SLOs: Ability to continue assessment of all SLOs for English division http://vision.glendale.edu/index.aspx?page=2390	Increased full time faculty ratio, will result in increased resources for GCC students, the English Division, and the College	Funding from the college to fill positions vacated by retirement or resignation
Develop 2 new computer labs for use by division faculty	EMP: 1.2, 1.3, 3.5 Core Competencies: 1a, 1b, 3a, 3b, 3c, 3d, 6a, 6b, 6d SLOs: Ability for students to generate work assessable through SLOs for English division http://vision.glendale.edu/index.aspx?page=2390	We will be able to accommodate a greater number of classes which make use of innovative practice involving educational technology, allowing students to participate directly in learning activities in the classroom, activities involving not only writing and reading but research and study skills	Funding from the college to convert existing space to computer labs.

		and critical reasoning as well. Computer lab classrooms have transformed learning in composition classrooms by making application of skills direct and immediate. Currently, the division is unable to implement innovative curricula at the level which additional labs would make possible.	
Replace obsolete equipment in classrooms and offices	EMP 3.5	Replacement of equipment will allow faculty to prepare and teach more effectively, and for students to more effectively address their required tasks	Funding to replace obsolete, inoperative, or aging equipment as listed in resource requests.
Fund English High School Collaborative program	EMP: 3.1, 3.3, 3.4, 3.5 Core Competencies: 1a, 1b, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e SLOs: College Prep English is the course taught through the English High School Collaborative program. It is analogous to English 120. As such, the SLOs for English 120 are addressed in this request	Upon completing College Prep English (the course directed by the high school collaborative program) students will be able to matriculate directly to English 101 at GCC. Data shows that students who take CPE are more successful in English 101 than students who take the English placement test or English 120.	Funding from the college to pay for release time, scoring sessions, and annual spring conference.

2010 PROGRAM REVIEW

Division:

English I: ENG-1

Section 5.0. Resource Request

Description: Two FT Instructors

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 1.1, 1.2, 1.3, 3.4, 3.5
 Core Competency: 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 5b, 5c, 5d, 6a, 6d
 SLOs: Increased ability to assess SLOs in English division <http://vision.glendale.edu/index.aspx?page=2390>

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Replacement of 2 vacant full time positions in English; partial compliance with state faculty hiring obligations; Increased full time faculty ratio, will result in increased resources for GCC students, the English Division, and the College.

5.3. Describe the resource request in detail.

Hire 2 full time tenure track English Instructors

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$72,000 (Salary) \$22,000 (benefits) x2	2 Tenure Track Instructors	Replaces faculty that have retired or resigned; provides enhanced resources to the students, the division, and the college by providing faculty with dedicated time and focus	01 Budget
Facilities	\$0	2 Furnished offices for instructors	Contractual obligation; provides appropriate workspace for faculty to perform necessary work and meet with students	Existing office space; facilities budget
Equipment	\$1450 x 2	Faculty Computers	Necessary for faculty to perform required tasks while at work	Newly created budget for IT infrastructure
Supplies				
Software				
Training				
Total	\$146,944			

2010 PROGRAM REVIEW

Division:

ENGLISH

I: ENG-2

Section 5.0. Resource Request

Description: Two Computer Labs

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 1.2, 1.3, 3.5

Core Competencies: 1a, 1b, 3a, 3b, 3c, 3d, 6a, 6b, 6d

SLOs: Increased ability to assess SLOs in English division focused on writing, reading, and research <http://vision.glendale.edu/index.aspx?page=2390> such as those for English 101

1. critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence.

2. write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics.

3. prepare an essay organizing, synthesizing evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

We will be able to accommodate a greater number of classes which make use of innovative practice involving educational technology, allowing students to participate directly in learning activities in the classroom, activities involving not only writing and reading but research and study skills and critical reasoning as well. Computer lab classrooms have transformed learning in composition classrooms by making application of skills direct and immediate. Currently, the division is unable to implement innovative curricula at the level which additional labs would make possible.

5.3. Describe the resource request in detail.

2 additional computer labs for the use of the division

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$15,000	1 part time lab technician	Computers will need maintenance; personnel may be drawn from existing staff	IT budget or separate maintenance account
Facilities		2 rooms	Suitable space from existing facilities will be necessary to house the labs	
Equipment	\$72,000	62 computers	60 computers for students and two instructor stations	IT infrastructure budget
Equipment	\$2300	2 printers	Necessary for students and faculty to be able to generate hard copies of work and assignments	
Furniture	\$15,000	Computer tables, chairs, and instructor work station	Necessary for proper set up and use of lab	
Software	\$0	Word processing and mind mapping	Necessary for students to complete assigned work	Existing licenses
Training				
Other	\$6000	Electrical and painting	Necessary for installation of equipment	
Total	\$110,000			

2010 PROGRAM REVIEW

Division:

English

I: ENG-3

Section 5.0. Resource Request

Description: Faculty Computers/Printers

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 3.5

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Allow faculty to more effectively develop and implement innovative curriculum and more effectively address the requirements of the college in terms of course and class management

5.3. Describe the resource request in detail.

Replace 8 faculty computers

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	\$9600	8 faculty computers each with monitor, keyboard and mouse	Faculty computers are becoming obsolete and are not capable of performing necessary tasks related to class management and preparation. Further this equipment is not adequate to the needs of those who are creating innovative curricula that incorporates educational technology.	
Equipment	\$2000	8 replacement printers	It is necessary to generate hard copies of documents and class materials.	
Software				
Training				
Total	\$11,600			

2010 PROGRAM REVIEW

Division: ENGLISH I: ENG-4

Section 5.0. Resource Request

Description: Replace Projection Screen

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 1.2, 1.3, 3.5
 Core Competencies: 1a, 1b, 3a, 3b, 3c, 3d, 6a, 6b, 6d

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Students will be able to view lessons incorporating educational technology

5.3. Describe the resource request in detail.

Replace Da Lite Model B projection screen 96" x 96" in LB210

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	\$200	Replace Da Lite Model B projection screen 96" x 96"	The screen is broken and needs to be replaced	
Supplies				
Software				
Training				
Other				
Total	\$200			

2010 PROGRAM REVIEW

Division: ENGLISH I: ENG-5

Section 5.0. Resource Request

Description: Replace Printer

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 3.5

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Students will be able to generate necessary hard copies of assignments and completed work for review.

5.3. Describe the resource request in detail.

Replace printer in SG139 computer lab

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	\$1134	HP Laserjet P4015n	The old printer is in poor condition and lab staff have determined that it needs to be replaced.	
Supplies				
Software				
Training				
Other				
Total	\$1134			

2010 PROGRAM REVIEW

Division:

English I: ENG-6

Section 5.0. Resource Request

Description: Math Collaborative

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP: 3.1, 3.3, 3.4, 3.5

Core Competencies: 1a, 1b, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e

SLOs: College Prep English is the course taught through the English High School Collaborative program. It is analogous to English 120. As such, the SLOs for English 120 are addressed in this request

1. analyze and synthesize information from a series of related articles, as demonstrated by summary, paraphrase, and quotation.
2. write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings.
3. interpretation and Evaluation: Assess a composition for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Upon completing College Prep English (the course directed by the high school collaborative program) students will be able to matriculate directly to English 101 at GCC. Data shows that students who take CPE are more successful in English 101 than students who take the English placement test or English 120.

5.3. Describe the resource request in detail.

Fund release time and other budget needs for the English High School Collaborative program.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$9006.80	Release time shared 20% among 2 faculty	Necessary for faculty to administer program including visits to each high school class (approximately 25 total) which is a part of the program	unknown
Facilities				
Equipment				
Supplies	\$500.00	Food for scoring sessions	Providing participants with food saves valuable time and money since we can work through lunch	unknown
Software				
Training	\$3140.20	Annual spring teacher-to-teacher conference	Necessary to share best practices and ensure all faculty are in alignment course policy issues; the funding of the conference will also pay for a key-note speaker who can help faculty to enhance teaching practices	unknown
Other	\$7300.00	Assessment at high schools	Provides pretesting of 11 th grade students using GCC assessment test to know where students would place into GCC English classes	unknown
Total				