

2013 Academic Program Review and Program Assessment Plan

Department of English - Cecil College



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EXECUTIVE SUMMARY

This document covers the recent history of the English Department, faculty credentials, current and new course offerings, completion rates, program curriculum, and advances in innovative instructional technologies. The program assessment reveals:

- The redesign of the Developmental sequence was based in a thorough review of existent data, course objectives, supporting technologies, and learning outcomes. Developmental courses were revised to reflect the lessons of sequence assessment. The improved developmental sequence promotes an increase in completion rates, improved student retention, and collaboration between the disciplines.
- A year ago, program focus shifted to building on the success of the EGL 101 course. Using grant funding to pilot a new program, embedded tutors were placed in 101 classrooms to increase students' access to instructional support. Subsequent promising data suggests that this initiative will lead to higher levels of course completion, thereby allowing students to advance more swiftly through their chosen sequence.
- Building off the success of these two initiatives, the program will turn its attention to developing an EGL 101 course for top-tier developmental students who would otherwise have tested into 093. The specialized EGL 101 will, among other things, require students to participate in a lab, thereby increasing instruction time. Successful engaging of this college-level coursework will shorten the length of the English sequence for these students, and increase the speed at which they complete their degree.

The report concludes with a comprehensive review of the Strengths, Weaknesses, Opportunities, and Threats. An increase to the number of full-time faculty and improved adjunct compensation and support would address the majority of reported program weaknesses.

PROGRAM DESCRIPTION

The Department of English assists all Cecil College students in developing the writing, reading, critical thinking, and research skills necessary for their academic careers and professional lives. Along with Freshman Composition, the department offers courses in literature, film, journalism, technical writing, and creative writing, courses that may be transferred to a B.A. degree, applied to an A.A. in General Studies, and/or applied to an A.A. in Teaching English. By 2015, the department plans to offer a major or concentration in English for transfer to four-year institutions.

PROGRAM HISTORY

Founded in 1968, the College has from its beginning offered Freshman Composition (EGL 101) and Composition and Literature (EGL 102). Since 1969, the College has offered Survey of English Literature I (EGL 203), and Survey of English Literature II (EGL 204). In 1971, the department added its first developmental course (English 100). Over the next several years, new courses were added in Developmental Reading, Technical Writing, Journalism, Creative Writing, Children's Literature, African-American Literature, Film, and Scriptwriting. Throughout the history of the program, the English Department has provided College-wide instruction and course support, including such initiatives as Writing Across the Curriculum. In Fall 2006, the Reading and Writing lab gained a fulltime coordinator.

In 2007, the English Department began an intensive review of its developmental course sequence; in 2009, the department introduced two significant innovations: (1) an orientation/study skills course (COL 081) shared with the Department of Math and its developmental students; and (2) a new course sequence (COL 081, EGL 082, EGL 092, and EGL 093). The new developmental sequence was the first program in the State of Maryland to offer courses that integrated study skills, reading, and writing at every level. Following a 2012 reassessment, the department refined the sequence further by replacing EGL 082 with EGL 090. The change offered more class time to the students (who assessed at the lowest level) for building study and comprehension skills.

Since 2011, the department has supported an Associates in Arts in Teaching English, offered through the College's Education Department. The English department is now preparing to launch its own major and has developed a course in World Literature (approved by the Academic Affairs Committee in 2013).

The English Department adheres to the Mission of the College as laid out in the *Cecil College Strategic Plan*: "Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence." In keeping with the College's mission, the English Department serves all learners with a wide and deep range of courses. Regardless of a student's initial skills, the English Department supports all learners by teaching the skills that are necessary to be successful in academics and in the workplace. All of our courses impart the flexible skills of writing, reading comprehension, critical thinking, analysis, and academic research. Cecil's English courses expose students to cultural diversity and offer students practice with emerging learning/information technologies.

Strategic Initiative 1: Shift to an emphasis on student COMPLETION.

The department's emphasis has *always* been on completion. For example, here is a sample of our recent and ongoing efforts:

- Grant-supported embedded tutoring in select sections of EGL 093 and EGL 101. [ongoing]
- Development and implementation of EGL 090 to consolidate resources for the weakest writing/reading students. [ongoing]
- Developing profiles of high-level 093 students who might succeed in EGL 101 with required lab support. [ongoing]
- Developing pilot 101 as a potential option for qualifying students who place at a high level of 093; the pilot would include a required lab for additional review and practice of 093/101 concepts [Spring 2014].
- Tracking students with multiple failures, meeting with them to help to determine an appropriate future course of action. [ongoing]
- In collaboration with Math, tracking variants of D/F grades to determine the factors most likely to impede student progress.
- Mandatory individual conferences with all students in all writing courses. [ongoing]
- Constant assignment revisions and reading updates to increase the interest-level and relevance of courses to students. [ongoing].
- Presentation and participation in national and regional conferences on the completion agenda. [ongoing]
- Experimentation with new technologies and texts that foster more structured, independent learning. [ongoing]
- Selection of high quality, yet affordable, textbooks. [ongoing]
- Significant faculty participation in developing and executing the 2012 Summer Bridge program, as well as the second-year grant proposal. [completed].
- Collaborating with Math, the Dean's Office, and IR to collect and analyze data on student performance, persistence, and completion [ongoing]
- In collaboration with Math participants in the Summer Bridge Program (SBP), using data garnered from the SBP experience to determine better ways to orient students, design curricula, and support students across the curriculum. [ongoing]
- Progress towards establishing transferrable English major. [ongoing]
- 101 transfer agreement with U.D. [completed]
- Developing English major and potential transfer agreements.[ongoing]

Strategic Initiative 4: Become a regional leader in incorporating INNOVATIVE TECHNOLOGY for learning.

- Information literacy and electronic research in every class.
- All classes available via Blackboard.
- Freshman Composition and Tech Writing, as well as many sections of College Success Seminar, taught in computer classrooms.
- Online and hybrid offerings in EGL 211.
- Teaching with Smart Boards (where available).
- Campus Technology Orientation in COL 081.
- Proposed computer classrooms for developmental courses.

- Assessment via Turning Point audience-response technology.
- iPad use for multiple purposes, including as doc camera via Doceri.
- Use of blogs, Google Docs, Dropbox, Softchalk, social media, etc.

FACULTY PROFILE

Faculty Member	Credentials	Courses Taught	Other College Activities
Josiah Bancroft	B.A. English, Virginia Commonwealth University; M.A. Literature, Virginia Commonwealth University	EGL 100, EGL 101, EGL 102, EGL 108 (215)	Vice-Chair of Dev. Ed. Committee; Member of Instructional Technologies Committee
Susan Bernadzikowski	M.A. English, the Ohio State University; B.A. English (Dual Literature and Writing major, Spanish minor), Otterbein University; additional graduate studies at Louisiana State University, University of Delaware, and Penn State University	COL 081, EGL 093, EGL 100, EGL 101, EGL 102, EGL 211, EGL/EDU 260	Dev Ed Committee (former chair); Completion Committee; Senate; FAC; multiple search committees; Data Collection Committee; Department Chair; Department Co-Chair; Ad Hoc Committee for Academic Honesty; Ad Hoc Committee for Student Conduct; Co-Coordinator for Summer Bridge; Ad Hoc Committee for Administrative Evaluations
Elizabeth Fitzgerald	M.A. English, Bucknell University; B.A. English (theatre minor), King's College	EGL 101, EGL 102	Senate, 2012 search committee
Craig Frischkorn	Ph.D., English, State University of New York at Buffalo; M.A., English, Western Illinois University; M.A., Communication, Regent University; B.A., History, Oral Roberts University; additional studies at Old Dominion University and the Center for Digital Storytelling	EGL 093, EGL 100, EGL 101, EGL 102, EGL 112, EGL 213, HST 252	Academic Affairs Committee; numerous search committees; former chair of Senate I.T. Committee; former Faculty Senator; former advisor to: AAT Honor Society; Cinema Club; and the student magazine (<i>The Seahawk Review</i>)

Christopher Gaspare	M.A. English, Washington College; B.A. English, University of Delaware	COL 081, EGL 092, EGL 093, EGL 101, EGL 102, EGL 211	101 Embedding Tutoring Pilot; Summer Bridge Program Participant; Professional Development Committee; Ad Hoc Committee for Faculty Professional Development; Senate (Adjunct Representative)
Cate Hennessey	M.F.A., Poetry, University of Pittsburgh; B.A. English Literature and Anthropology with Certificate in Russian and East European Studies, University of Pittsburgh	COL 081, EGL 090, EGL 092, EGL 101, EGL 102, EGL 108 (now 215), EGL 209	Dev Ed Committee (chair 2011-2013); Completion Committee; Summer Bridge Curriculum Development and Teaching; Senate; multiple search committees.
Jennifer Levi	Ph.D., University of Delaware; M.A., University of Delaware; B.A., Towson University	COL081, EGL092, EGL101, EGL102, EGL205, EGL206, EGL209, HST252	Co-creator and director, Speakers Series; Organizer, Martin O'Malley "Table Talk" visit; Co-chair, English department; Faculty Affairs Committee; Faculty Senate; Completion Committee; member or Chair, multiple search committees; Ad Hoc Committee for Academic Honesty
Allison K. Thibert-Bragg	B.A. (English) – University of Minnesota Duluth M.A. (English) – University of Delaware ABD PhD (English)-University of Delaware	EGL 101, EGL 102, EGL 203, EGL 204 and EGL 209	Faculty Senate (2010-2012); Faculty Affairs Committee (2012-present); English Department Faculty Search Committees, 2011 and 2012
Kathy Weiss	M.A., English (Concentration in Teaching of Writing and Rhetoric) – Rutgers University	COL 081, EGL 082, EGL 090, EGL 092, EGL 093, EGL 101	Member/Secretary – Dev Ed Committee; Member - New Faculty Orientation Committee (Ad Hoc); Completion Committee (2012); EGL 093 Embedded

Acting writers themselves, English faculty members present public readings of their work, as well as showcase student work in public readings and in the College's literary journal, *The Seahawk Review*. The faculty are also active in scholarship and professional development, annually attending and presenting at local, regional, and national conferences regarding composition studies (e.g. the Conference on College Composition and Communication), literary studies (e.g., the Modern Language Association, Multi-Ethnic Literature in the U.S., and the Conference on Children's Literature), creative writing (e.g., the Association of Writers and Writing Programs), Writing Center theory (e.g., the Mid-Atlantic Writing Centers' Association), developmental education (e.g., the National Association of Developmental Education and the Developmental Education Association of Maryland), and disabilities support (e.g., the Postsecondary Disability Training Institute). Further, English faculty members participate on statewide committees and discipline-specific listservs; they also serve on many internal committees that cross disciplines and divisions. All of these factors influence the department's review and development of its courses.

PROGRAM CURRICULUM

The department currently offers the following courses:

Developmental Courses (non-degree credit)

Course number and title	Approx. # of sections/year
COL 081: College Success Seminar	23
EGL 090: Fundamentals of Reading, Writing, and Study Skills	7
EGL 092: Integrated Reading and Writing, Level I	6
EGL 093: Integrated Reading and Writing, Level II	18

Degree-credit Courses

Course number and title	Approx. # of sections/year
EGL 101: Freshman Composition	47
EGL 102: Composition and Literature	29
EGL 215 (formerly 108): Introduction to Creative Writing	2
EGL 112: Scriptwriting I	1
EGL 212: Scriptwriting II	1 (or fewer)
EGL 214 (formerly 113): Introduction to Journalism	1
EGL 203: Survey of British Literature I	1
EGL 204: Survey of British Literature II	1
EGL 205: Survey of American Literature I	1
EGL 206: Survey of American Literature II	1
EGL 209: African-American Literature	3

EGL 210: World Literature	newly approved
EGL 211: Technical Writing	5
EGL 213: Introduction to Film	1
EGL/EDU 260: Children's Literature	2

STATISTICAL DATA

See Appendix A for English data for the past five years on the following:

- The number of students enrolled in each EGL course.
- The retention rates from EGL 101 to 102.
- The student profile in terms of age, gender, and race.

GENERAL EDUCATION OBJECTIVES

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
A. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in critical and creative thinking skills and problem-solving strategies.	1. Students will identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems. 2. Students will analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues.	a. Papers b. Tests c. Final Exams d. Projects e. Multimedia Presentations f. Team-oriented Activities g. CCLA h. CCSSE	Students in all English courses	2011 – CCLA results 2012 CCSSE results 2013 – CCLA results
B. Students who complete the College's General Education Core Requirements will demonstrate College-level competency in writing.	1. Students will demonstrate accurate and effective explanatory writing skills. 2. Students will locate, collect, and organize evidence on an assigned research topic.	a. Compositions b. Research Projects c. 'C' Standards rubric d. CCLA e. CCSSE	Students in all English courses	2011 – CCLA results 2012 CCSSE results 2013 – CCLA results 'C' Standards rubric results
C. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in oral communications.	1. Students will demonstrate effective public speaking skills. 2. Students will demonstrate an ability to evaluate their own public speaking skills.	a. Oral presentation rubrics b. Informal Oral Responses c. Formal Oral Presentations d. Multimedia Presentations e. Team-oriented Activities f. Student readings	Students in all English courses	Oral presentation rubric results Participation assessments 2012 CCSSE results

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
		i. CCSSE		

PROGRAM ASSESSMENT

Progress on Recommendation 1 from the 2009 Department of English Program Review: "Increase number of full-time faculty in the English Department to keep pace with 31% growth in the number of students enrolled over the last four years."

Student enrollment, English course offerings, College initiatives, assessment projects, and committee work have steadily increased since 2009. Between 2009 and 2013, the English Department gained one fulltime faculty position and lost the faculty status of the Reading/Writing Lab's Coordinator:

English Fulltime Faculty, Spring 2009 to Spring 2013		
Semester/Year	Number of FT Faculty Members	Changes/Notes
Spring 2009	7	Dennis Fabella retires.
Summer 2009	7 (+1 FT staff)	Lab Director's faculty position is converted to Lab Coordinator, Staff; Cate Hennessey moves from the Lab to classroom faculty; Josiah Bancroft replaces Cate Hennessey.
Fall 2009	8 (+1 FT staff)	Assistant Prof. Allison Thibert-Bragg replaces D. Fabella
Spring 2010	6 (+1 FT staff)	Nancy Cannon retires; Andrea Cumbo resigns.
Fall 2010	7 (+1 FT staff)	Assistant Prof. Kathy Weiss replaces N. Cannon. President approves an English Assistant Professorship, but later tables it.
Spring 2011	6 (+1 FT staff)	Kevin Wisniewski resigns.
Fall 2011	6 (+1 lecturer, +1 FT staff)	Lectureship is awarded to Elizabeth Walpole Fitzgerald.
Fall 2012	7 (+1 lecturer, +1 FT staff)	E. Fitzgerald's lectureship is converted to an Assistant Professorship. Lectureship is awarded to Christopher Gaspare.
Spring 2013	8 (+1 FT staff)	C. Gaspare's lectureship is approved for

	Fall 2013 conversion to an Assistant Professorship.
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Progress on Recommendation 2 from the 2009 Department of English Program Review: "Develop an English Major."

In its Spring 2009 Program Review, the English Department set the goal of developing a major, noting (a) expressed interest from students; (b) increased class size and demand for more sections of Children's Literature, African American Literature, Technical Writing, and Creative Writing; and (c) the Academic Programs' and Student Services' objective to add majors and concentrations which will transfer. Facing economic and personnel challenges (from 2009 onward), the Department delayed creating a major, but since 2012, the Department has been able to make the following progress:

DEVELOPMENT OF ENGLISH MAJOR	
Action	Progress
Revise EGL 101 syllabus and course description.	Completed Spring 2012
Increase coverage for EGL 211.	Completed Fall 2012
Research majors and core requirements at other 2-year and 4-year institutions.	Completed Fall 2012
Develop and gain AAC approval for EGL 210: World Literature	Completed Spring 2013
Rename EGL 203, 204, 205, and 206 for accuracy and consistency; gain AAC approval.	Completed Spring 2013
Gain AAC approval for changing Creative Writing and Journalism to 200-level courses: EGL 108 (now 215) and 113 (now 214).	Completed Spring 2013
Increase coverage for EGL 108 (now 214).	Completed Spring 2013
Revise AAC syllabus for EGL 206.	Completed Spring 2013
Design a course sequence for English majors.	Drafted Spring 2013; needs to be reviewed after discussion with potential transfer institution; needs departmental approval.
Research transfer agreements between Cecil and other institutions (with similar programs).	In progress
Determine rotation for offering lit. courses, including World Lit.	In progress
Establish Gen Ed and program requirements for major	Drafted Spring 2013; needs to be reviewed after discussion with potential transfer institutions; needs departmental approval.
Determine whether to create a major or concentration.	In progress.

Draft Program Proposal/Change Request Form for AAC	Drafted Spring 2013.
Gain approval from AAC for Program Proposal/Change Request.	Request to be submitted after completion of above-listed work.
Draft Transfer Agreement	Pending discussion with transfer institutions.

Progress on Recommendation 3 from the 2009 Department of English Program Review: "Develop and implement an ESL program."

The college does not have complete numbers for the ESL population enrolled in credit courses. This is partially because reporting of this information is voluntary, and partially because some students who fit the definition of ESL do not identify as such. For example, some Hispanic students born in the US identify themselves as native English speakers even though they have grown up in Spanish-speaking households.

Based on discussions among English faculty members, the number of ESL students in the classroom appears to have remained static since the last program review, and this number is not large enough to justify a separate program or course development for ESL students. Anecdotally, some ESL students in the developmental sequence have commented that they enjoy learning, speaking with, and listening to native speakers in the classroom. They feel it gives them a 'real' language experience.

Currently, the Reading and Writing Lab provides the best support for these students through individual tutoring. The Lab Coordinator is also investigating software for ESL and disabled students, which has thus far been cost prohibitive.

Progress on Recommendation 4 from the 2009 Department of English Program Review: "Continue to advocate for increases in adjunct pay."

The Department of English relies heavily on supplemental instruction and exhausts countless hours every semester trying to identify, hire, and retain qualified adjuncts. Low compensation and heavy out-of-class workload in English contribute to high adjunct attrition. From year to year, adjunct attrition ranges from 50 to 75%; from Fall 2009 to Spring 2013, attrition was 100%.

At every opportunity, the department has lobbied for increased adjunct compensation, even during the three years when fulltime faculty received no cost-of-living raises. Dean Linthicum has consistently supported these requests, but, overall, the College budget process has not.

The chart below offers context for and comparison of adjunct compensation in 2009, the date of our last program review, and 2013:

2009-2013 ADJUNCT COMPENSATION COMPARISON			
	2009	2013	4-year difference
Beginning M.A. pay at Cecil	\$650/credit	\$670/credit	+\$20/credit of income
Consumer Price	Aprtl = 212.709	April = 232.773	+ 20 index points

Index		in costs
Bureau of Labor Statistics' Inflation Calculation	\$650 in 2009 has the same buying power as \$704.52 in 2013.	decrease of \$54.52/credit in buying power

After adjustments for inflation, College adjunct compensation has not improved in the past four years; meanwhile, English adjunct working conditions are even less favorable:

- Increased contractual responsibilities (Blackboard, assessments, etc.).
- Increased reporting for departmental assessment projects, e.g., the variants of F for developmental courses.
- Increased class size for developmental courses.
- Prospect of decreased compensation for low-enrolled courses.
- Loss of department co-chairs and loss of 3 credits of released time for adjunct support and training.
- Limited course load due to IRS law.

Noted improvement: Provision of locked space for personal items.

Some Cecil adjuncts simultaneously teach at other institutions, a practice which is likely to become more common with the new IRS regulations. Cecil's English adjuncts who work as what contingent faculty call "Freeway Flyers" most commonly also teach at Harford Community College, Delaware County Community College, or Strayer University. In an adjunct pay comparison with these institutions, Cecil places last:

2013 Per-Credit Compensation for M.A. Adjunct Instructors			
Cecil College	Strayer University	Harford Community College	Delaware County Community College
\$670	\$785 (Cecil + \$115)	\$804 (Cecil + \$134)	\$850 (Cecil + \$180)

Progress on Recommendation #5 from 2009 Department of English Program Review: "Evaluate, restructure, and assess English 101."

Since 2009, we have focused a great deal of attention on the evaluating, restructuring, and assessing of EGL101. As a gateway course with a national completion rate of approximately 55%, Freshman Composition often slows student progress in degree achievement. Looking at completion rates for Cecil College in the Spring and Fall semesters since 2008 (see appendix ____), it is clear that our completion rates have increased. Since 2008, more

fulltime faculty have focused their energy on this course, and the department has committed to multiple ways for continuing to improve student success in EGL101.

1. After years of effort and copious emails, we secured a transfer agreement with the University of Delaware; we drastically revised the course description to reflect the increased rigor of the course. In January 2011, the Academic Affairs Committee approved our revision to the EGL 101 syllabus with this course description:

Freshman Composition teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce approximately 5,000 words of finished formal writing in four to five assignments, including a 2,000-word persuasive research essay.

Following further negotiation between institutions over the word count that will be published in our College catalog, University of Delaware approved Cecil's EGL 101 and included our course in their transfer matrix on October 17, 2011. This long-awaited agreement will assist all of our students who intend to transfer to any of the programs at the University of Delaware.

2. As a component of the Summer Bridge Project grant, in the Fall of 2012 we were fortunate to be able to fund the embedding of tutors in two sections of EGL101. The funding supported a College-wide initiative to encourage students to take more and better use of academic support services, thus increasing student retention and completion. The embedded tutor was a fulltime faculty member who attended the parent class once a week; the embedded tutor offered 15-minute tutorials on grammar, style, and related skills after class; attendance was voluntary. The tutor also provided extra access through additional office hours for both mandatory and optional conferences.

We observed that embedded tutors provided students with significant benefits:

- a. Focused time-on-task during in-class activities;
- b. Substantial individual feedback—both in and out of class;
- c. A wider range of teaching styles and personalities to reach the wide range of learning styles;
- d. A broader review of individual reading and writing skills, key skills that (due to time constraints) might not be otherwise covered in a standard class;
- e. Increased convenience for students in attending mandatory out-of-class, individual conferences; and
- f. Invaluable exchange of professional feedback on teaching methods and student learning.

We documented student contact hours and methods (tutorials, mandatory conferences, and optional office hour visits) using Google drive, but a glitch in the system (or our use of it) failed to save some of the data. Therefore, we relied on our observations in order to assess and revise

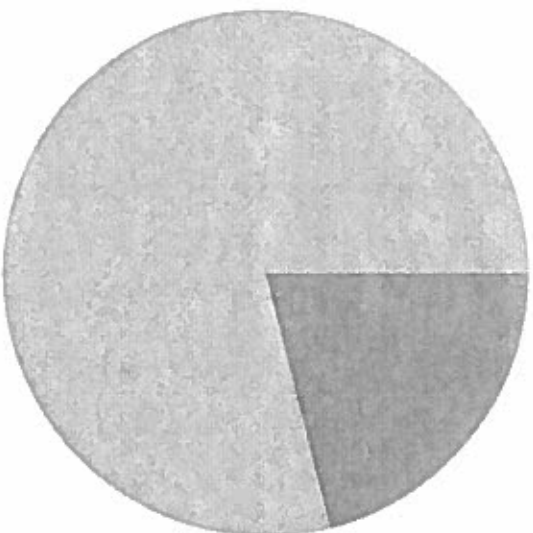
the first semester of the program. We were pleased with the benefits mentioned above, but we would have liked to see more students take advantage of the tutorials and additional office hours. A few students would stay for tutorials without taking them seriously or use the time to do work for other classes. Fortunately, the students who did take tutorials seriously were the same students who attended more often and took advantage of the extra office hours.

For Spring 2013, we clearly tied the grade to the embedded tutoring and voluntary assistance. Each major writing assignment has a "revision process" A portion of each major assignment's grade is based on the "revision process" component; this component is identified specifically on the assignment's grading rubric. This adjustment is not completely new; in Spring 2013 we used bullets to highlight the specific options for improving the grade: conferences, peer workshops, blogs, and tutorials. We also more clearly stressed the importance of these sessions; frequently, in class discussion we explained ways that students could benefit from maximizing these resources, as a class and as individual writers.

Student participation improved drastically in EGL101.02. More students attended tutorials. Their work ethic improved. Students sought out-of-class help, focused more attentively in class, and took their responsibilities in peer workshops more seriously. This improved attitude contributes to improved retention and completion.

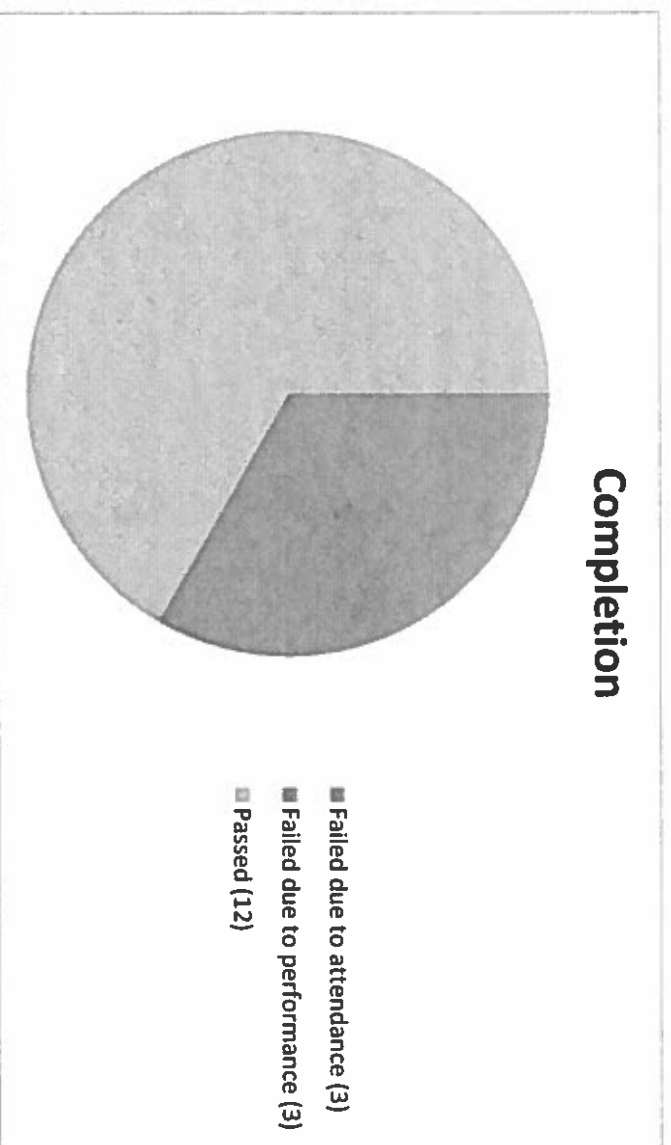
Often, up to half of the students on an EGL101 roster may withdraw over the course of the semester or simply "disappear." However, with these added resources for this class, we were able to retain the majority of the students. In fact, the completion rate for this section was 67%. By comparison, since 2008 the completion rate for EGL101 in spring semesters has been between 44%-57%. Between Fall 2012 and Spring 2013, we increased student use of the above-mentioned support the number of contacts per student by approximately 2 contacts per student (from 4-6).

Retention



- Withdrew (1)
- Disappeared but did not withdraw (3)
- Persisted (15)

Completion



In Fall 2013 we plan to build on our success by enhancing the tutorials with practical technology, either clickers or Soft Chalk quizzes. Thus, students will receive instant feedback on their mastery of the material. We hope the technology component will also help students effectively apply what they are learning to their own writing.

3. In Fall 2013, we will build on our success by embedding tutoring in an accelerated 093/101 course. Students who assess in the top tier of 093 may qualify to take 101 early provided that they also enroll in an additional 1-credit lab. The lab portion will integrate the material and teaching methods we are continuing to develop for our other embedded tutoring sections. The lab portion of the accelerated 093/101 will require students to attend an additional 30 min. after each 101 class; it will be mandatory for students assessing into 093; it will be available and highly recommended for students assessing into the lower end of 101; it will be optional for the remainder of the 101 students in the section. Our experience shows that many high performing students (especially returning adults) take advantage of extra resources when available.

Progress on Recommendation 6 from the 2009 Department of English Program Review: "Implement formalized assessment for the new developmental sequence."

Several steps have been taken toward this initiative, and the resulting data is quite positive. It suggests that the new integrated reading/writing developmental sequence and the department's ongoing commitment to annual adjustment of textbooks, teaching strategies, and/or use of technology is increasing student completion of individual courses and well as successful movement into credit coursework. In particular:

- More students attempt and pass developmental English the longer the new developmental sequence is in place.
- The changes made to the sequence have had the greatest positive impact on EGL 093. This is particularly important because this is the course immediately preceding EGL 101. Thus, an increasing number of successful students in EGL 093 results in more students who attempt and pass credit-level English. This change is particularly noteworthy because the rigor of 093 and its successful completion rate increased simultaneously.

Because a separate developmental English program review will be conducted next year, and because many assessment initiatives are in the first or second year of existence, the following is a broad overview of initiatives supported by the main data points where applicable and available.

Macro-Level Assessment Initiatives:

- Institutional data gathering of developmental education completion data
- Versions of F database

Micro-Level Assessment Initiatives:

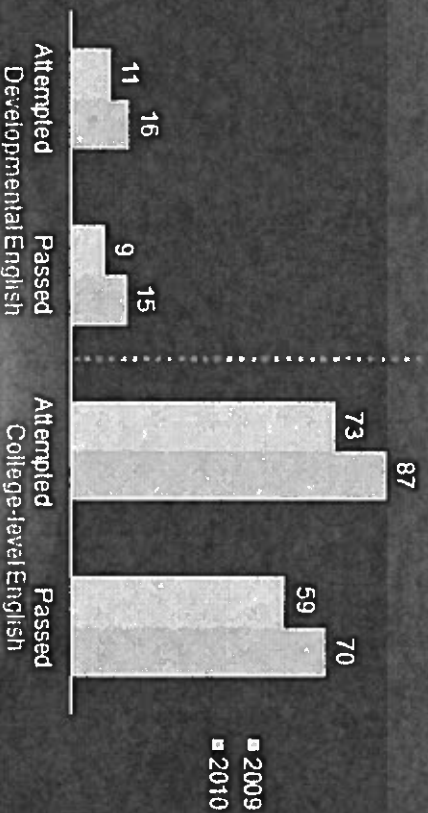
- Regular reporting to Board of Trustees on developmental English completion (most recent March 2012)
- The creation of EGL 090, which merged COL 081 and EGL 082.

Macro-Level Assessment

Institutional data gathering of developmental education completion data. The college has begun to assess cohorts of developmental education students; each cohort is followed for 8 semesters. The 2009 cohort data is complete, and the 2010 cohort is underway.

The slides below demonstrate that even though students' COMPASS assessment scores stayed the same in the 2009 and 2010 cohorts, students from the 2010 cohort were more likely to attempt and pass developmental English. This suggests that the longer the new developmental sequence is in place, the more students are succeeding.

Students placed in College-level English -
Students from the 2010 cohort were more likely than
the 2009 cohort to attempt and to pass English

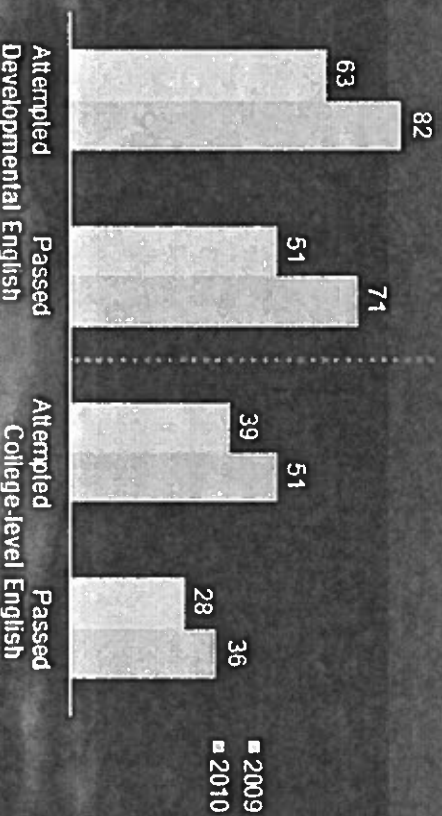


Students placed in college-level English, by percentage attempted and passed over the cohort period, and by level: Fall 2009 (318 students) and Fall 2010 (255 students)

IN BOTH COHORTS, ABOUT 4 IN 10 STUDENTS
SCORED HIGH ENOUGH IN ASSESSMENTS TO
START IN COLLEGE-LEVEL ENGLISH

Group	2009 cohort		2010 cohort	
	Number	Percent	Number	Percent
Total cohort	771	100	626	100
16+ credit hours	351	46	322	51
<i>Placed in -</i>				
Developmental EGL	173	22	148	24
College EGL	318	41	255	41

Students placed in Developmental English -
Students from the 2010 cohort were more likely than
the 2009 cohort to attempt and to pass English



Students placed in developmental English, by percentage attempted and passed over the cohort period, and by level: Fall 2009 (173 students) and Fall 2010 (148 students)

¹ These slides were prepared by
Cindy Mellwain.

Versions of F pilot database. In order to better track the successes, failures, and reasons for failure within developmental education at Cecil College, the departments of Math and English are now reporting

- all grades for all developmental students
 - This reporting is in addition to the grade entry done through MyCecil.
 - The differences in the reporting include multiple versions of F and D, as well as multiple version of “F A,” which means that a student failed due to attendance reasons.
 - The data is currently submitted via Excel spreadsheet; however, an Access database is under construction and will eventually house this information.
- last date of attendance for all students
- the number of hours each student actually attended the course.

None of the information in the database will be visible to students or have an effect on student transcripts. It will not be used to assess faculty performance. The data is for research purposes only, and we hope the results will allow us to develop more targeted programs to improve student persistence and completion.

Because data gathering is in its second semester and the database is still under development, conclusive reporting is not yet available. We offer the Versions of F grade legend to demonstrate a good faith effort toward assessing why some students do not succeed in the developmental English sequence.

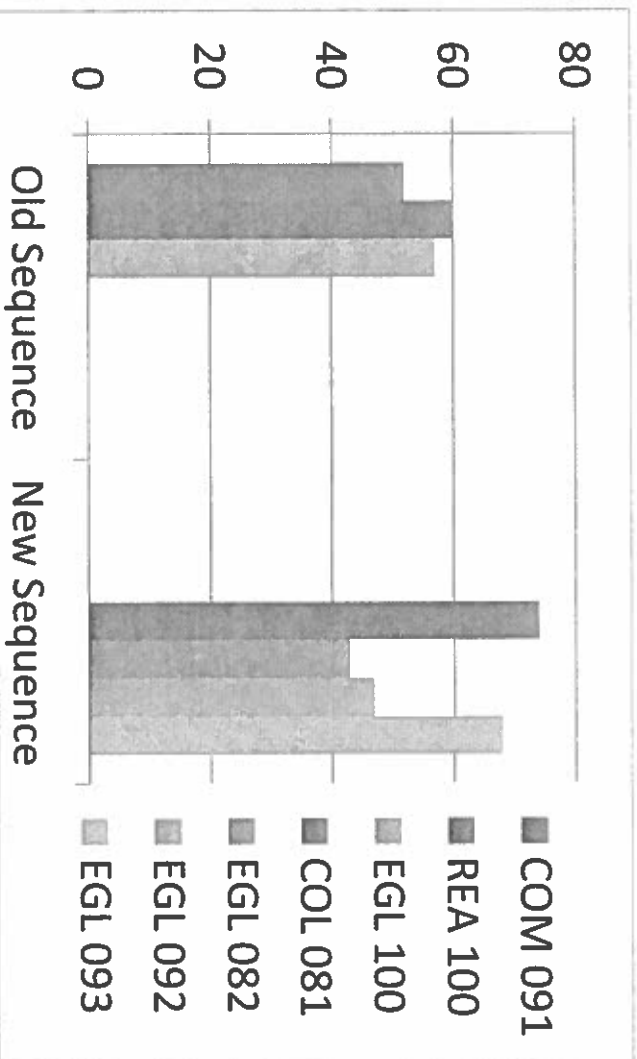
Grade Legend

Grade	Explanation of Grade
A	Regular A
B	Regular B
C	Regular C
DP	D for lack of performance. Intended for students who receive a D because they did not do their work.
DE	Engaged but at D level. Intended for students who attend regularly, complete the coursework, and engage the entire semester. The students' skills, however, prevent them from earning a passing grade in the course.
FA0 (zero)	F for attendance problems: never showed

FA1	F for attendance problems; disappeared and never withdrew/was past the withdrawal date
FA2	F for attendance problems; student ran afoul of an attendance policy
FP	Failure due to lack of performance. Intended for students who fail because they did not do their work.
FE	Engaged but failing. Intended for students who attend regularly, complete the coursework, and engage the entire semester. The students' skills, however, prevent them from earning a passing grade in the course.
FX	F for plagiarism
W	Withdrew
R	As per departmental usage
I	Incomplete

Micro-Level Assessment

Report to Board of Trustees on new integrated reading/writing developmental English sequence (March 2012)



As of March 2012, our assessment indicated that the new developmental sequence is producing more course completers in EGL 093 than in the previous sequence.

The new study skills course, COL 081, also produced a significant number of course completers.

EGL 082 and EGL 092 have fewer course completers, which is one reason we converted EGL 082 to EGL 090 for Fall 2012 (see #3, below). This new course is designed to give students more consistency with regard to instructor, classroom, and class schedule. It also provides students more time to hone their study, reading, and writing skills.

The creation of EGL 090, which merged COL 081 and EGL 082. We combined COL 081 and EGL 082 into a 4-credit class – EGL 090, Fundamentals of Reading, Writing, and Study Skills – in order to help the weakest students have a better chance at completion. Evidence showed us that many students did not make the transition from COL 081 to EGL 082 because of the change in schedule, instructor, and rooms. Consistency for this population is key to success. In addition, this population needed more time to develop their study habits and reading comprehension – thus, the increase in credit hours. We hoped that these changes would result in stronger completion rates for our weakest students.

COL 081 remained in place for students who assessed into EGL 093. The benefit to COL 081 is that the classroom is now more homogeneous with regard to student ability, allowing instructors to more effectively target the population.

What Was In Place for English Dev Ed Students (Spring 2009 through Summer 2012)

Courses	Who	Credits
COL 081	All students who assess into dev ed English	1
EGL 082	0-40 W and/or 0-60 R	2
EGL 092	21-40 W and/or 21-60R	4
EGL 093	41-69 W and/or 61-80 R	4

What Is Now in Place for English Dev Ed Students (Fall 2012 and forward)

For those who assess at the low end, the sequence is as follows:

Courses	Who	Credits
EGL 090	0-40 W and/or 0-60 R	4
EGL 092	21-40 W and/or 21-60R	4
EGL 093	41-69 W and/or 61-80 R	4

For those who assess at the high end (EGL 093), the sequence is as follows:

Courses	Who	Credits
COL 081	41-69 W and/or 61-80 R	1
EGL 093	41-69 W and/or 61-80 R	4

Because EGL 090 has run for just two semesters, assessment data is still being gathered. A full report on EGL 090 will become available after its second year.

Course Assessments

The department constantly reviews its course offerings, checks enrollment trends, and adjusts the times, places, enrollment limits, and formats of offerings to respond to student needs. Courses are offered in daytime, evenings, and on weekends, meeting once or twice per week. Freshman Composition, Composition and Literature, and African-American Literature are also available in a 9-week, accelerated format; Freshman Composition has been available as a hybrid of on-campus and online instruction. Technical Writing is now offered in three formats: as a traditional 15-week, on-campus course; as an online, 15-week course; and as a 9-week, accelerated, online course.

In keeping with the deadlines posted by the Assessment Committee, the department has completed all of its required course-level assessments through Spring 2013. The most significant course- and program-level changes made in response to these assessments are detailed in “Program Assessment” above.

ARTICULATION AGREEMENTS

The English Department has no articulation agreements as of the deadline of this program review, but plans are underway to develop at least one agreement once the English major is approved by AAC. However, the department provides crucial support for most of the articulation agreements reached by the College. Within the state of Maryland, our Freshman Composition course (EGL 101) and our Literature and Composition course (English 102) transfer at least as credit, if not to fulfill a specific course requirement at the transfer institution. For example, students transferring from Cecil to Washington College’s mathematics program can carry in six credits from EGL 101 and 102 and apply those credits toward Humanities coursework. (For further specifics on articulation agreements of which the English department is a part, please consult the Artsys website – <http://http://artweb.usmd.edu/>).

Articulation agreements beyond the State of Maryland are negotiated on a case-by-case basis. However, it is important to note that the University of Delaware, one of our top transfer institutions, now accepts our English 101 as their English 110.

ADEQUACY OF AVAILABLE TECHNOLOGY

Computer Classrooms:

Only one English Department course is taught entirely in computer lab classrooms: Freshman Composition. However, there is a growing need for more such rooms for Technical Writing and COL 081, which incorporate essential computer concepts in numerous assignments. Scheduling computer lab classrooms is becoming an ever-increasing challenge, and in the future, additional rooms with computers will help meet this need.

Computer orientation, training, and tech support for students using Blackboard, hawk email, and MyCecil:

As more students take COL 081, more students need login help, tutorials, orientation, and practice with using their student email accounts, accessing their grades, doing research, electronically submitting assignments, and using the Blackboard interface. These skills are introduced in COL 81, but the less tech savvy students need refreshing on their basic computer skills. More entry-level instruction and more computer resources could help meet demand. As more computer activities are required of students, there need to be more available computers on campus, especially for low-income and low-skill students, who get lost in the shuffle and fall through the cracks.

Timing for Orientation:

Rather than students learning all of the computer interfaces after the term has begun (Blackboard, hawk email, and My.Cecil), they could be more successful if there were a mandated computer orientation, including all the interfaces, for students before the semester starts. 24-7 Blackboard live tech support and attention to the summer gap in Blackboard support when online AD courses are underway.

Live 24-7 tech support for Blackboard:

Glitches in the course management system need to be tracked; troubleshooting and tech support needs to be available at any time. For example, students may be unable to see their posted grades or their names may be populated in the wrong section number.

Instructor access to the "student view" of MyCecil and Blackboard:

This needed to verify problems, troubleshoot, and assist students with navigation.

Hands-on computer experience for all developmental English students:

Simply starting in dev. ed. places a student behind in his or her academic plan; thus in-class access to computers matters all the more to student success.

Functioning audio speakers with each classroom computer station:

Because speakers are light, small and practical, computer speakers are frequently moved or stolen from classrooms; this sabotages teaching with multi-media.

Reliable media player (named "VLC") application installed on each PC:

With the ever-increasing types of media files, a versatile media player is needed on every computer. Experience shows that VLC (free download) can be among the most reliable. Connect every instructor computer in every classroom in every building to a printer, even if that printer is not in the classroom itself.

Wireless or Ethernet printing from each instructor's PC or laptop:

Not every classroom needs a printer, but every English classroom needs at least an internet protocol connection to a printer somewhere within the classroom's building. For example, when English courses are taught in the P.E. building, the instructor's PC or Mac needs to be configured by I.T. to send print jobs (by Ethernet or by wireless) to the printer in the building. The same for each building on campus.

More summer tech support for computer classrooms:

Printing and basic functionality face longer waits than during the standard semesters

Auxiliary HDMI input for TC #106 [High definition (1080p)]:

Requested since 2011, this item was approved in the fall 2012 budgeting process. This input is essential for VCP students who need to use HDMI connections to project assignments and give class presentations. A work order ticket for the input was created: New Work Order 18511; the Assigned Technician is Russell Weaver; the Expected Completion Date is Friday, June 07, 2013 8:31:39 AM.

Analog input screen calibration for VGA input in TC #106:

Screen resolution conflicts have prevented students from giving presentations in TC #106 when their media files resided on their laptops and Macs. Even with VGA, DVI, and HDMI adapters, their files could not be viewed through the auxiliary laptop input. Students with tech expertise have recommended a calibration and multi-point check for proper screen resolution as well as a podium guide for using one's laptop as an auxiliary source.

Access to clicker technology software will likely improve:

EGL faculty have found clickers to enhance teaching and learning, but to date, the software for using clickers can only be installed by IT and only upon request for individual classrooms; however, software is scheduled to be uploaded in every classroom by Fall 2013.

iPads for all EGL faculty:

New uses for the iPad have been discovered by those who have been entrusted with one. Examples include a dynamic application called "Poetry Foundation" that generates poems and ideas and themes for students to shape their own research and analytical papers. The application for BBC Live Radio has covered international stories that relate to various course assignments in EGL 101 and EGL 093. Various dictionary apps have made working on vocabulary more engaging and interesting in developmental courses (more so than thumbing through a small print dictionary). However, not everyone in the department is an iPad user yet. The benefit to supporting each EGL faculty with an iPad is that each user will find and share new apps that enhance teaching and learning. For example, an iPad for the writing center could be an affordable way to deliver Dragon (voice to text) and dyslexia software that would otherwise be license-cost prohibitive to install on individual computers.

iPad and Doceri interface issues with classroom technology:

Although Apple TV and Doceri has existed for some time, the configuration of the classroom technology has not kept pace. We expect Doceri to be running in all classrooms by Fall 2013.

Innovation in electronically sharing student feedback:

In many EGL 101 and 102 courses, students submit their major assignments through Blackboard. The students then choose between video feedback or written feedback on their assignments. Professors use free software called “Jing” to record short videos with a screenshot and a voice-over. The professor highlights parts of essays while commenting on the strengths and weaknesses of the writing. The video is saved as a private link, so students can only see the video about their own essay. Each semester, there are several students who consistently chose the video feedback over the written feedback and who show improvement related to the suggestions they received in the videos. This new approach assists students with aural and visual learning styles; it also helps students with learning disabilities. This form of feedback is clear even to students with reading comprehension difficulties, and the more personal nature of it (hearing the sound of a professor’s voice) makes reviewing the feedback less intimidating than looking at an essay that has been marked up by written comments. By giving feedback electronically, professors are also able to post hyperlinks into student essays. Links to the Purdue Online Writing Lab help explain problems with grammar, transitions, or MLA citations and show examples of how to improve on those issues. The links give students faster and easier ways to connect with the instructional material, so they are able to follow up on comment suggestions immediately. The links also serve as a reminder that there are quality writing resources available on the web that students can turn to—even after they’ve sold their textbooks.

Green-friendly Cost Benefits to paperless teaching with Blackboard:

In paperless sections of Freshman Composition, all first day handouts and the first day diagnostic are posted on Blackboard. Not only is this beneficial for cost containment, it also promotes computer and Blackboard literacy. Before the students can do anything in the course, they must learn how to log on to and manage Blackboard. All of the course materials are posted to Blackboard throughout the duration of the course, including C- Standards, schedules, handouts, group exercises, as well as reading and writing assignments. Students submit all of their written assignments to Blackboard; instructors electronically comment on word documents and repost them to Blackboard for the students to view. This method curtails late submissions (attendance, work, printers, cars, etc., cannot be blamed). Secondly, the materials are accessible to both the student and instructor at any time from any computer. This method also eliminates problems with flash drives and computers crashing. This paperless format, with some adjustments and differences, is also being used in the developmental courses, tech writing, and upper division literature courses.

ADEQUACY OF FACILITIES

The classroom facilities on both campuses are relatively well maintained and are of an adequate size; the classrooms at Elkton Station are too small and less cost effective because they require us to run classes with smaller enrollment.

Four other problems occur with facilities:

- a disproportionate number of our students want to take classes between 10:00 a.m. and 2:00 p.m. on Mondays and Thursdays (and Tuesday/Thursdays), so procuring classrooms at that time is challenging;
- at these times, parking on main campus is frustrating to students and faculty, especially to those who are rushing from a job or from another class at Elktion Station, because of the limited parking during construction of the new Math/Engineering building . The College plans to increase remote parking by fall, but could the number of often empty permit spaces (not to be confused with disabled) in the lower lot be reduced or eliminated?
- sometimes the enrollment limits on classes are overridden—we don't know by whom—and classes fill with more students than seats and/or computers;
- Occasionally, when 3- and 4-credit classes run back-to-back taught by one instructor, there is only 5 minutes in between classes and sometimes the classrooms are too far apart, many times in different buildings. For example, it is very difficult to end a class at 9:55 in A&S, pack up, answer student questions, and be on time for a class at 10:00 a.m. in the Tech Center. It is impossible to be on time if the second class is in the PE Building.

PROGRAM STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Program Strengths

1. Members of the Department of English have been at the forefront of the college's Completion Agenda in their committee work, classroom innovation, and scholarship through their participation in the following:
 - College Completion Committee
 - Summer Bridge Program grant (Co-coordinators and members)
 - Embedded tutoring program
 - The AAUP national conference (presenters)
 - MACC Completion Summit (presenters)
 - Developmental Committee (chair and members)
 - Related scholarship and publication (*Inside HigherEd*).
2. The new integrated reading/writing developmental sequence and the department's ongoing commitment to rigorous assessment and subsequent adjustment of textbooks, teaching strategies, and/or use of technology is increasing student completion of individual courses as well as successful movement into credit coursework (see data in Assessment #6). In addition, the Developmental Education Committee has revised and implemented policies that will encourage students to persist.
3. Due to the increased stability and success of the developmental sequence, the department has been able to dedicate fulltime faculty resources to the assessment and revision of Freshman Composition. The revision of the 101 syllabus has led to a transfer agreement with the University of Delaware. To improve retention and completion rates, the department began piloting an embedded tutoring program in Fall 2012. The preliminary data suggests

the additional support leads to a more focused and motivated classroom culture, thereby increasing retention and completion (see data in Assessment #5).

4. The department continues to utilize innovative technology to enhance the learning experience. Regularly incorporated tools include but are not limited to:

- Blackboard,
- iPads,
- SmartBoards,
- clickers,
- online support software, and
- digital storytelling.

Program Weaknesses

1. While some improvement has been made in the full- to part-time faculty ratio, adjuncts taught 61 % of English courses in Fall 2012. This lowers to 50% in Spring 2013, but only because the department offers fewer courses. In addition, our pool of adjuncts is increasingly transient due to several mitigating factors (see data in Assessment #4):

- Inferior pay in comparison to neighboring institutions,
- Increased responsibility and class size,
- Decreased teaching opportunities due to IRS mandates, and
- Decreased support for new adjuncts due to loss of chair release time.

This high turnover leads to inconsistent learning experiences with varying degrees of rigor, instructor access, and long-term relationships. Since EGL101 is a prerequisite for many college classes, low rigor classes can compromise student ability to succeed in their major courses.

2. The accelerated degree program poses a few significant challenges to student success in English courses:

- The lack of a director to make degree requirements and expectations clear,
- The lack of an assessment of the likelihood of student success in the context of competing responsibilities,
- The absence of an online learning orientation, and
- The decreased amount of instructional time due to the absence of a final exam period.

3. The availability of and support for innovative technology, which remains at the core of the college's strategic plan, is insufficient in the following ways:

- The number of computer classrooms for developmental classes,
- The absence of a mandatory computer/Blackboard orientation for all incoming students before classes begin,

- The need for instructor access to student views of Blackboard and MyCecil to assist students in navigation, and
 - The lack of 24-7 live Blackboard support year round to account for accelerated degree programs and promised student flexibility.
4. The college rightly stresses innovation as the key to increasing completion. Despite the department's commitment to this agenda, in part through grant funding, the college does not provide adequate, sustained support of time or money to assess, revise, and incorporate this innovation. As a result, some of our most intensive and promising initiatives have been tabled.

Program Opportunities

1. Due to increased student interest and the presence of the AAT English Secondary Education Degree, the Department of English will be offering an English major, largely utilizing classes and faculty already in place. In support of the AAT Degree and the future major, a World Literature Survey course has been developed. The major is designed and will be vetted by AAC in the near future, and transfer agreements were considered in the formation of the major.
2. The apparent success of the embedded tutoring pilots has encouraged us to create a 101 section for top-tier developmental students. These students will be offered the opportunity to enroll in 101 and a corresponding 1-credit lab. The additional student support will be available for anyone in that section of 101, but mandatory for the developmental students. The goal is to increase completion for all 101 students by making more resources available, changing the classroom culture, and reducing the time to degree completion for developmental students.
3. The increased scrutiny of EGL101 led by the completion agenda had made the need for a 101/102 coordinator clear. A person in this position could help ensure the consistency of student experiences, support the constantly shifting pool of adjuncts, improve completion rates, and lead assessment and revision efforts.
4. Committees such as the Developmental Education Committee and the Completion Committee have helped improve communication between academics and student services. Continuing with this effort, the department sees the opportunity to improve the learning experience of students by discussing solutions to key problems with invested parties. Concerns include:
 - automatic removal of students from courses for which they have not met the prereqs,
 - late enrollment,
 - appropriate course loads for student abilities,
 - an enforceable policy limiting the number of times students may attempt a dev ed course, and
 - advisement's approval of course waivers/substitutions without department chair consent.
5. The return of the lab coordinator's position to faculty from staff because teaching qualifications are the primary criterion for this position and because the division between teaching and administrative responsibilities is similar to that for the chair's job, which is a faculty position.

Program Threats

1. The development of the major may dilute the already thin full-time faculty resources. Ideally, the department would be permitted to hire more full-time faculty to account for college and program growth.
2. The reduced hours in the library and Reading and Writing lab hinder student access to essential support services. This could compromise the improvements seen in developmental courses and freshman composition.
3. The department persists in a state of crisis regarding adjunct hiring, training, evaluating, and retention. The recent IRS mandate will only add to this crisis. This has the potential to be devastating for the department and to hinder our completion initiatives.

PROGRAM GOALS AND OBJECTIVES

Goal(s)	Timetable for Completion	Required resources	Obstacles to Completion (if any)
Establish program major and transfer agreement	Program launch – Spring 2014 Transfer agreement - 2015	Additional full-time faculty	Lack of full-time faculty Possible resistance from four-year institutions to two-year transfer credits
Launch 093/101 pilot and complete preliminary assessment	Pilot – Spring 2014 Assessment – 2015	Time Data Cooperation from Student Services	Lack of student buy-in Lack of resources
Increase consistency in 101 and 102	2016 (dependent upon resources)	Part-time coordinator Increased adjunct compensation and retention	Transient adjunct pool Grade inflation Lack of administrative release time

RECOMMENDATIONS

The English discipline fosters the critical writing, reading, and thinking skills essential for all majors, and for full participation in a democratic society. Employers—in business, government, education, industry, and the armed services—seek and value these skills. However, many students do not fully comprehend the importance of these skills, the amount of practice required to attain them, or the number of doors which may open upon mastering them. The English Department needs a consistent core of well-trained faculty to support these students. To assist, faculty across the disciplines can continue to emphasize critical analysis and to uphold high writing standards throughout students' college careers. Further, all branches of the College can help students see English courses not as roadblocks, but as roadways to skills of lifelong value.

APPROVALS

Signature of Division Chair _____ Date _____

Signature of the Chair of the _____ Date _____
Academic Affairs Committee

Signature of the Dean of _____ Date _____
Academic Programs

Signature of the Chief _____ Date _____
Academic Officer

Date Presented to CMT: _____

APPENDIX A: ENGLISH DISCIPLINE STATISTICAL DATA

The number of students enrolled in each EGL course for the past five years is provided below.

	EGL 101	EGL 102	EGL 108	EGL 112	EGL 113	EGL 203	EGL 204	EGL 205	EGL 206	EGL 209	EGL 211	EGL 212	EGL 213	EGL 260
FY 2007/ 2008	739	402	19	7	0	5	7	0	2	10	41	0	20	0
FY 2008/ 2009	792	448	25	0	0	0	0	8	8	20	59	0	0	0
FY 2009/ 2010	820	533	26	16	0	0	8	0	0	20	66	0	12	0
FY 2010/ 2011	815	529	26	13	0	7	6	6	0	19	56	0	15	0
FY 2011/ 2012	828	537	25	15	0	5	7	7	6	22	49	3	8	0

The retention rates from EGL 101 to EGL 102 for the past five years are provided below:

Fail to Spring

	English 101	EGL 102	%
Fail 2007 to Spring 2008	455	111	24%
Fail 2008 to Spring 2009	499	141	28%
Fail 2009 to Spring 2010	489	167	34%
Fail 2010 to Spring 2011	494	161	33%
Fail 2011 to spring 2012	497	159	32%

Spring to Fall

	English 101	EGL 102	%
Spring 2008 to Fall 2008	284	68	24%
Spring 2009 to Fall 2009	293	74	25%
Spring 2010 to Fall 2010	331	96	29%
Spring 2011 to Fall 2011	312	99	32%
Spring 2012 to Fall 2012	328	90	27%

Because the English Department currently lacks a program degree, the following information is unavailable:

- The number of degrees awarded for each of the past five years;
- The number degrees awarded to Pell recipients for each of the past five years;
- The number of declared majors that transferred with a minimum 15 credits;
- The number of declared majors that transferred with a minimum 30 credits;
- Number of students earning their first 30 semester credit hours of college level course work – five year

Student Profile

Age

2007-2008											
	Total Enrollment	Less than 25	%	25-30	%	31-40	%	41-50	%	51 and over	%
EGL 101	739	617	83%	46	6%	54	7%	17	2%	5	1%
EGL 102	402	316	79%	48	12%	19	5%	14	3%	5	1%
EGL 108	19	15	79%	1	5%	2	11%	1	5%	0	0%
EGL 112	7	5	71%	1	14%	1	14%	0	0%	0	0%
EGL 203	5	5	100%	0	0%	0	0%	0	0%	0	0%
EGL 204	7	7	100%	0	0%	0	0%	0	0%	0	0%
EGL 205	0	0	0	0	0	0	0	0	0	0	0
EGL 206	2	2	100%	0	0%	0	0%	0	0%	0	0%
EGL 209	10	4	40%	2	20%	2	20%	2	20%	0	0%
EGL 211	41	20	49%	4	10%	8	20%	6	15%	3	7%
EGL 212	0	0	0	0	0	0	0	0	0	0	0
EGL 213	20	17	85%	2	10%	0	0%	1	5%	0	0%

[illegible]

[illegible]

2010-2011												
	Total Enrollment	Less than 25	%	25-30	%	31-40	%	41-50	%	51 and over	%	
EGL 101	815	675	83%	71	9%	43	5%	19	2%	7	1%	
EGL 102	529	428	81%	47	9%	33	6%	18	3%	3	1%	
EGL 108	26	25	96%	0	0%	0	0%	1	4%	0	0%	
EGL 112	13	11	85%	2	15%	0	0%	0	0%	0	0%	
EGL 203	7	7	100%	0	0%	0	0%	0	0%	0	0%	
EGL 204	6	6	100%	0	0%	0	0%	0	0%	0	0%	
EGL 205	6	3	50%	0	0%	2	33%	1	17%	0	0%	
EGL 206	0	0	0	0	0	0	0	0	0	0	0	
EGL 209	19	11	58%	2	11%	3	16%	1	5%	2	11%	
EGL 211	56	35	63%	7	13%	8	14%	5	9%	1	2%	
EGL 212	0	0	0	0	0	0	0	0	0	0	0	
EGL 213	15	12	80%	3	20%	0	0%	0	0%	0	0%	

2011-2012												
	Total Enrollment	Less than 25	%	25-30	%	31-40	%	41-50	%	51 and over	%	
EGL 101	828	676	82%	64	8%	51	6%	30	4%	7	1%	
EGL 102	537	421	78%	58	11%	28	5%	23	4%	7	1%	
EGL 108	25	21	84%	2	8%	0	0%	1	4%	1	4%	
EGL 112	15	12	80%	1	7%	1	7%	1	7%	0	0%	
EGL 203	5	4	80%	0	0%	0	0%	1	20%	0	0%	
EGL 204	7	6	86%	0	0%	0	0%	0	0%	1	14%	

	FY 2007/2008				
	Total Enrollment	Female	%	Male	%
EGL 101	739	414	56%	325	44%
EGL 102	402	269	67%	133	33%
EGL 108	19	6	32%	13	68%
EGL 112	7	4	57%	3	43%
EGL 203	5	2	40%	3	60%
EGL 204	7	2	29%	5	71%
EGL 205	0	0	0	0	0
EGL 206	2	0	0%	2	100%
EGL 209	10	9	90%	1	10%
EGL 211	41	18	44%	23	56%
EGL 212	0	0	0	0	0
EGL 213	20	7	35%	13	65%

FY 2008/2009					
	Total Enrollment	Female	%	Male	%
EGL 101	792	437	55%	355	45%
EGL 102	448	281	63%	167	37%
EGL 108	25	12	48%	13	52%

EGL 112	0	0	0	0	0
EGL 203	0	0	0	0	0
EGL 204	0	0	0	0	0
EGL 205	8	3	38%	5	63%
EGL 206	8	2	25%	6	75%
EGL 209	20	20	100%	0	0%
EGL 211	59	29	49%	30	51%
EGL 212	0	0	0	0	0
EGL 213	0	0	0	0	0

FY 2009/2010					
	Total Enrollment	Female	%	Male	%
EGL 101	820	374	46%	446	54%
EGL 102	533	332	62%	201	38%
EGL 108	26	15	58%	11	42%
EGL 112	15	5	33%	10	67%
EGL 203	0	0	0	0	0
EGL 204	8	8	100%	0	0%
EGL 205	0	0	0	0	0
EGL 206	0	0	0	0	0
EGL 209	20	18	90%	2	10%
EGL 211	66	35	53%	31	47%
EGL 212	0	0	0	0	0
EGL 213	12	3	25%	9	75%

FY 20010/2011					
	Total Enrollment	Female	%	Male	%
EGL 101	815	456	56%	259	32%
EGL 102	529	329	62%	200	38%
EGL 108	26	15	58%	11	42%

	FY 20011/2012				
	Total Enrollment	Female	%	Male	%
EGL 101	828	454	55%	374	45%
EGL 102	537	328	61%	209	39%
EGL 108	25	20	80%	5	20%
EGL 112	15	4	27%	11	73%
EGL 203	5	3	60%	2	40%
EGL 204	7	3	43%	4	57%
EGL 205	7	4	57%	3	43%
EGL 206	6	2	33%	4	67%
EGL 209	22	20	91%	2	9%
EGL 211	49	25	51%	24	49%
EGL 212	3	1	33%	2	67%
EGL 213	8	6	75%	2	25%

[illegible]

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	FY 2009/2010										
	Total Enrollment	African-American	American Indian	Asian	Hispanic	Two or more races	Minorities % of Total	White	White % of Total	Foreigner	Unknown
EGL 101	820	56	1	9	22	0	11%	727	89%	2	3
EGL 102	533	35	3	4	10	0	10%	476	89%	4	1
EGL 108	26	0	1	0	0	0	4%	25	96%	0	0
EGL 112	15	0	0	0	0	0	0%	15	100%	0	0
EGL 203	0	0	0	0	0	0	0	0	0	0	0
EGL 204	8	0	0	0	0	0	0%	0	0%	0	0
EGL 205	0	0	0	0	0	0	0	0	0	0	0
EGL 206	0	0	0	0	0	0	0	0	0	0	0
EGL 209	20	3	0	1	0	0	20%	15	75%	1	0
EGL 211	66	2	0	0	1	0	5%	61	92%	0	2
EGL 212	0	0	0	0	0	0	0	0	0	0	0
EGL 213	12	0	0	0	0	0	0%	12	100%	0	0

[illegible]

EGL 206	0	0	0	0	0	0	0	0	0	0	0	0	0
EGL 209	19	2	0	1	0	0	16%	16	84%	0	0	0	0
EGL 211	56	1	0	0	1	0	4%	54	96%	0	0	0	0
EGL 212	0	0	0	0	0	0	0	0	0	0	0	0	0
EGL 213	15	0	0	0	0	0	0%	15	100%	0	0	0	0

	FY 2011/2012												
	Total Enrollment	African- American	American Indian	American Hawaiian	Asian	Hispanic	Two or more races	Minorities % of Total	White	White % of Total	Foreigner	Unknown	
EGL 101	828	76	7	1	11	20	2	14%	702	85%	0	9	
EGL 102	537	55	0	1	13	10	5	16%	449	84%	4	1	
EGL 108	25	1	1	0	0	0	1	12%	22	88%	0	0	
EGL 112	15	0	0	0	0	1	0	7%	14	93%	0	0	
EGL 203	5	0	0	0	0	0	0	0%	5	100%	0	0	
EGL 204	7	0	0	0	0	0	0	0%	7	100%	0	0	
EGL 205	7	0	0	0	0	0	0	0%	7	100%	0	0	
EGL 206	6	0	0	0	0	0	0	0%	6	100%	0	0	
EGL 209	22	3	1	0	0	1	0	23%	16	73%	0	1	
EGL 211	49	2	0	0	1	1	0	8%	45	92%	0	0	
EGL 212	3	0	0	0	0	0	0	0%	3	100%	0	0	
EGL 213	8	0	0	0	0	0	0	0%	8	100%	0	0	