Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: English

Program Code: 1501 - ENGLISH

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The English Department is committed to the premise that students who read, write, and think critically are better prepared to live in a complex, multicultural society. As one of the largest programs at Chaffey College, the English Department teaches a wide range of courses from foundation to transfer-level. The primary way that the department supports the college's mission is its commitment to excellence in teaching and student success. The English Department supports all academic and vocational programs: (1) by providing foundational courses for under-prepared students; (2) by offering general education courses which emphasize research and writing skills applicable to other disciplines and professions; (3) by scheduling associate degree and transfer English courses; (4) by offering literature courses which appeal to the culturally diverse student population; (5) by utilizing technology in the classroom to facilitate the learning process and to better prepare students for a future committed to technology. The English Department evaluates its effectiveness by way of outcome-based learning, SLOs, department workshops, and program review. The department also emphasizes interdisciplinary participation through collaborative teaching and learning, as well as using the resources of the campus community (the Success...
Centers, the Wignall Museum/Gallery, One Book-One College, the library, and other campus resources and activities).

Review Team Response
The English Program is to be commended for the work done to meet the College Mission, the wide range of courses offered from developmental to transfer, the variety of methods used to evaluate the program and the commitment to student success.

PROGRAM DATA

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11305</td>
<td>11444</td>
<td>10734</td>
</tr>
<tr>
<td>Day</td>
<td>7645</td>
<td>7572</td>
<td>6542</td>
</tr>
<tr>
<td>Evening</td>
<td>2593</td>
<td>2748</td>
<td>2955</td>
</tr>
<tr>
<td>Online</td>
<td>1018</td>
<td>1091</td>
<td>1190</td>
</tr>
<tr>
<td>Arranged</td>
<td>49</td>
<td>33</td>
<td>47</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Our enrollment rates have steadily increased overall. Over two-thirds of our students enroll in day classes, followed by evening, online, and arranged. One significant pattern is that enrollment in online courses has increased by 42%, and online students now comprise nearly 10% of our total enrollment. The greatest areas of enrollment growth have occurred in online and evening classes, a sign that the department was able to meet a demand for students with non-traditional schedules. This may be due to the fact that weekend and early morning classes have been reduced, and working students may have moved to online and evening classes to accommodate their schedules.
Arranged classes (Eng 92: special topics & Eng 98: independent study) have been reduced by 32% due to budget cuts and are not currently offered by decree of the dean and VP of instruction.
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The English Department has solid retention rates, 86-87% for face-to-face classes and 79% for online classes. Our rates mirror college-wide retention rates. There is a gap between retention in online and face-to-face classes, so this gap will be addressed through best practices workshops in the department. These workshops will be specific to English but in line with the forthcoming DE guidelines. Our retention rates by ethnicity and gender closely mirror those of the college, and remain between 84%-88% across these divisions.
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>4.08%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Day</td>
<td>4.91%</td>
<td>2.97%</td>
</tr>
<tr>
<td>Evening</td>
<td>4.03%</td>
<td>-0.67%</td>
</tr>
<tr>
<td>Online</td>
<td>-1.62%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Period</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total Census Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>63.89%</td>
<td>67.03%</td>
<td>69.02%</td>
<td>4.91%</td>
</tr>
<tr>
<td>Evening</td>
<td>65.54%</td>
<td>68.18%</td>
<td>67.72%</td>
<td>4.03%</td>
</tr>
<tr>
<td>Online</td>
<td>61.73%</td>
<td>60.73%</td>
<td>70.08%</td>
<td>-1.62%</td>
</tr>
<tr>
<td>Arranged</td>
<td>93.02%</td>
<td>93.94%</td>
<td>97.87%</td>
<td>93.02%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

English Department success rates have steadily risen overall, with some dip in online success rates. Our success rates also mirror those college-wide, with significantly lower rates among African-American and Hispanic students. One of the issues both college-wide and within our own department are significantly lower success rates among Hispanic and African-American students. Raising awareness about programs like Puente and AMAN/AWOMAN may address these needs, as would greater implementation of the Supplemental Instruction and Early Start programs in addition to our extensive use of the Writing Center. We should also think carefully about retaining diverse course offerings that appeal to a broad spectrum of students and investigating possible learning community models in addition to those we already offer. We could also offer thematic composition classes that appeal to many interests, including specific cultures, technology, business, history, etc. While online instruction is rapidly on the rise, there are still relatively few instructors who teach online. The success/retention rates are also lower in these courses, and the department should research this issue using sound methodology (i.e., reviewing the OLAP cubes created by Institutional Research) to discover how to address this problem.

Review Team Response
The English Program is to be commended for a thoughtful discussion of the enrollment, retention and success data.
### DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment.

Has the number of majors and certificates increased or decreased over time? Why?

The number of AA degrees in English is extremely low considering that there are so many English courses and many English majors. One explanation for the low number is that many transfer students do not apply to get the AA degree. Perhaps the coming TMC AA degree will encourage more transfer students to apply for the AA degree before transferring.

### Review Team Response

The English department acknowledges that there are many English majors but few AA degrees are awarded. Although the English program states that many transfer students do not apply to receive the AA degree, there is no explanation given as to why transfer students do not apply. Are there recognized or unrecognized roadblocks contributing to the few number of earned degrees in English?

### STUDENT LEARNING OUTCOMES

Understand the relationship between purpose and audience for a given subject

- Develop ideas through reflection and synthesis
- Respond critically to reading assignments.

Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading) to any given writing assignment

Discuss how the number, type, depth, and breadth of the courses support program SLO’s.

The program-level SLOs reflect what any student should be able to do in any English course but in varying degrees depending on the level. For example, students in English 550 and a creative writing course would follow the writing process despite the differences in the content of their writing. The program level SLOs also reflect that reading, writing, and critical thinking are central components in all English courses (composition, literature, and
Discuss how courses in the program articulate with or complement each other.
There is a clear sequence of composition prerequisites (from English 500 to English 1B), and eligibility for English 1A will soon be a prerequisite for all of the the literature courses.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
English 35: Chaffey Review and English 7E: non-fiction creative writing are both options for the Journalism Certificate. The English and Journalism courses share faculty and classroom space. The composition courses play a fundamental role in the college by preparing students for college writing. For example, English 1A is referenced in the CORs of sixteen courses outside of the English Department.

How and when has your department assessed Program SLO's' and how have you responded to the results?
In Spring 2010, the department assessed the writing-process outcome in the composition courses. Instructors completed an online survey about the teaching and use of the writing process in their courses. After the results were compiled, the department faculty discussed ways of improving the success rates related to teaching the writing process.

What program or course changes have been made based on the result of the assessed outcome?
Acknowledging that analytical writing and utilizing the writing process are integral to all English courses, the department plans to make eligibility for English 1A the new prerequisite for all the literature courses that previously had that as suggested. The department also worked with the Writing Center to develop a new diagnostic DLA that focuses on students' attitudes towards writing (an initial stage in the writing process).

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency. Due to a lack of space in the team response box, the SLO Rubic and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
<tbody>
<tr>
<td>ENGL 79 Native American Literatures - Active</td>
<td>05/09/2007</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>ENGL 35</td>
<td>Literary Magazine Production - Active</td>
</tr>
<tr>
<td>ENGL 81</td>
<td>Shakespeare - Active</td>
</tr>
<tr>
<td>ENGL 70A</td>
<td>World Literature - Active</td>
</tr>
<tr>
<td>ENGL 32</td>
<td>Introduction to the Novel - Active</td>
</tr>
<tr>
<td>ENGL 71</td>
<td>Folklore - Active</td>
</tr>
<tr>
<td>ENGL 7E</td>
<td>Creative Writing: Nonfiction - Active</td>
</tr>
<tr>
<td>ENGL 33</td>
<td>Introduction to Poetry - Active</td>
</tr>
<tr>
<td>ENGL 68</td>
<td>Mythology - Active</td>
</tr>
<tr>
<td>ENGL 75A</td>
<td>American Literature - Active</td>
</tr>
<tr>
<td>ENGL 70B</td>
<td>World Literature - Active</td>
</tr>
<tr>
<td>ENGL 76</td>
<td>African-American Literature - Active</td>
</tr>
<tr>
<td>ENGL 80A</td>
<td>Survey of British Literature - Active</td>
</tr>
<tr>
<td>ENGL 80B</td>
<td>Survey of British Literature - Active</td>
</tr>
<tr>
<td>ENGL 1C</td>
<td>Introduction to Literature - Active</td>
</tr>
<tr>
<td>ENGL 75B</td>
<td>American Literature - Active</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>Composition - Active</td>
</tr>
<tr>
<td>ENGL 500</td>
<td>Preparation for College Writing - Active</td>
</tr>
<tr>
<td>ENGL 1B</td>
<td>Advanced Composition and Critical Thinking - Active</td>
</tr>
<tr>
<td>ENGL 7D</td>
<td>Creative Writing: Poetry - Active</td>
</tr>
<tr>
<td>ENGL 77</td>
<td>Latino Literature - Active</td>
</tr>
<tr>
<td>ENGL 450</td>
<td>Fundamentals of Composition - Active</td>
</tr>
<tr>
<td>ENGL 7A</td>
<td>Creative Writing: Short Fiction - Active</td>
</tr>
<tr>
<td>ENGL 550</td>
<td>Introduction to College Writing - Active</td>
</tr>
<tr>
<td>ENGL 7B</td>
<td>Creative Writing: Fiction - Active</td>
</tr>
<tr>
<td>ENGL 74</td>
<td>Asian-American Literature - Active</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
The department faculty are currently working on the COR modifications for the courses that are currently due. The faculty plan to have these modifications in the queue by late Spring 2011 or early Fall 2011.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Develop New Courses/Programs
Other

Briefly explain:
English 77: Latino Literature, a new course first offered in Fall 2010, expands the department's diverse course offerings, especially in light of Latino enrollment. With the forthcoming transfer-model curriculum, the department may need to add new courses, such as children’s literature, to align better with statewide trends.

Review Team Response
The English program is to be commended for its efforts to bring all COR’s current. The committee recognizes the large number of courses and the required work to bring all the COR’s current. The program is also to be commended for its efforts to recognize changing and emerging needs.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
All plans should improve or expand student learning.

Year Three Goal:
Increase success rates for African-American and Latino students in all English courses to better serve the diverse communities surrounding Chaffey College.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Research and examine learning styles and trends in demographics. Establish and implement teaching strategies that match demographic trends.
Measure retention rates for African-American and Latino students in all English courses via OLAP cubes.

Year 2 Steps to Success (activities) and VIP Assessment:
Expand department involvement in Puente, A Man / A Woman, and other learning community models.
Compare success and retention rates in learning-community courses (Puente) with regular courses. Analyze overall success rates in all courses for African-American and Latino students via OLAP cubes.

Year Three Goal:
Improve student success rates in English 450 so that the rates are closer to the program and college average. The current rates vary widely from section to section, and English 450 is "bottleneck" course for many students.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
(A) Increase English faculty participation in the Early Alert program. (B) Review and update the English 450 COR.
Measure faculty participation rates in Early Alert. Compare success rates for sections that use Early Alert against those that do not via OLAP cubes.

Year 2 Steps to Success (activities) and VIP Assessment:
Establish "best practices" for teaching English 450 and distribute those to the department faculty. Link these to SLOs. Conduct department workshops focusing on effective teaching strategies for English 450.
Measure faculty participation in department workshops. Measure overall success rates for English 450 via OLAP cubes.
Year Three Goal:
Increase student success rates in all distance education English courses (hybrid & INET) but especially in INET courses so that the rates are closer to the program and college average.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Create and implement an orientation tool or unit for students in all distance ed. English courses in order to reduce the number of drops that occur early in the semester.
Analyze enrollment at census and mid-term retention rates. Compare success rates in face-to-face, hybrid, and INET courses via OLAP cubes.

Year 2 Steps to Success (activities) and VIP Assessment:
Establish and distribute "best practices" and DE teaching strategies to online English instructors. These guidelines would mirror the DE Committee's guidelines but be specific to English.
Analyze enrollment at census and mid-term retention rates. Analyze success rates in all English DE courses via OLAP cubes.

Review Team Response
The English program is to be commended for identifying three goals which impact the growth and effectiveness of the program. The yearly activities are multi-activities and are action oriented. However, the assessment of each activity is another activity, not a summary to show that the planned activity was accomplished or how the activity will be used. The assessment of year 1 activities needs to lead into the activity of year 2. This connection is not clearly stated and the VIP becomes difficult to measure.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLOs, Plagiarism, Edustream</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Success Ctr presentations: Honors Program, Student Professionalism, Rubrics, Online Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recent workshops/courses taken

Recent conferences/training

Other
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Faculty in our department have presented on and been trained in a wide variety of practical and pedagogical issues that directly affect our students. We are dedicated to learning online and technology-based strategies to improve our student success rate. We've been trained in and integrated the Honors, Early Start and Supplemental Instruction programs into our classrooms and actively discuss issues that affect our students greatly, such as grading rubrics, professionalism, and ethics, working to instill our students with both the academic and study skills they will need. It would be helpful for us to have more formally scheduled group dialogue about the individual training and conferences in which we participate so that this information could be shared and implemented in a consistent, continual manner. It would also be helpful for all department members to participate on-campus and beyond as well as communicate their knowledge, skills, concerns, and needs.

Discuss departmental engagement on campus in connection to student learning.
### Governance committees
- Faculty Senate, CCFA, PSR, Curriculum, Early Alert, Distance Ed, Academic Issues, Accrediation

### Other college-related committees
- President's Equity Council
- Honors, Ethics Across the Curriculum, ASCC, One Book One College, Wignall Advisory Board

### Other campus participation
- Puente
- with the College Book;

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**How does your program benefit from your campus engagement?**
The English Department has wide-reaching representation across several areas of campus. Our program directly benefits from this because we have a keen understanding of campus needs and concerns, which guide us in our planning. Possessing an understanding of cross-curricular interests and goals informs our teaching as well. Because of our involvement with Early Alert, the President's Equity Council, and Puente, we have been working actively to increase success rates among all students.

### Teaching/Years of Service

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-5 years</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Given the data how has your program been impacted?**
There is a wide range of experience. However, we have lost several full-time faculty members in recent years. Two became deans (Michael Dinielli & Laura Hope), and two retired (Peggy Madden & Mike Eskew). The last new hire was three years ago.

**Does your program anticipate retirements within the next 3 years?**
No.

**Review Team Response**
The English program is a large department with between 17 – 19 faculty. When looking at the professional development activities and the campus participation, the readers wonder if this level of activity is sufficient for a department of this size. Considering that the readers look at only two instructional programs, the readers have little data to compare.

### PROJECTED NEEDS

**Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.**

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any
projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**
The department ratio is out of balance (17 full-time, 65 part-time instructors). Additional full-time faculty are needed to improve success rates in all three VIP goals. In addition, we have lost several full-time faculty members in recent years. Two became deans (Michael Dinielli & Laura Hope), and two retired (Peggy Madden & Mike Eskew). The last new hire was three years ago.

**Hiring Criteria:**

**Institutional Level Considerations**
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Supports Chino expansion
Positions that affect the availability of prerequisites (reading, math, English) should be given consideration, especially as more and more disciplines develop these requirements
Supports Fontana expansion
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supported by institutional data

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Supports diversity of program and course offerings

**Year 2:**
The department ratio is out of balance (17 full-time, 65 part-time instructors). Additional full-time faculty are needed to improve success rates in all three VIP goals. In addition, we have lost several full-time faculty members in recent years. Two became deans (Michael Dinielli & Laura Hope), and two retired (Peggy Madden & Mike Eskew). The last new hire was three years ago.

**Hiring Criteria:**

**Institutional Level Considerations**
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Supports Chino expansion
Positions that affect the availability of prerequisites (reading, math, English) should be given consideration, especially as more and more disciplines develop these requirements
Supports Fontana expansion
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supported by institutional data

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Supports diversity of program and course offerings

**Year 3:**
The department ratio is out of balance (17 full-time, 65 part-time instructors). Additional full-time faculty are needed to improve success rates in all three VIP goals. In addition, we have lost several full-time faculty members in recent years. Two became deans (Michael Dinielli & Laura Hope), and two retired (Peggy Madden & Mike Eskew). The last new hire was three years ago.

**Hiring Criteria:**

**Institutional Level Considerations**
Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.
Supports Chino expansion
Positions that affect the availability of prerequisites (reading, math, English) should be given consideration, especially as more and more disciplines develop these requirements
Supports Fontana expansion
Support efficiency over growth (# of sections remain the same)
Student need for courses or programs for transfer or vocational certificate
Supported by institutional data

**Department Concerns**
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Supports FT ratio over growth (# of sections remain the same)

**STAFF**

**Year 1**

**Year 2**

**Year 3**
<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNOLOGY</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>SOFTWARE</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>OTHER</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
</tbody>
</table>

**Review Team Response**
The need for additional faculty to achieve the VIP is noted.

**Review Team Response**
The English Program is to be commended for a thoughtful and thorough study of the program. The readers appreciate the efforts of the English Program to address the written readers’ concerns and recognize 1) the shortness of time given to address the concerns and 2) the difficulty in arranging a meeting so that a discussion can be held.