Ohlone College
Program Review Report

- Program Description and Scope:
  1. Program Review Title: English
  3. Review Type: Instructional Disciplines
  4. Program/Departments: English and ELC (15000,15001)
  5. Authority Code: 47-Dean, Language and Communication
  6. External Regulations: Yes  No X
  7. Provide a brief narrative that describes the instructional program/discipline.

The English department at Ohlone College is made up of roughly four separate, but integrated, programs: 1) the Basic Skills reading and writing classes; 2) Transfer level classes in composition, critical thinking, and introduction to literature, as well as literature and creative writing electives; 3) the AA Degree program in English; and 4) the English Learning Center (ELC), which supports all aspects of the English program with tutoring as well as staff support and materials for the lab programs in the Basic Skills classes and in English 101A, the Freshman composition class at Ohlone.

There are currently fourteen full-time faculty and approximately fifty part-time instructors teaching approximately 143 sections of classes in the English department (over 4,230 students; most classes are 4-unit classes). The ELC consists of a staff of four full-time instructional assistants, and student help, as well as several student tutors per semester, and a 50%-load full-time English faculty member as English Learning Center Coordinator.

**Basic Skills**
The Basic Skills program consists of two developmental reading and two developmental writing classes: ENGL 162 Developmental Reading and ENGL 163 Techniques of College Reading; and ENGL 151A/151B Fundamentals of Composition. These classes are geared to prepare students for work at the transfer level, and are prerequisites to the transfer level composition class, English 101A Reading & Written Composition. Students place into the appropriate level of reading and/or writing via the Acuplacer assessment test. Each class in the Basic Skills program is four units, with one unit per class consisting of a lab program, which is overseen by the ELC.

The Basic Skills program also includes five self-paced classes (the 170-series), which students can take to improve their reading and writing skills. These include vocabulary, spelling, and reading/comprehension improvement classes.

The Basic Skills program currently offers approximately 74 sections of classes per semester (30 sections of reading, 39 sections of writing, and 5 sections of self-paced classes, over 2,100 students).
Transfer Level
The Transfer Level program consists of three main classes, plus a number of electives. ENGL 101A Reading & Written Composition, ENGL 101B Introduction to Literature, and ENGL 101C Critical Thinking are all transferable, college-level courses. ENGL 101A is a requirement for any AA degree at Ohlone (on GE Plan A) and is also required for transfer to a four-year college (on GE Plans B & C). This course is also an advisory for many other courses at Ohlone which may require college-level reading and writing and is a prerequisite for some, including ENGL 101B and 101C. ENGL 101C may be taken to satisfy the Area IV. B. Analytical Thinking area of Plan A (for the AA degree), and is an option on transfer GE Plan B for area A. 3. Critical Thinking, and is a requirement on Plan C (IGETC) for Area 1. B. Critical Thinking. ENGL 101B is a Humanities requirement for GE Plan B, and may also be taken to satisfy a GE Humanities requirement for Plans A or C.

There are currently six creative writing classes offered at Ohlone as electives (ENGL 111A/111B Beginning and Intermediate Creative Writing; ENGL 108 Writing Short Fiction; ENGL 131 Hip Hop/Slam Poetry; ENGL 141 Advanced Novel and Short Story Writing; and ENGL 127 Autobiography: Writing Journals and Memoirs). There are twenty literature electives offered, which cover a range of eras and genres, and which include the survey classes of American and British literature required as part of the AA Degree in English, as well a variety of other electives. The English department has created six new electives in the last few years, including the Graphic Novel, the Mystery, and Environmental Literature.

Currently, the Transfer Level program offers approximately 68 sections of classes per semester (34 101A’s, 13 101B’s, 15 101C’s, and 7 electives; over 2,040 students)

Online Classes
The department has expanded its online class offerings in the last several years. We now offer online and some hybrid sections of 101A, 101B, and 101C, and online or hybrid sections of some of our electives. The current online offerings include approximately nine sections of classes (4 101A’s, 2 101B’s, 3 101C’s); two electives are taught fully online when they are offered, and two more are offered as hybrids.

English Learning Center
The ELC consists of a combination reading and writing lab, which provides support for and administers the lab components of all four of the Basic Skills reading and writing courses and ENGL 101A. Lab components of all five of these classes (representing 103 sections, over 3,000 students per semester) were recently redesigned. All lab programs now include an online component, and in-lab work is monitored and recorded. The ELC also offers free drop-in or scheduled tutoring sessions for all the English classes, and for all students at Ohlone (for help with reading and writing). Tutoring is provided by rotating
English faculty, both full- and part-time instructors, as well as by lab staff and student tutors. Tutoring is offered a large part of every day that the college is open. The ELC also oversees the English 170-series of self-paced classes.

Learning Communities
Currently, the English department offers three types of learning communities: 1) Reading and Writing Connections, a combined cohort of a developmental writing and developmental reading class, which also includes a PD Personal Development class run by a counselor; 2) a fast-paced, short-term combination of two developmental reading classes taught over one semester; and 3) Puente, a combination of a developmental writing class and a PD class, which focuses on Latino/a-Chicano/a themes, and which includes a leadership development component and cultural enrichment opportunities.

Past learning communities have included University Express, a cohort of GE classes, including ENGL 101A and a Math class; a developmental reading and writing class linked with an American History class; an ENGL 101A or an ENGL 101B class linked with an American History class; a short-term ENGL 151A and 151B developmental writing class offered in one semester; an Environmental 101A class linked with a BIO/ENVS Human Ecology class; and a developmental writing and reading class linked with a PD class as part of the Nishati program, an African-American cultural enrichment program, similar to Puente.

AA Degree in English
The AA degree in English is designed to provide students with the skills necessary to think critically and write persuasively about literary works in poetry, fiction, and drama. Students can survey major writers in English or American literature, or explore their interest in specific forms such as the novel, poetry, or Shakespeare. The program emphasizes critical analysis and interpretation in all of its courses. The AA degree in English prepares students for upper division academic work in literature and for careers in fields requiring critical thinking and persuasive writing, such as teaching, journalism, business, and law.

AA-T Degree in English
The English department approved an AA-T degree in English in Fall 2012 to facilitate the transfer of students to the CSU.

8. Describe how the program specifically serves students, faculty and staff.

The English department serves students at Ohlone by helping prepare them for college-level reading and writing in all their college classes (through our Basic Skills reading and writing program and self-paced courses, and also through ENGL 101A, the freshman composition class, and ENGL 101C, the critical thinking class). Not only is college-level reading and writing required for nearly all other classes at Ohlone, but these skills will be crucial as students either graduate with their AA degree and move into the work world, or as they
transfer to higher-level academic work at a four-year institution. These communication skills will help students as they continue in their lives, as they are vital skills to succeed in any arena, whether in a career or as engaged citizens of the world.

Our English electives and our ENGL 101B class provide students with enriching courses that enlarge the scope of their lives through exposure to a variety of literature and genres, voices and ideas, and our AA degree in English helps prepare students to continue to work towards a higher-level degree in English, enabling them to eventually teach English after graduation or be prepared for any number of career paths, armed with a degree which employers will find valuable. The critical thinking and problem solving skills students acquire and practice in all our transfer-level English courses enable them to become lifelong learners and active participants in society.

Faculty in other departments at Ohlone are served by students having taken English classes, as many classes have an advisory of ENGL 101A or developmental reading and writing, which helps ensure that students will be able to succeed in these courses. Faculty can design their courses with the expectation that students will be able to read and write at the college level, and so can maintain rigorous standards in classes in their own fields, knowing that students will be able to absorb college-level material and communicate clearly and effectively in writing, as well as engage critically with the ideas presented in the class.

9. Describe how the program addresses current needs and applies current technologies.

The English department addresses current needs of the Ohlone population, 15% of which entered Ohlone at the Basic Skills level in reading in Fall 2011, and 20% of which entered at the Basic Skills level in writing in Fall 2011, by offering a comprehensive developmental reading and writing program to help students improve these basic college skills needed to succeed in other classes. The continued offering of self-paced improvement classes meets the needs of students needing additional support beyond their classes, and the ELC provides tutoring to meet the needs of students across the college.

Our increase in online offerings in the last few years is a response to the growing needs of many of Ohlone’s students, providing a flexible means of achieving GE requirements in English. The growing popularity of online courses has led the English department to provide additional online sections of ENGL 101A, 101B, and 101C, and instructors of these courses are experimenting in developing successful strategies for applying current technology to meet the needs of English classes, which require not only practice and mastery of reading, writing, and research at the college level, but critical thinking of ideas. The online environment is a fundamentally different venue for teaching and learning, and English instructors are rising to the challenge to create meaningful learning experiences in the virtual classroom.
In addition, the lab components of all the reading and writing classes in the Basic Skills program, as well as the lab component of ENGL 101A, have all been redesigned in the last two years to meet the needs of the college to be in compliance with TBA lab regulations. All labs have been converted from TBA to hybrids, with a significant portion of lab work done online. The lab programs utilize current technology to modernize the delivery of programs and participation of students in the lab environment. Some courses now use outside websites to supplement the lab program, while others have been recreated in Blackboard, the online course delivery software program currently in use at Ohlone. Some online tutoring is also offered now to meet the needs of students who cannot get to the lab in person during open hours. And instructors can communicate through Blackboard and via email with their students to provide needed contact for lab activities.

The various learning communities that the English department is involved in also serve the needs of specific populations of Ohlone students. Depending on the focus, learning communities provide an intensive learning experience enhanced by the community which is formed from the same set of students taking a cohort of classes together, sometimes with the same instructor. The Puente and Nishati programs serve the needs of Latino and African American students (or cultural enthusiasts) by providing course materials and topics that are culturally relevant and enriching to these specific groups. Students succeed in a learning environment which is meaningful and supportive, and learning communities provide such an environment. The fast-paced reading and writing classes give more advanced developmental students a chance to improve their skills in a time frame best suited to their level and learning abilities; and the learning communities that link up with a content-based GE class, such as a history class or an environmental studies/biology class, help make students' experiences in both their English class and the content-based class more meaningful, with common readings and topics unifying their learning experience. This ultimately helps with student success and retention and provides students with a more enriched and integrated program of study.

10. Discuss the impact of the program on the college and/or other programs.

The English program at Ohlone has a major impact on the college and on other programs at Ohlone by preparing students for success in all their other college classes and by preparing them for completion of an AA degree or transfer program. The rigorous standards of the English department ensure that students will be reading, writing, and thinking critically at a high level, which not only helps to create a serious academic tone at Ohlone, but which also helps to raise the level of standards of expectations for all students at Ohlone in all their classes. This helps students to take their work seriously and encourages them to become engaged in all their other classes at Ohlone and in other extra-curricular activities at Ohlone, as well. This ultimately creates a community of rigor and enrichment, appropriate for a college setting, making Ohlone an inviting and attractive place of study.
The English department’s selection of literature and creative writing electives, as well as our online offerings and learning communities, all add to the richness of the Ohlone experience. Our faculty are behind the creative selection of these offerings and the imaginative and effective design of all our courses and programs, and help make Ohlone the high-achieving, enriching learning institution that it is.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The various learning communities now offered by the department, in particular the Puente and Nishati programs, along with the increased online offerings and the development of new electives and updated lab programs, are all a response to the needs of the community which Ohlone serves. The Puente and Nishati programs were developed as a way to reach out to and provide supportive and enriching programs for underserved members of the community, and the increase in online offerings directly speak to the needs of the technologically-minded modern students of the Bay Area, an area known for its high-tech businesses, to not only help prepare them for jobs which may require technological skills, as well as reading and writing skills, but also to provide an alternate means of taking classes for students who are working or who are otherwise unavailable during typical class times. This is an expectation that has been growing in recent years, and the English department is stretching its offerings to include this new and growing group from the community.

**College Mission**

1. Mission Statement
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:
   **College Core Values**
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.
   - We demonstrate stewardship for our human, financial, physical and
environmental resources.

**College Goals/Objectives**

1. Through innovative programs and services, improve student learning and achievement.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   3. By fall 2014, increase the success in basic skills courses to a rate at or above the statewide average.
   4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.
   5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
   9. By 2011, achieve 100% competition of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
   1. By 2013, increase the enrollment of under-represented groups to approximate the demographic percentages of the district population.
   2. Annually increase retention and success rates of under-served demographic groups.

4. Briefly describe how the program supports the college mission, vision selected college values.

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 goals 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 share 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.

5. Briefly describe how the program supports selected college goals.

All parts of the English program are designed with the goal of improving student learning and achievement. The Basic Skills reading and writing classes, along with their lab components, and the English Learning Center tutoring and self-paced classes, are all designed to help developmental students prepare for and ultimately succeed in their college level transfer classes, with the ultimate goal of earning a degree or transferring to a four-year college. The Transfer Level courses and electives are all designed to help students succeed in their college level English classes, as well as to help prepare them to be successful in their other college level courses, also with the ultimate goal of earning a degree or transferring. The AA Degree and the AA-T Degree in English prepares students for upper division academic work in literature and for careers in fields requiring critical thinking and persuasive writing. All courses
in the English program, in particular the transfer level courses, help prepare students for the workplace, where reading, writing, and critical thinking skills are valued and required. The Learning Communities and Online course offerings are designed to meet the needs of specific student populations in order to help students succeed in alternative learning settings that are designed for their particular interest or with additional support or in a mode that is more convenient for them. And the department regularly offers several transfer level English courses as part of a semester-length Study Abroad program (most recently in Australia, and in England in the past). (Goal #1/Objectives #2, 3, 4, 5, 6, 9; Goal #2/Objective #4; Goal #6/Objectives #1 and 2; Goal #7/Objectives 1 and 2.)

The department is currently engaged in assessment projects relating to all four of the Basic Skills reading and writing courses (ENG 162, 163, 151A, and 151B), as well as two of our transfer level courses (ENG 101A and ENG 101C). All three of our Program SLOs have been assessed or are in the process of being assessed, and additional assessment projects are being planned. (Goal #1/Objective #1)

6. Briefly describe how the program supports selected college objectives.

See above.

- Program SLOs & Assessment
  1. Program SLO -

   Students should demonstrate writing skills at the appropriate level.

   a. Indicate program assessment strategies used.
      i. Rubrics
      ii. Skills Assessment
   b. Describe the criteria and standards used to appraise student work.


   See attached Rubric and Cover Sheet describing the project.

   In Spring 2009, the English department created an English 101A sub-committee to plan and implement the research skills assessment project. The committee met several times over the summer to plan the assessment strategy, design the rubric, and create a timeline for communicating with instructors and for holding norming sessions to help with grading standardization during the semester before initial implementation of the assessment project with students' final research papers at the end of the Fall
2009 semester.

Cover sheets and rubrics were provided each semester to English 101A instructors (with updates each semester), as both hard copy and via email attachments. Norming sessions did not continue, as they were deemed unnecessary. Data was collected from completed rubrics each semester and analyzed in a report at the end of each academic year.

The project continued in Fall 2011, but went on hiatus in Spring 2012. Results showed favorable achievement rates in the skills measured, and assessment efforts are shifting to measure other Program and Course SLOs. The department plans to create a new assessment for Spring 2013 for both ENG 101A, 101B & 101C, all of which will measure both course SLOs as well as Program SLO number one and related GE SLOs.

In Spring 2012 two instructors did a pilot SLO assessment of ENG 101B which also related to program SLO number one. See attached 101B rubric and assessment results report.

Also in Spring 2012 an assessment was done for ENG 151B which also relates to program SLO number one. See attached documents English 151B Essay Evaluation Form.

The department is also in the process of reviewing and re-aligning the SLOs in all of the writing classes across our program. This includes our three transfer courses, including the courses that lead up to them (151A,B and 101A, B and C).

c. Enter assessment results and analyze student success in achieving this program SLO.

See attached ENG 101A Assessment Results and Analysis Report.

See attached ENG 101B Assessment Results Report.

See attached ENG 151B Assessment Results Report.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

See attached ENG 101A Assessment Results and Analysis Report, 2009-2010; 2010-2011.

Additionally, English 101A program changes in the last few years include the new reading prerequisite (English 163) for English 101A. (See attached report on possible effects of the new prerequisite.)
Also, changes were made to the English 101A lab program, from allowing an individual instructor-designed lab program to requiring a standardized online lab program (relating to research skills). (See attached English 101A Research Skills Assessment Project Cover sheet explaining the origins of the Research Skills Assessment Project.)

No further changes are planned at this time regarding the teaching of research skills in English 101A. However, when budget permits, we would like to pilot and assess several sections of English 101A which put the 1 unit of lab back in the classroom (as an additional lecture unit).

See attached ENG 151B Assessment Results Report. A revised version of the assessment is being done in Fall 2012.

In Spring 2013 ENG 101A, 101B and 101C will be assessed again with an expanded focus on the related GE SLOs. These assessments will also link up with Program SLO number one.

e. Future Action (Improvements)
Describe changes you will make to promote improved student learning

A revised version of the assessment is being done in Fall 2012.

The department plans to create a new assessment for Spring 2013 for ENG 101A, 101B & 101C, all of which will measure both course SLOs as well as Program SLO number one and related GE SLOs.

The department is working on revising and re-aligning all course SLOs across the entire program. ENG 101A, 101B, 101C and 151A & 151B in Fall 2012 and Spring 2013.

Implementation Plan
Timeline:

A revised version of the assessment is being done in Fall 2012.

The department plans to create a new assessment for Spring 2013 for ENG 101A, 101B & 101C, all of which will measure both course SLOs as well as Program SLO number one and related GE SLOs.

The department is working on revising and re-aligning all course SLOs across the entire program. ENG 101A, 101B, 101C and 151A & 151B in Fall 2012 and Spring 2013.

Key/Responsible Personnel:
ENG 101C & 101B Rachel Sherman, Barbara Tull & Perri Gallagher.
ENG 151B Bob Mitchell & Melanie Fernandez.
Entire department involved in revision of SLOs.
2. Program SLO -

Students should demonstrate critical reading skills at the appropriate level.

a. Indicate program assessment strategies used.
   i. Other

   Blogs for dialogue, and for posting of assessment project description, data, and analysis, have been created for ENGL 162 & 163, the department's developmental reading classes. Specific projects to be determined, for implementation 2012-13. (Additional classes may be involved.) In Spring 2012 ENG 162 was assessed. This assessment also links up with program SLO number two. See blog for assessment results.

   Blogs can be viewed on Ohlone's Basic Skills website. Click on the Course Student Learning Outcomes link, and go into the English page to view blogs for specific courses:

   http://www.ohlone.edu/org/basicskills/slos/

b. Describe the criteria and standards used to appraise student work.

   See blog for data.

c. Enter assessment results and analyze student success in achieving this program SLO.

   See blog for data.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   See blog for data.

e. Future Action (Improvements)
   Implementation Plan
   Timeline:

   See blog for description.

   An ENG 162 lab pilot is also planned for Sp13 which will include assessment related to the course and program SLO number two.

   Key/Responsible Personnel:

   Rakesh Swamy and Cecile Davila (162 assessment).

   Alison Kuehner and Jennifer Hurley (lab pilot).

3. Program SLO -

Students should retain knowledge from course to course.
a. *Indicate program assessment strategies used.*
   i. Rubrics
   ii. Skills Assessment
b. *Describe the criteria and standards used to appraise student work.*

   English 101C Source Integration and Documentation Assessment Project - Spring 2012.

   See attached cover sheet and rubric which lists and describes the skills being measured and the standards being used to measure these specific skills. See attached assessment results.

   The English department decided to focus on the Program SLO relating to student retention of specific skills and knowledge from course to course by looking at students' abilities with source integration and documentation when entering English 101C. Similar skills were measured as were measured in the English 101A Research Skills Assessment project, as English 101A is a prerequisite for English 101C.

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   See attached assessment results report from Spring 2012.

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   See attached assessment results report from Spring 2012.

e. *Future Action (Improvements)*

   Describe changes you will make to promote improved student learning

   See attached assessment results report from Spring 2012.

   **Implementation Plan**
   **Timeline:**

   See attached assessment results report from Spring 2012.

   **Key/Responsible Personnel:**

   Rachel Sherman with Perri Gallagher.

   **SLO Matrix**

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   *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*
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- **SLO Matrix Comments**

Beginning level courses include all the basic skills/developmental reading and writing courses, as well as the self-paced developmental skills courses:

Developmental reading: ENG 162, 163

Developmental writing: ENG 151A, 151B,
Self-paced skills development courses: ENG 172, 173, 174, 175, 176

Skills are Introduced at this level and also Practiced with Feedback. However, since our Program SLOs state that students will read and write at the "appropriate level," we perceive all students who successfully complete these courses to have Mastered the expected skills at the levels appropriate for those courses even though their skills are lower than those of students in higher level courses.

The next level is ENG 101A.

Above that is ENG 101B and 101C.

All the other courses are electives; many students who take these courses perform at the ENG 101B or 101C level (or even higher), and so these courses could be considered Mastery level courses; however, only an Advisory of ENG 101A is stated as a requisite for these courses, so skill levels vary in students taking these courses. Again, we perceive that students who successfully pass all courses beyond the self-paced skills improvement courses to have Mastery of the expected skills for those courses at the "appropriate" level.

- Course SLO & Assessment

ENGL 101A Reading and Written Composition
1. Identify and use fundamental patterns of rhetorical organization and basic elements of logical and critical thinking in both written and oral communication, recognizing that the content and form of effective communication are inextricably related.
2. Discover and research relevant information, evaluate it critically, and report it accurately in a well organized, documented essay which advocates a specific argumentative thesis.
3. Formulate his or her own ideas clearly and advocate them in a logical, organized way, both in expository and argumentative essays and in oral communication.
4. Read and listen analytically, identifying main and subordinate ideas, evaluating the evidence used to support them, in order to reason from and write and/or speak about these ideas.
5. Identify and create correct, clear, concrete, fluid prose.

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<tr>
<td>1) English 101A Research Skills Assessment Project (Rubric) (SLO #2).</td>
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<td>See attached Cover &amp; Rubric and Analysis of Data.</td>
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| Enter assessment results and analyze student success in achieving course SLOs. |
See attached Assessment Results and Analysis Report, 2009-2010; 2010-2011. Also, changes were made to the English 101A lab program, from allowing an individual instructor-designed lab program to requiring a standardized online lab program (relating to research skills). (See attached English 101A Research Skills Assessment Project Cover sheet explaining the origins of the Research Skills Assessment Project.)

No further changes are planned at this time regarding the teaching of research skills in English 101A. However, when budget permits, we would like to pilot and assess several sections of English 101A which put the 1 unit of lab back in the classroom (as an additional lecture unit).

Describe revisions in curriculum or teaching strategies implemented to promote student success.

See attached Assessment Results and Analysis Report, 2009-2010; 2010-2011.

Additionally, English 101A program changes in the last few years include the new reading prerequisite (English 163) for English 101A. (See attached report on possible effects of the new prerequisite.)

Also, changes were made to the English 101A lab program, from allowing an individual instructor-designed lab program to requiring a standardized online lab program (relating to research skills). (See attached English 101A Research Skills Assessment Project Cover sheet explaining the origins of the Research Skills Assessment Project.)

No further changes are planned at this time regarding the teaching of research skills in English 101A. However, when budget permits, we would like to pilot and assess several sections of English 101A without the lab unit, as the teaching of research skills goes on in the classroom already, with the instructor.

In relation to improving success rates among English 101A students coming from basic skills classes, the department is working on ongoing improvements of lab programs in our basic skills classes which will include more effective assignments and activities. (See Student Achievement section for more thorough description of recent changes to lab programs and plans for continued improvement.)

In addition, instructors have been informally discussing and sharing teaching strategies in both developmental and transfer level classes.

Future Action (Improvements)

Maintain current student learning plan
See attached Assessment Results and Analysis Report, 2009-2010; 2010-2011. No further changes are planned at this time regarding the teaching of research skills in English 101A. However, when budget permits, we would like to pilot and assess several sections of English 101A without the lab unit, as the teaching of research skills goes on in the classroom already, with the instructor.

Describe changes you will make to promote improved student learning
See attached Assessment Results and Analysis Report, 2009-2010; 2010-2011. No further changes are planned at this time regarding the teaching of research skills in English 101A. However, when budget permits, we would like to pilot and assess several sections of English 101A without the lab unit, as the teaching of research skills goes on in the classroom already, with the instructor.

Implementation Plan
Timeline:

Key/Responsible Personnel:
All English 101A instructors were asked to provide data for the Research Skills Assessment project. Rachel Sherman has been coordinating this project.

ENGL 101C Critical Thinking and Composition
1. Explain the differences between effective, valid argumentation and unclear and/or invalid reasoning.
2. Identify common logical fallacies and examples of fallacious reasoning.
3. Write out-of-class and/or in-class, well-organized critical essays which state clear and arguable theses and which are supported by logical argumentation and sufficient evidence.
4. Recognize both deductive and inductive forms of reasoning and present and defend either orally or in written form ideas in a clear and logical manner.
5. Analyze and criticize ideas from or about specific nonfiction works.
6. Present clear, precise, and accurate oral analyses (including summary, critique, evaluation, synthesis) of critical thinking concepts or of specific works through activities such as Socratic questioning, discussions, oral reports, presentations, or debates.
7. Write informally on topics by showing an awareness of tone, audience, and support for one's conclusions.
8. Clearly explain the differences between knowledge/fact and opinion in the student's own writing and in others' works.

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Describe the criteria and/or performance standards used to appraise student work.

See attached English 101C assessment rubric.

Source integration and documentation are the two skills being assessed in students' initial paper, towards the beginning of the semester (Course SLO #3). (This assessment project also assesses the Program SLO: Students will retain knowledge from course to course. We are looking at how well students retain these skills from ENG 101A, coming into ENG 101C.)

Enter assessment results and analyze student success in achieving course SLOs.

See attached document 101C Assessment Results Report Spring 2012.

Describe revisions in curriculum or teaching strategies implemented to promote student success.
See attached document 101C Assessment Results Report Spring 2012. No changes planned at this time, but a revised assessment is planned for Fall 2012 to more directly assess the GE SLOs that relate to the course as a whole.

**Future Action (Improvements)**

Describe changes you will make to promote improved student learning

*See attached document 101C Assessment Results Report Spring 2012. No changes planned at this time, but a revised assessment is planned for Fall 2012 to more directly assess the GE SLOs that relate to the course as a whole.*

**Implementation Plan**

**Timeline:**

*See attached document 101C Assessment Results Report Spring 2012. No changes planned at this time, but a revised assessment is planned for Fall 2012 to more directly assess the GE SLOs that relate to the course as a whole.*

**Key/Responsible Personnel:**

*All English 101C instructors are being asked to participate. Rachel Sherman and Perri Gallagher are coordinating the project.*

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**ENGL 162 Developmental Reading**

1. Identify stated and implied main ideas and supporting details in various readings, such as essays, newspaper and magazine articles, textbooks, short novels or nonfiction works.
2. Identify the differences between fact and opinion, make appropriate inferences and draw reasonable conclusions.
3. Identify the thesis and understand the organizational pattern in longer works.
4. Use context clues, word analysis, and the dictionary to increase reading vocabulary.
5. Use the appropriate study skills for college course work, including summarizing, outlining, and taking notes from texts.

**Indicate planned course assessment strategies**

**Other**

**Other**

Blogs for dialogue, and for posting of assessment project description, data, and analysis, have been created for ENGL 162 & 163, the department's developmental reading classes. Specific projects to be determined, for implementation 2012-13. (Additional classes may be involved.) Blogs can be viewed on Ohlone's Basic Skills website. Click on the Course Student Learning Outcomes link, and go into the English page to view blogs for specific courses:

http://www.ohlone.edu/org/basicskills/slos/

**Describe the criteria and/or performance standards used to appraise student work.**

See blog for criteria and information.

**Enter assessment results and analyze student success in achieving course SLOs.**

See blog for results.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**
See blog for future improvements.

**Future Action (Improvements)**

**Implementation Plan**

**Timeline:**

*See blog for future plans.* [http://www.ohlone.edu/org/basicskills/slos/](http://www.ohlone.edu/org/basicskills/slos/) *In addition, reading lab programs for ENG 162 are being reviewed (beginning Spring 2012) for possible redesign and improvement. A pilot for 162 is being planned for Spring 2013.*

**Key/Responsible Personnel:**

*Rakesh Swamy designed the blog template on the Basic Skills website. ENG 162 course coordinator: Cecile Davila and Perri Gallagher. Alison Kuehner and Jennifer Hurley for pilot lab program for 162.*

**ENGL 163 Techniques of College Reading**

1. Determine the stated or implied thesis, and understand the organizational pattern in various readings such as essays, newspaper and magazine articles, textbooks, short novels or nonfiction works.
2. Demonstrate critical reading and critical thinking ability by analyzing articles, selections, and essays; making inferences; drawing comparison and contrasts; determining bias, tone, and purpose; separating fact from opinion; formulating conclusions; and making evaluations.
3. Synthesize reading information by means of discussion and writing.
4. Develop college-level academic vocabulary and understand how to use context clues, word analysis, and dictionary skills to determine the meaning of new words.
5. Apply study skills by taking careful notes, using strategies for remembering and concentrating, and developing an effective system for studying and text materials, such as outlining and summarizing.
6. Develop a faster reading rate and use flexible reading skills, such as skimming and scanning.

**Indicate planned course assessment strategies**

**Other**

**Blogs for dialogue, and for posting of assessment project description, data, and analysis, have been created for ENGL 163. Specific projects to be determined.**

Blog can be viewed on Ohlone's Basic Skills website. Click on the Course Student Learning Outcomes link, and go into the English page to view blogs for specific courses:

[http://www.ohlone.edu/org/basicskills/slos/](http://www.ohlone.edu/org/basicskills/slos/)

**Describe the criteria and/or performance standards used to appraise student work.**

To be determined.

**Enter assessment results and analyze student success in achieving course SLOs.**

Not available yet.
Describe revisions in curriculum or teaching strategies implemented to promote student success.

To be determined.

**Future Action (Improvements)**

**Implementation Plan**

**Timeline:**

*To be determined.*

**Key/Responsible Personnel:**

*Rakesh Swamy designed the blog template on the Basic Skills website. Key personnel for future projects to be determined. ENG 163 course coordinator: Cecile Davila and Perri Gallagher.*

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**ENGL 151A Fundamentals of Composition**

1. Demonstrate the ability to write an informal essay with logical structure, basic paragraph structuring and sentence variety.
2. Identify main idea and relevant, supportive details in a reading; word parts (prefix, suffix, roots) in vocabulary; and contextual clues.
3. Use beginning critical thinking skills in reading, identifying literal and inferential reasoning.

**Indicate planned course assessment strategies**

**Other**

**Other**

As part of the Basic Skills Initiative Course SLOA project, ENG 151A has a course website with the capacity to allow for dialogue among instructors, as well as for the input of data and analysis. Specific assessment project to be determined.

**Describe the criteria and/or performance standards used to appraise student work.**

To be determined.

**Enter assessment results and analyze student success in achieving course SLOs.**

No results or analysis at this time.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Improvement plans to be determined.

**Future Action (Improvements)**

**Implementation Plan**

**Timeline:**

*Specific project to be determined and implemented, Spring 2012. In addition, lab programs for ENG 151A & 151B are being reviewed (beginning Spring 2012) for possible redesign and improvement.*

**Key/Responsible Personnel:**

*Rakesh Swamy created the course assessment templates on the web page listed above. Additional key personnel for specific assessment projects to be determined. ENG 151A course coordinator: Kerrie Kawasaki-Hull and Perri Gallagher.*
ENGL 151B Fundamentals of Composition
1. Analyze and evaluate the ideas of others through reading and discussion.
2. Write well-organized and well-developed paragraphs and essays (thesis, introduction, body paragraphs, conclusion) with few errors overall in grammar, usage, and mechanics.
3. Demonstrate the writing skills necessary to enter ENGL 101A, a transfer-level writing course.
4. Identify grammatical elements including parts of speech, subject-verb agreement, complete sentence construction, punctuation, etc.

Indicate planned course assessment strategies

Other

Other
As part of the Basic Skills Initiative Course SLOA project, ENG 151B has a course website with the capacity to allow for dialogue among instructors, as well as for the input of data and analysis. See attached documents for 151B Spring 2012 assessment. English 151B Essay Evaluation Form and English 151B Essay Evaluation Results.

Describe the criteria and/or performance standards used to appraise student work.


Enter assessment results and analyze student success in achieving course SLOs.


Describe revisions in curriculum or teaching strategies implemented to promote student success.


Future Action (Improvements)

Implementation Plan
Timeline:

Key/Responsible Personnel:
Rakesh Swamy created the course assessment templates on the web page listed above. Additional key personnel for specific assessment projects are ENG 151B course coordinator Bob Mitchell and Perri Gallagher.

ENGL 101B Reading and Composition (Introduction To Literature)
1. Write well-organized, critical essays which state a clear thesis about a work of literature and which are supported by textual evidence.
2. Analyze, criticize, and advocate ideas about those works.
3. Analyze the novel, short story, poetry, and drama and apply appropriate literary
4. Participate in literature, art, music, and other cultural activities for personal and social purposes.

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**Future Action (Improvements)**

Describe changes you will make to promote improved student learning


**Implementation Plan**

Timeline:


**Key/Responsible Personnel:**

Barbara Tull and Jennifer Hurley and Perri Gallagher.

### ENGL 130 American Stories: Multicultural Autobiography and Memoir

1. Analyze, as well as compare and contrast, selected examples of autobiographies and memoirs written by Native American, African American, Asian American, and Latino writers.

2. Examine the similarities and differences of the authors experiences within their own culture and in relation to other cultures or other people's experiences in the United States.

3. Recognize the literary forms of autobiography and memoir, and be able to distinguish an author's thesis and purpose, and how the author selects and arranges the details of his or her life to fulfill that purpose.

4. Demonstrate the ability to analyze the literature by using textual evidence to support an interpretation.

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<td>See attached document English 130 Assessment Spring 2012.</td>
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Describe revisions in curriculum or teaching strategies implemented to promote student success.

See attached document English 130 Assessment Spring 2012.

Future Action (Improvements)

Describe changes you will make to promote improved student learning

See attached document English 130 Assessment Spring 2012.

Implementation Plan

Timeline:

See attached document English 130 Assessment Spring 2012.

Key/Responsible Personnel:

Alison Kuehner and Perri Gallagher.

Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

   See updated attached report on effect of new English 163 reading requirement on English 101A prepared by Alison Kuehner.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).


3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

   NA

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

   NA

5. Describe any additional notable program achievements (optional).

   English department has approved an AA-T degree in English.

6. Additional Program Table Data

7. Future Action

   Strategies to improve student achievement indicators. Specify.

   Lab programs were reevaluated in Spring 2012 for possible redesign and improvement to help increase levels of student success and retention in developmental reading and writing classes (ENG 162, 163, 151A, 151B), and also in ENG 101A. Ultimately, we hope that improvements at these levels will lead to improvements in ENG 101B and 101C, as well. Pilot lab programs for 162 and 151B are being planned for Spring 2013.
The department is working on revising and re-aligning all course SLOs across the entire program. ENG 101A, 101B, 101C; 162 and 163; and 151A & 151B in Fall 2012 and Spring 2013.

- **Program Analysis**

  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

  1. **Describe program achievements and successes.**

     Overall, the English department has seen increases in student retention and success rates in English 101A since the implementation of the English 163 developmental reading requirement as a prerequisite to English 101A. We have also seen improvement in research skills in our English 101A students since the implementation of the new English 101A online lab program. We have also seen improvements in student reading scores by the end of both English 162 and 163. There is also a 162 and 151B lab pilot for Spring and a Basic Skills Lab Survey planned for Spring 2013. We have worked to improve our lab programs in the developmental reading and writing classes and to assign course coordinators to these classes to help improve student learning; we have increased our online course offerings of transfer level courses to meet the changing needs of our students; and we have continued to offer various learning communities to meet the needs of our various student populations. The department has also approved the creation of an AA-T in English.

  2. **According to the evidence, what are the areas needing improvement?**

     We plan to continue with the English 163 prerequisite and to maintain our current lab program in English 101A. We also plan to continue with online course offerings at the transfer level. We also will continue to keep course coordinators in place for the developmental reading and writing courses and are considering various ways to coordinate our efforts in transfer level courses to help with student improvement at those levels. We also plan to continue to evaluate our developmental reading and writing lab programs and to consider possible redesign of these programs for improvement of student learning. We also hope to be able to hire several full-time English instructors to improve student learning. The department is working to align SLOs across course sequences to improve clarity and readability for students, to eliminate redundancy, to streamline assessments, and to link to program and GE SLOs.

- **Program Improvement Objectives:**

  1. **Objective:**

     Improve student learning and student success and retention rates by providing well-coordinated, well-designed, and sufficiently staffed programs and courses.
a. **Action Plan**  
   **Year 1:**
   
   Hire two to three full-time English instructors who have expertise in working with developmental writing/reading.

   The English department has lost five of its 18 full-time faculty in the last few years to retirement and needs to rehire at least two to three (and eventually all five) full-time English instructors in order to successfully maintain its program to meet student needs.

b. **Staffing**  
   **Year 1:**
   
   Two to three full-time replacement faculty members.

c. **Equipment (Include items that fit under department budget codes)**  
   **Year 1:**
   
   No new equipment needed. Office, computer, phone, office furniture (desk, chair, shelves, file cabinet) already should be available from outgoing, retired faculty members.

d. **Technology (Include items that fit under IT budget codes)**  
   **Year 1:**
   
   Update of two to three computers (as needed).

e. **Facilities (Include items that fit under the Facilities budget codes)**  
   **Year 1:**
   
   No new offices required (outgoing, retired faculty offices should be available).

f. **Other (Include other resources needed)**  
   **Year 1:**
   
   Hiring committee (as determined by HR and contract regulations).

g. **Assessment Plan: List Assessment Strategies**  
   **Year 1:**
Assessment of courses and lab programs, as appropriate, to be determined.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:
The rehiring of full-time faculty in the English department will ultimately improve student learning and student success and retention rates by allowing the English department to provide well-coordinated and well-designed programs and courses through the coordinated efforts of an organized and sufficiently-staffed English faculty. The English department has lost five of its 18 full-time faculty in the last few years to retirement and needs to rehire at least two to three (and eventually all five) full-time English instructors in order to successfully maintain its program to meet student needs. We are the largest program at Ohlone, and many of our courses are now being taught by adjuncts, in particular our developmental writing courses. We need a sufficient number of full-time faculty in order to maintain standards, coordinate efforts, and continue to improve our programs.

2. PIO Assessment
   a. Enter assessment results with analysis.

      NA

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

      NA

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

      NA

   d. Future Action

1. Objective:
The plan is to improve success of students in the developmental reading and writing courses.
a. Action Plan  
   Year 1:  
   The plan is to reexamine the courses in the developmental reading and writing sequence and to compare programs from other colleges to possibly redesign our program. From this redesign of our lab programs as well as lab space may result. 

   We also plan to develop a philosophy for the lab, to gather data to determine the effectiveness of current programs, and to discuss options for redesigning programs to better meet our lab philosophy and course SLOs.

b. Staffing  
   Year 1:  
   No new staff required.

All current English full-time faculty, including the lab coordinator, will participate in discussions relating to overall program and lab philosophy and effectiveness of lab programs. Specific sub-committees may be formed to work on specific programs for each of the courses with lab programs and with data collection and analysis; most current full-time faculty will participate. Adjunct faculty teaching relevant courses may also participate (to be determined).

c. Equipment (Include items that fit under department budget codes)  
   Year 1:  
   No new equipment needed.

d. Technology (Include items that fit under IT budget codes)  
   Year 1:  
   No new technology is required for the first year.

e. Facilities (Include items that fit under the Facilities budget codes)  
   Year 1:  
   No new Facilities staff would be needed in the first year.
f. Assessment Plan: List Assessment Strategies
   Year 1:
   To be determined.

   g. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      Improving the developmental reading and writing program will ultimately improve success and retention rates in those courses and will improve student success and retention rates in 101A.

2. PIO Assessment
   a. Enter assessment results with analysis.
      PIO has not yet been approved, so no assessment plan has been implemented, and results are not available.
   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.
      To be determined.
   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.
      To be determined.
   d. Future Action

• Outside Review Results 01/31/2012
  1. List each team members name and title.
     NA
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     NA

• Attached Files