

Department of English and English Learning Center Program Review: 2005-2006

1. Program Description and Scope

In existence from the founding of the College, the English Department, through its courses and the services of the English Learning Center, serves thousands of students each year. With 18 full-time and 22 part-time faculty, the department serves students each year in formal and informal ways. The courses offered by the Department range from basic (or developmental) writing and reading courses to transferable and elective courses in composition and literature. In addition, the English Learning Center offers one-unit courses to improve students' skills in writing and reading competency, such as spelling, vocabulary, and reading comprehension. Services offered to students of the college in the English Learning Center include tutoring and an English instructor to answer questions students have regarding composition assignments from English and other classes.

Increasing its scope and reach, the Department had an A. A. degree approved by the Chancellor's Office in the fall of 2005. Hopefully, this will increase the number of students who will enroll in elective English courses at Ohlone. As a result, new courses will broaden enrollment opportunities.

Through its classes and services, the English Department and the English Learning Center strive to serve students by helping them become competent writers, readers, and thinkers.

The current needs of students are consistently part of English Department and English Learning Center decisions. Revision and replacement of English Learning Center programs follow the philosophy that for coursework to be meaningful, it must be relevant, and it must teach skills that are truly applicable to the student's reading and writing. The changes in English Learning Center programs, such as the Writing and Reading program for English 151B, are undertaken to make them more contemporary and engaging for students.

The English Department and the English Learning center have, for decades, worked to integrate technology, as appropriate, into its methodologies. From online courses to CD-ROM-based lab programs in the English Learning Center, the consideration of adopting new technologies is one that the Department undertakes deliberately and with due consideration to the helpfulness of the technology in actually assisting student learning. It is important to note that the Department feels strongly that academic decisions should be supported by the technology that is available. In the past, decisions about what technology would be made available appeared to have been made in the reverse direction and as the College is able; the Department feels that academic considerations should be in the forefront of any discussions of technology.

Understanding its impact on other departments, the English Department and the English Learning Center consider the College's purpose and goals carefully. As noted previously, the skills we seek to improve—writing, reading and thinking—are ones that have significant effects on other departments. We are cognizant of the role that basic writing and reading skills play in the other disciplines. Instructors at developmental and transfer levels, in their selection of reading materials and assignments, often incorporate information from other disciplines into their

courses. Further, participation of English faculty in learning communities helps to strengthen our relationships with other departments. The Department welcomes comments from instructors in other disciplines so that we may be better informed about what writing tasks we can help students with.

The English Department and the English Learning Center serve and are responsive to the surrounding community. In addition to offering its core courses at a variety of times and days, the Department offers day courses on the Fremont campus as well as classes at the University of Phoenix (UPX) campus in Newark. Evening courses are offered at Newark Memorial High School (NMHS). The UPX and NMHS courses will continue to be offered until the construction of the Newark Ohlone Campus. The community served by the Department has expanded in recent years with the addition of online courses and learning communities.

The English Department considers itself a core academic department at the College, not just because of its size, but because it strives to teach skills that students must have to be successful learners in their other classes and any future study and/or employment.

2. Program's Relationship with the College's Vision, Mission and Goals

The English Department and the English Learning Center (formerly the Reading and Writing Labs), have a long history of supporting the essential missions of the College. In supporting literacy, we understand the important role we play in helping students become competent citizens and learners both in and out of the academic community.

The reading and composition courses offered by the English Department as well as the services offered to the greater campus and local community in the English Learning Center relate directly to Ohlone College's vision, mission and goals statement as articulated in the third chapter of the Board of Trustee's policy manual.

Without literacy and the ability to communicate ideas, the College's hopes for students cannot be achieved and the English Department is aware of this. As a result, our commitment to producing students who are able to communicate effectively is very strong and one of our core concerns.

The English Department and the English Learning Center support numerous other programs at the college in fundamental ways. Participation by English faculty in learning communities as well as other cohort-driven programs such as Puente and University Express has been high and continuing. The English department leads the campus in its participation in learning communities with various other subjects. By connecting composition and reading courses with other courses, the Department is able to emphasize its philosophical belief in the primacy of written communication skills for college students. The participation by other disciplines allows us to spread this message with our colleagues and, most importantly, illustrate to students that the application of reading and writing skills to their other courses is an integral to their future success in college. It should also be noted, however, that even when an English class is not directly connected to another course, most instructors in the department are aware of the

need to emphasize to students that the skills they learn in our classes are valuable to them in other contexts, both academic and vocational.

In addition, English faculty and the staff of instructional assistants and tutors in the English Learning Center assist students in non-English courses with a variety of writing assignments. Students from any class are able to come to the English Learning Center to seek assistance with tasks ranging from organizing ideas to documenting sources. In this way, the Department and the English Learning Center, serve the greater campus community.

3. Program Student Learning Outcomes

The English department agreed on the following student learning outcomes (SLOs):

1. Students should demonstrate writing skills at the appropriate level.
2. Students should demonstrate critical reading skills at the appropriate level.
3. Students should retain knowledge from course to course.

Having agreed on the SLOs, the English faculty then split up into sub-groups to divide the remaining Program Review tasks by course level. Groups were formed for Basic Skills courses, Transfer Level courses, and for AA Degree courses to frame and finalize remaining Program Review steps. This report is a compilation of the analyses of the three different groups. The English department will continue to work on gathering and analyzing data in the coming years, until the next program review, to improve student learning in English at Ohlone College.

Basic Skills

3. Program Student Learning Outcomes: Design assessments to measure learning outcomes.

Basic Skills courses consist of English 151A, 151B, 162, and 163; three of the department SLOs relate to these courses:

1. Students should demonstrate writing skills at the appropriate level.
2. Students should demonstrate critical reading skills at the appropriate level.
3. Students should retain knowledge from course to course.

SLO 1: Students should demonstrate writing skills at the appropriate level.

In the reading basic skills courses (English 162 and English 163) students write short responses in which they summarize an article or provide a 1-2 sentence response to a question. These are reviewed by English instructors. In the writing basic skills courses (English 151A and English 151B) the primary assessment method is written assignments. In English 151A students write paragraphs and in English 151B students write essays. This writing is evaluated by an instructor to determine that the student is writing at the appropriate level.

SLO 2: Students should demonstrate critical reading skills at the appropriate level.

Students in English 162 work on a variety of English Learning Center (ELC) programs in addition to classroom readings that require them to read passages critically and respond to questions. Moving up to English 163, students read articles and a book and then write a summary of what they read. These assignments are reviewed by an instructor. In both reading courses, students are taught various vocabulary learning strategies, multiple reading skills, and other study techniques. For their lab work, students in English 151A work with *Reading Drills*, a book containing 30 short articles with comprehension questions. Instructors review student responses to questions regarding comprehension and critical thinking. Finally, in English 151B, for the lab component, students read the book *Nickel and Dimed* and write paragraphs based on the reading. These paragraphs are graded by all instructors working in the ELC. In addition to the lab work, students in both writing courses do reading-based writing. Both the classroom-based and lab assignments are read and evaluated by English instructors.

SLO 3: Students should retain knowledge from course to course

To confirm that students are retaining knowledge from course to course, assignments in the basic skills classes become increasingly challenging and are built on previous classes. Writing and critical reading skills are assessed in 162 through ELC workbooks and programs. English 163 builds on English 162 as students write longer passages. Retention of knowledge is assessed in 151A and 151B through the use of the *CD Writer's Resources, Readings Drills* book, and writing responses based on *Nickel and Dimed*. Grammar exercises are included in both courses with 151B building on the work from 151A. Student writing in 151A and 151B confirms that knowledge is being retained as assignments become longer and more developed.

4 & 5. Assessment of Student Success in Reaching Program Outcomes/ Assessment of Program Through Review of the Teaching Learning Process

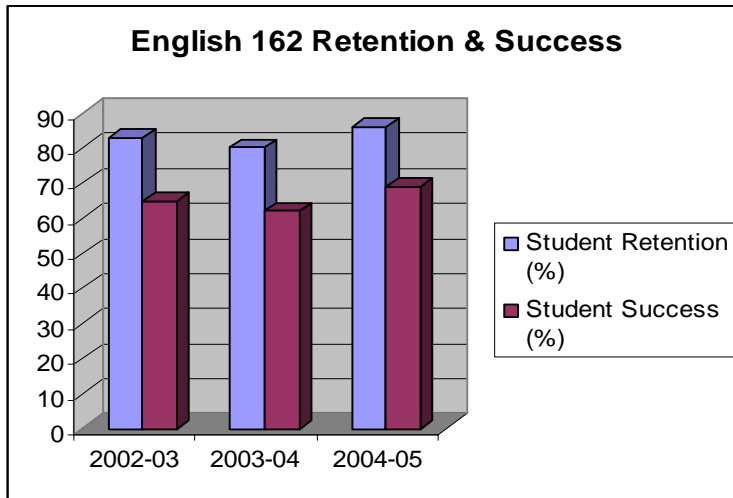
Program Review Data Report

The English Department basic skills courses are English 162 (Developmental Reading), 163 (Techniques of College Reading), 151A (Fundamentals of Composition), and 151B (Fundamentals of Composition). Data for these courses is available from Datamart and Datatel; it shows the number of students enrolled at the beginning of the course, student retention, and student success for the academic years 2002-03, 2003-04, and 2004-05. The term "student retention" refers to the percent of students still enrolled at the end of the course. The term "student success" is the percent of students receiving grades of A, B, or C.

English 162

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	413	406	452
Student Retention (%)	83	80	86
Student Success (%)	65	62	69

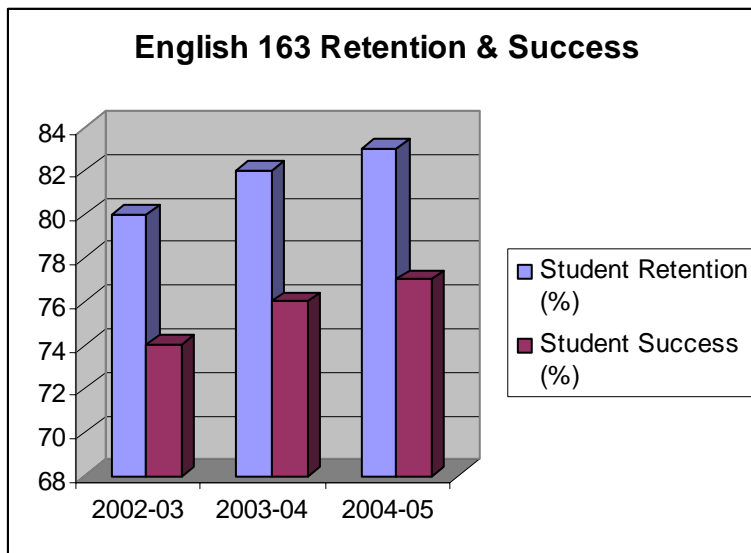
Source: Datamart & Datatel



English 163

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	366	361	394
Student Retention (%)	80	82	83
Student Success (%)	74	76	77

Source: Datamart & Datatel



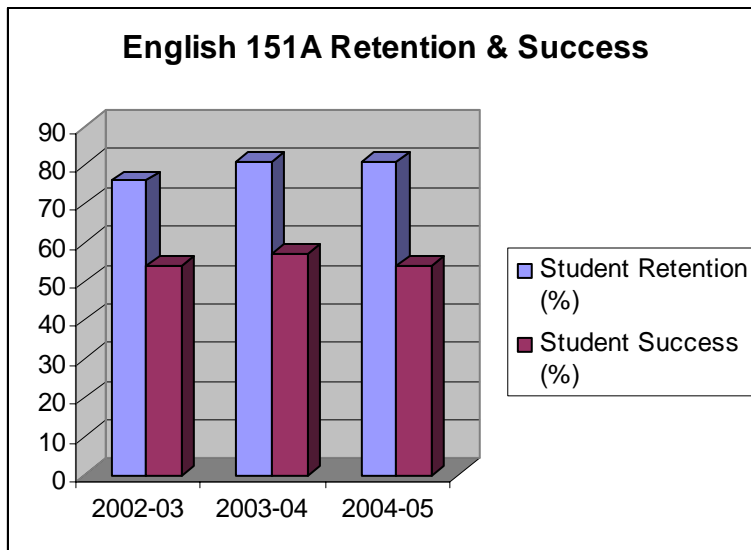
English 162 and 163 data analyses

For the three most recent academic years, both courses had high retention rates, ranging from 80% to 86%. Also, for both courses the highest retention rate was in the 2004-05 academic year: 86% for Engl. 162 and 83% for Engl. 163. The student success rate for 162 dropped from 65% in 2002-03 to 62% in 2003-04 and then moved up to 69% in 2004-05. The success rate for 163 was higher, increasing from 74% in 2002-03 to 76% in 2003-04 to 77% in 2004-05.

English 151A

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	875	737	813
Student Retention (%)	76	81	81
Student Success (%)	54	57	54

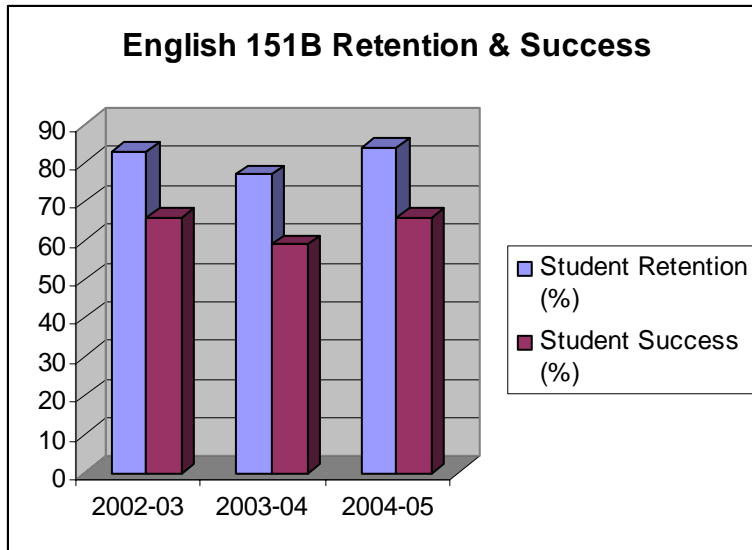
Source: Datamart & Datatel



English 151B

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	1294	1236	1257
Student Retention (%)	83	77	84
Student Success (%)	66	59	66

Source: Datamart & Datatel



English 151A and 151B

For the three most recent academic years, English 151A and 151B also had high retention rates, ranging from 76% to 84%. Again, the highest retention rates were for the 2004-05 academic year. Overall, the success rate for these courses was lower than the 162 and 163 courses. For example, the success rate for 151A moved from 54% in 2002-03 up to 57% in 2003-04 and back to 54% in 2004-05. Success rates were higher for 151B, moving from 66% in 2002-03 to 59% in 2003-04 and back to 66% in 2004-05.

English 151A and English 151B are the English division's non-transfer Reading and Composition courses. Both courses aim to prepare students for college level reading, writing, and critical thinking so that students can successfully complete English 101A (transfer-level composition) as well as other college level coursework at Ohlone and/or a four-year college institution.

One issue raised by the department was to find a correlation between the *Nickel and Dimed* ELC test grade and the English 151B course grade. A suggestion has been made to possibly use this test as a form of exit exam out of English 151B. There is also a need to follow the success of these students into English 101A. The Fall 2005 semester *Nickel and Dimed* test grades and course grades were analyzed. The results and analyses are presented below.

English 151B Fall 2005 Grade Analysis in Comparison to *Nickel and Dimed*

Table 1 Enrollment Analysis

Course Breakdown	Total Students
Total # enrolled in 151B Fall 2005	657
Total # of Withdrawals	120
Total # of Drops	75
Total # receiving A-F grades	462

Table 2 Course Grade Analysis

Course Grade	# of Students	Percent
Pass (A-C)	333	72%
Fail (D-F)	129	28%
Totals	462	100%

Table 3 Course Grade Analysis in Comparison to *Nickel and Dimed* (ND)

Breakdown	# of Students	Percent
# Passed ND & Passed Course	221	48%
# Failed ND but Passed Course	73	16%
# Didn't take ND but Passed Course *	39	8%
# Failed ND & Failed Course	62	13%
# Didn't take ND & Failed Course	67	15%
Totals	462	100%

* Some instructors ignored lab grade completely when computing final course grade as indicated by individual course spreadsheets.

Table 1 shows the enrollment data for this course and raises a few significant questions. Although enrollment at the beginning of the semester was 657, only 462 students received a grade at the end of the semester. There were a total of 195 official withdrawals and drops. This raises a significant question: What can the department do to avoid such a large number of withdrawals and drops? This is one area that needs further follow-up.

Table 2 shows the course grade analysis. Of the 462 students who officially received a grade, 333 (72%) students passed the course and 129 (28%) failed the course. The pass rate is significant.

Table 3 shows the correlation between the *Nickel and Dimed* test and the course grade. Of the 356 students who took the *Nickel and Dimed* test, 221 students passed the test and the course. This number is also significant. However, it is interesting to note that some students did not take the test at all, yet they passed the course. This does raise some questions about the whole process of integrating lab programs into the course itself. The next step for the department will be to follow the students who have passed English 151B and moved onto English 101A and assess their success to draw further correlations.

6. Assessment of Program Review Since the Previous Program Review

One of the key recommendations affecting basic skills in the last program review was to review/revise existing lab assignments for students in English 151A, 151B, and Reading courses, better integrate lab assignments into classroom curriculum. This was successfully achieved. All lab programs for English 151A and English 151B have been completely revised and changed. The old *Microlab* software has been replaced with a more current *Writer's Resources* Software. This software is updated and provides flexibility in usage. The grammar modules are directly correlated with the modules taught in the classroom to provide sufficient practice in the lab. More Reading has been integrated into the writing programs: *Reading Drills* for 151A and *Nickel and Dimed* for 151B. For the Reading and Writing program in the lab, the readings have gone through multiple changes. The old *Mercury Reader* was replaced with a full-text, *Farewell to Manzanar*, which was subsequently replaced with *Nickel and Dimed*.

Transfer Level

3. Program Student Learning Outcomes

The transfer level courses include all courses beginning with English 101A onwards that have units transferable to a 4-year university. These courses also aspire to enhance the reading, writing, and critical thinking skills; therefore, all the SLOs of the program apply to the transfer level courses:

1. Students should have writing skills at the appropriate level.
2. Students should have reading skills at the appropriate level.
3. Students should retain information and skills from course to course.

4 &5. Assessment of Student Success in Reaching Program Outcomes/ Assessment of Program Through Review of the Teaching Learning Process

Assessments which measure SLO's for Transfer Courses

SLO	101A	101B	101C
Students should have writing skills at the appropriate level	Essay assignments evaluated by faculty members per course. Class syllabi are reviewed periodically.	Essay assignments evaluated by faculty members per course. Class syllabi are reviewed periodically.	Essay assignments evaluated by faculty members per course. Class syllabi are reviewed periodically.
	Summary, critique, synthesis, comparison & contrast and argumentative essays. Research & Documentation.	Similar types of essays as 101A. Students must show knowledge of various elements of poetry, fiction, and drama in their writing & exams. Some research is required at this level.	Primarily argumentative essays including comparison & contrast, definition, or causal arguments. Students must show knowledge of various elements of argument. Some research is required at this level.
Students should have reading skills at the appropriate level.	College level reading assignments from a variety of sources & from across the curriculum.	Various forms of literature (poetry, fiction, drama) from a variety of cultures and historical points. Primary and secondary (critical) sources.	Primarily non-fiction readings from a variety of sources & from across the curriculum.

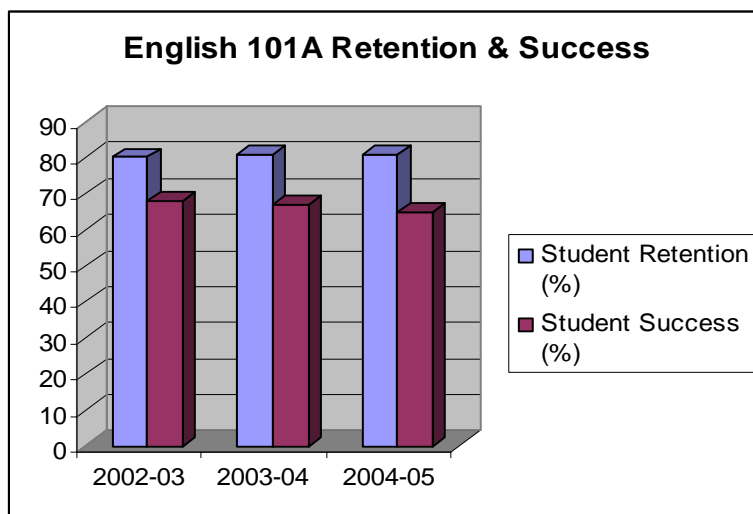
Students should retain information and skills from course to course	Assessment test or successful completion of 151B. Three in-class writing exams. Some informal diagnostic essays are given upon entry.	Review of key terms & concepts. Three in-class writing exams. Assignments designed to require writing, reading and research skills from 101A.	Review of key terms & concepts. Three in-class writing exams. Assignments designed to require writing, reading and research skills from 101A.
Suggestions for AA Degree	Advertise verbally and with fliers and brochures. Encourage interest in the AA degree by identifying exceptional students.	Advertise verbally and with fliers and brochures. Encourage interest in the AA degree by identifying exceptional students.	Advertise verbally and with fliers and brochures. Encourage interest in the AA degree by identifying exceptional students.

Transfer Courses Data Analyses

English 101A

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	1739	1702	1849
Student Retention (%)	80	81	81
Student Success (%)	68	67	65

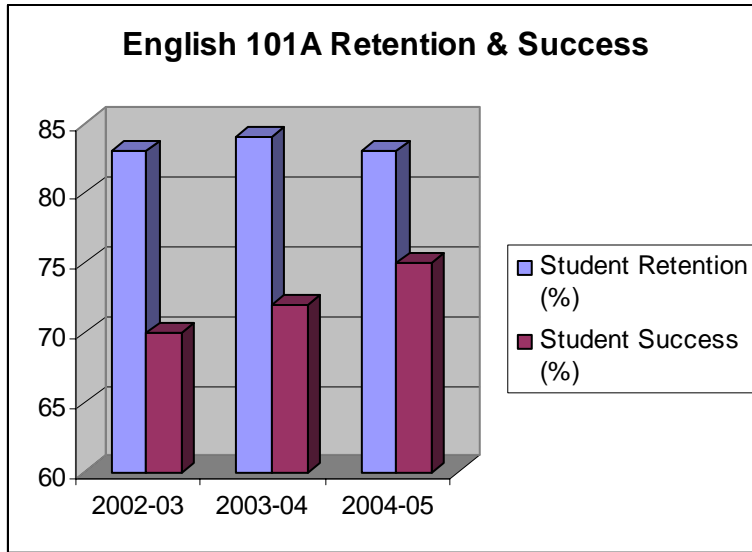
Source: Datamart & Datatel



English 101B

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	807	800	725
Student Retention (%)	83	84	83
Student Success (%)	70	72	75

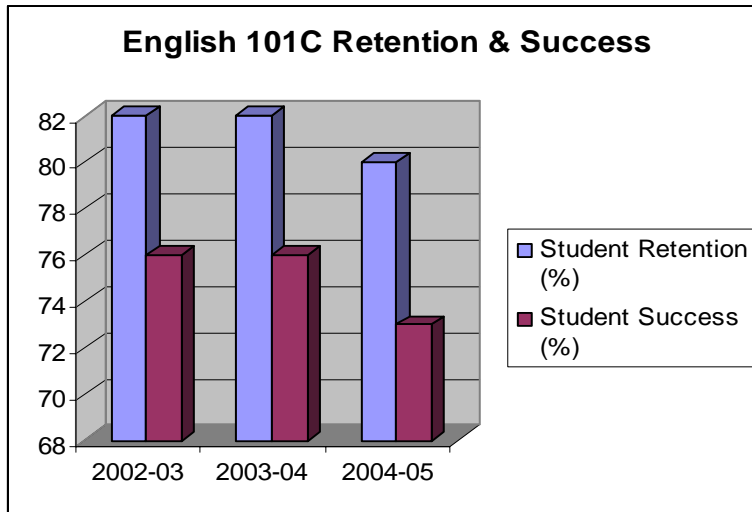
Source: Datamart & Datatel



English 101C

Enrollment Data	2002-03	2003-04	2004-05
Enrollment	537	548	618
Student Retention (%)	82	82	80
Student Success (%)	76	76	73

Source: Datamart & Datatel



Transfer Courses

The English Department transfer courses are English 101A (Reading and Written Composition), 101B (Reading and Composition: Introduction to Literature), and 101C (Critical Thinking and Composition). Data for these courses is available from Datamart and Datatel; it shows the number of students enrolled at the beginning of the course, student retention, and student success for the academic years 2002-03, 2003-04, and 2004-05. The term “student retention” refers to the percent of students still enrolled at the end of the course. The term “student success” is the percent of students receiving grades of A, B, or C.

Retention rates for all three courses are high, with all three academic years showing rates ranging from 80% to 84%. Although in line with most basic skills courses, success rates for 101A were the lowest of the three transfer courses, showing a decline from 68% in 2002-03 to 67% in 2003-04 to 65% in 2004-05. The success rates for both 101B and 101C are consistently higher than the other English Department courses. For example, rates for 101B have increased from 70% in 2002-03 to 72% in 2003-04 to 75% in 2004-05. For 101C the success rates were steady at 76% in 2002-03 and 2003-04, decreasing slightly to 73% in 2004-05.

Assessment Data to be Collected from Transfer Courses

- 1) Continue to collect Success and Retention Rates for all English courses at all levels.
- 2) Begin to collect data on Student Success Rates for 151B and compare with Success Rates for students in the 151B Reading/Writing portion of the Lab Program. We would like to determine if the lab test for this portion of the Lab Program could be effectively used as an exit test for 151B students to better prepare them for 101A.

Possible explanations for poor or falling success rates, especially for 101A, may be that students are not retaining information and skills from course to course. From 151B to 101A there particularly seems to be a gap in retention of information and skills, and students seem to be arriving in 101A unprepared for college-level reading and writing. While our revised lab program in 151B, which is meant to partially help prepare students for 101A, is improved from our old lab program, there still may be some problems with the effectiveness of this program. However, lab is only 25% of the final course grade. Classroom teaching and learning methods may also have to be analyzed for effectiveness, which account for 75% of the course grade.

Also, the lab program for 101A (focusing on research skills), may not be proving as effective as intended, as students often seem not to retain basic research skills between 101A and the higher level courses (101B and 101C). We also do not require an exit exam after 101A, so some students may be passing who are not entirely prepared for higher level college writing and reading.

Strengths:

- Improved 151A & 151B Lab Programs which better prepare students for 101A.
- More learning communities (Transfer Express, Puente, Other, including an online 101A with LS101 and PD113, and combined 101A or 101B with American History).

AA Degree

3. The three learning outcomes apply to all English courses including the elective courses which are a part of the AA Degree. Students should be able to apply writing and reading skills learned in basic skills and transfer level courses to their elective courses and other courses across the curriculum.

4 & 5. Assessment of Student Success in Reaching Program Outcomes

Since the A.A. Degree in English was approved by the Chancellor's Office in Fall 2005, we felt it was important to identify Ohlone students who could be English majors and encourage those students graduating in Spring 2006 to apply for the A.A. degree at time of graduation. It is our hope that Ohlone College will graduate some students with an A.A. degree in English in Spring 2006 and in subsequent years.

At this time, there is no data available on the AA Degree program. The Department, through a suggested sub-committee, will gather data on students going into the AA Degree program. It will also continue to collect feedback from those who will graduate with an AA Degree in English.

6. Assessment of Program Improvement since Previous Program Review

One of the goals in the 2002 program review was to "investigate the possibility of offering an AA in English..." and since that time this goal has been completed. Faculty in the English department researched the undergraduate requirements for English majors at the six closest transfer colleges and designed, in consultation with the counseling department, a degree that will enable students to transfer to the local four-year college of their choice having completed the necessary freshmen and sophomore English classes for an English major. These Ohlone transfer students will then be able to declare themselves as English majors during their junior year.

Overall Assessment of Program Review since Previous Program Review

The following data analyzes the overall enrollment, retention and success numbers for the English department since 2002. The data was gathered by using weighted averages from the Instructional Basic Program/Discipline Review Data included in Appendix I.

Table 1: English Department Enrollment Data (2002-2005)

Enrollment Data	2002-03	2003-04	2004-05
Courses Offered	34	30	30
Sections Offered	299	237	262
Student Enrollment	7102	6738	7012

Data Source: Datamart

The creation of the AA degree has resulted in old, low enrollment courses to be dropped; however, most of the electives have been revised, and courses have been added to facilitate the

creation of the AA degree. The number of courses has been consistent. The enrollment numbers have also stayed consistent in the English courses. There was a slight decrease in 2003-04, but the overall enrollment of the college was down during that year due to budget and other factors. Enrollment increased in 2004-05 to become consistent with the 2002-03 academic year.

Table 2: English Department Retention and Success Data

Student Data	2002-03	2003-04	2004-05
Percent Retention	88%	89%	91%
Percent Success	78%	80%	85%

Data Source: Datamart

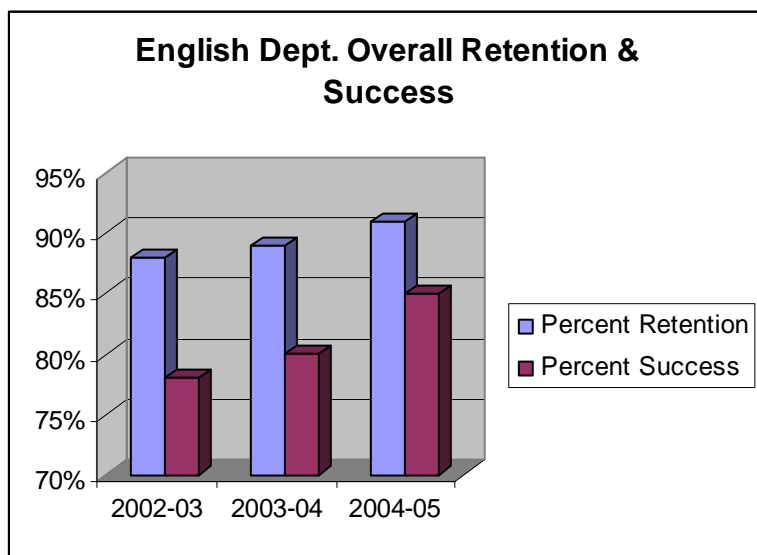


Table 2 points out the overall success and retention data of students in all the English courses. The retention data shows that students have been successfully retained overall and the number of students has gradually increased over the years. In addition, the success rate has also gone up significantly. In the 2002-2003 academic year, the success rate was 78% amidst 7102 students enrolled in the program, and 2004-05, the success rate was 85% with the same number (7102) of students.

These tables present the overall combined weighted averages of all English courses. However, more individual analyses are needed to focus on individual courses and programs. The data analyses of the English 151B course under basic skills is a good example of how the numbers are different for that particular course. One significant point made by that data is that although English 151B had 657 students enrolled at the beginning of the semester, 129 students has officially dropped or withdrawn from the course by the end of the semester. This drop is significant and factors that affect this should be further analyzed. Similar data tracking should be done for most of the individual English courses with multiple sections or for all courses.

Summary of overall recommendations and progress since the last program review

2000 Program Review Recommendations	Progress Made
<p>Review/revise existing lab assignments for students in English 151A, 151B, 101A and Reading courses. Better integrate lab assignments into classroom curriculum.</p>	<p>All lab programs for English 151A and English 151B have been completely revised and changed. The old <i>Microlab</i> software has been replaced with a more current <i>Writer's Resources</i> software. This software is updated and provides flexibility in usage. More Reading has been integrated into the writing programs: <i>Reading Drills</i> for 151A and <i>Nickel and Dimed</i> for 151B. The 101A Research Skills Book has been revised relative to changes in documentation in the MLA style. One Instructor is currently experimenting with an online version of the research skills.</p>
<p>Maintain high and consistent standards in the grading of student work in English courses.</p>	<p>One area where consistency has been brought about is the Reading and Writing program. Faculty has worked together to create a better rubric and has held a few norming sessions to create a more efficient rubric. Also, grading for this program has moved from an individual to the collaborative method.</p>
<p>Investigate the possibility of offering AA in English/Certificate in Reading and Composition.</p>	<p>Ohlone College now offers an AA in English. Faculty has worked together in articulating and getting the courses approved to design a comprehensive AA degree.</p>
<p>Increase availability of instructors to students in the English Learning Center.</p>	<p>Almost all prime-time lab hours (10am-2pm) have had two instructors scheduled in to meet the students' needs. In addition, the lab is open more hours (M-F 8a.m.-9:45p.m. & Saturday 9a.m.-1p.m.) with Instructors available to help students.</p>
<p>Encourage increased contact between full- and part-time instructors with the goal of ensuring consistent understanding of course expectations.</p>	<p>After the last program review, budget was available to provide adjunct faculty with training to be more consistent with lab programs/grading etc. However, more needs to be done in this area.</p>

Suggestions for change in improving the student learning outcomes in the coming years

Basic Skills

English 162 & English 163

Because both developmental reading courses are currently 3-unit courses with a lab component that is equated differently by individual instructors into the unit-value of the course, the English department proposes that both English 162 & English 163 be made into 4-unit courses. This will allow students to receive an extra unit for the numerous lab assignments they complete throughout the semester and provide consistency with the writing components (English 151A & English 151B), which both give a unit of credit for their lab work.

Additionally, students will be placed into each reading course based on the Accuplacer computer-based assessment tool that promises more accurate results, starting next semester. The new placement test may help place students at the more appropriate level and encourage a better success rate in the developmental reading courses.

English 151A & 151B

Affective Domain

- Develop learning communities for English 151A and English 151B. This will help enhance the direct link of the developmental reading and writing courses. Students enrolled in the English 151A learning community course will be concurrently enrolled in English 162, which is the correlating Reading course for English 151A. Currently, the English 151A course outline has an advisory for English 162. An English 151A and English 162 learning community is scheduled for Fall 2006.
- The correlating reading course for English 151B is English 163. A learning community for these courses will be offered in Fall 2006 and in Spring 2007 as a follow-on to the English 151A/English 162 learning community from Fall Semester 2006.
- Those instructors who participate in the above-mentioned learning communities will confer regularly throughout the semester to assess and evaluate the progress of the students. The department will also compile comparative data of the students' lab program grades with those of students enrolled in the conventionally taught classes.
- Develop an English 151C class for students who aren't ready for English 101A. These students would gain another semester's practice in planning and writing essays and developing reading and critical thinking skills.
- The English Department will continue to perform data analysis of English 151A and English 151B students' retention and successful completion rates from semester to semester—Summer, Fall, and Spring. This will help monitor the effectiveness of the classes in preparing the students for transfer-level English classes.

Cognitive Domain

English 151A

- Review basic grammar; learn various sentence types; learn how to write an organized paragraph with topic sentence, supportive ideas, details, and transitions; develop reading and critical thinking skills by reading short essays/articles and writing responses based on author style, writing strategy, and subject content.
- Students will also write short (1-2) page essays that are organized with a clearly written thesis and organized body paragraphs.

English 151B

- Review basic grammar; develop reading and critical thinking skills by reading essays and articles and writing responses based on style, writing strategy, and content.
- Understand the rhetorical modes by learning these modes through instructor lectures and by studying professional and student samples.
- Write short 2-3 page essays based on the rhetorical modes and organized by an introduction, clear thesis, body paragraphs, transitions, and a conclusion.
- Analyze one nonfiction book by reading it and answering written prompts in paragraph-length responses throughout the semester in one of the lab programs.

Transfer Level Courses

- Continued assessment of 151A & 151B courses and lab programs. We will be requiring 163 as a prerequisite for 101A (unless students place directly into 101A with the new Accuplacer Assessment test) to better prepare developmental students for 101A.
- Continue experiment with learning communities (i.e. connecting 151A and 162, or 151B and 163, creating Puente class combinations, and other combinations), and continue to assess the basic skills program to try to redesign it to best prepare students for 101A. Work with the new Basic Skills learning community to gather research and observe basic skills programs at other California Community Colleges.
- Continued assessment of 101A lab program.
- Take lab program out of 101A; change it to a three or four unit lecture course.
- Encourage additional learning communities, especially at the 101A level.
- Require exit exam in 151B, and require additional course (151C) for students who do not pass the exam as a prerequisite for 101A.

AA Degree

Since the A.A. degree in English is so new that no student has yet had the opportunity to graduate with this degree, the Department felt it was important to identify possible strategies to help students achieve this goal. The following strategies will be undertaken by English faculty in the next year to recruit, identify, and mentor students interested in an AA degree in English:

- create a brochure explaining the A.A. degree requirements and advantages of earning an English degree--this brochure can then be disseminated by faculty to students in their English classes and by counselors
- create a webpage on the English department website so that students can "register" themselves as English majors--this information can be used to create a listserv or email list to inform English students of events on campus, classes offered, and generally communicate information of interest to English majors
- plan the literature class schedule for the next two years in order to ensure that English majors can graduate with the necessary core classes--include this information in the English brochure
- advertise the A.A. degree in the Ohlone College Monitor, on the Ohlone College website, in the schedule of classes, and on fliers posted around campus
- promote the A.A. degree to students in English classes
- work with the counselors to help identify and encourage qualified students to earn an A.A. degree in English
- split the one semester English and American survey classes into two semester classes to improve the attractiveness of these classes and to make them similar to survey classes taught at other community colleges and at four-year institutions
- English faculty will continue to offer events, such as poetry readings and Night of Fiction, to attract English majors

We feel it is important to have a "point person"--ideally the English Department Coordinator--to help organize the schedule of literature classes, assure the accuracy of the brochure, prepare fliers and submit ads in a timely manner, to work with the counselors and faculty to promote the A.A. degree and other English events. Also, this person could work closely with students by communicating with potential English majors via email, mentoring and advising English majors about classes and transfer colleges. The review team recommends that the above suggestion could be carried out by a faculty-driven sub-committee who are involved in teaching these electives.