Humanities Division

at Monterey Peninsula College

Program Review
Self Study

2013 - 2014

- Humanities Division Office
- English
- English & Study Skills Center
- English as a Second Language
- Humanities
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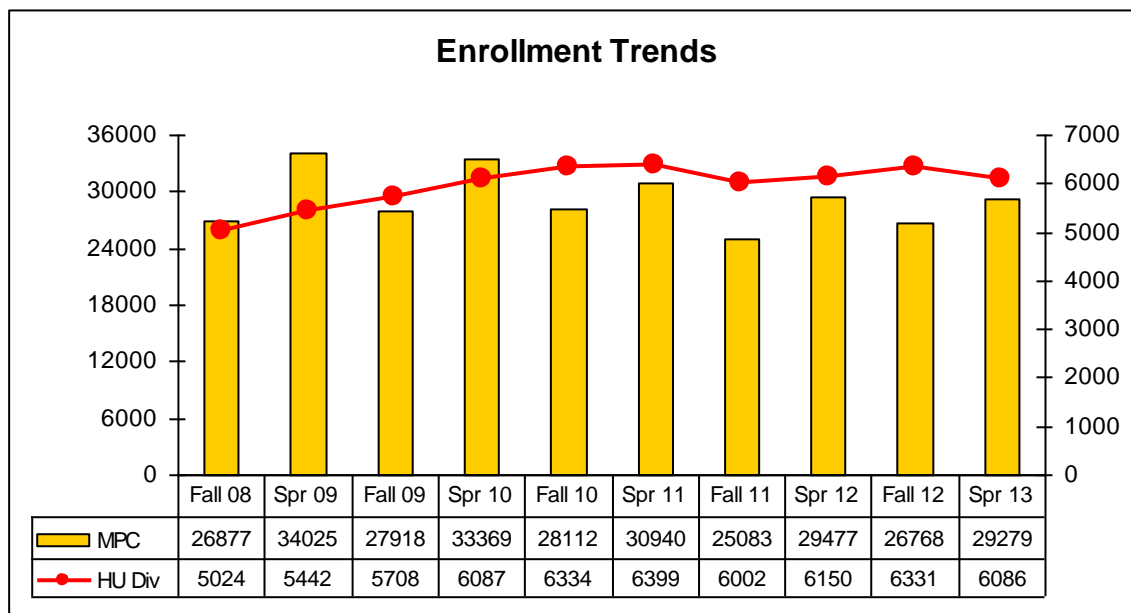## Executive Summary

The Humanities Division of Monterey Peninsula College encompasses disciplines and academic skills that are foundational to the mission of the college. The Humanities Division offers basic skills courses and support centers, general education and transfer courses, and a variety of lifelong learning courses and opportunities to its students and the community. Its departments are committed to supporting "the goals of students pursuing transfer, career, basic skills, and lifelong learning opportunities."

The Humanities Division is large both in scope and in number. Currently, the division includes seven departments (English, ESL, Humanities, Linguistics, Philosophy, Speech Communication, and World Languages), two centers (the English and Study Skills Center and the Reading Center), and the ESL lab. The Division also includes twenty staff members and approximately 90 faculty.

Although the disciplines of the Humanities Division are unique and meet different educational goals, they share many similarities. Each program demonstrates a commitment to students; each program is designed to offer substantive and relevant courses, as well as excellent instruction and supportive learning environments.

The Humanities Division makes use of space in the Humanities (HU) and Humanities and Supportive Services (HSS) buildings, as well as in the Library and Technology Center (LTC) on the Monterey campus. The division also supports instruction at the Education Center, offering classes in English, ESL, humanities, philosophy, speech communication, and Spanish. The ESSC has a presence at the Education Center as well.

Enrollment data (including number of sections, number of students, and WSCH) indicate that the division's programs are, in most instances, increasing and decreasing in line with the college. The following chart reflects the division's enrollment in comparison to the college (excluding contract courses).

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26877	34025	27918	33369	28112	30940	25083	29477	26768	29279
HU Div	5024	5442	5708	6087	6334	6399	6002	6150	6331	6086

Enrollment trends indicate that the Humanities Division is responsible for approximately   20% of the college's total enrollments (excluding contract courses):

Enrollment Percentages (Div/MPC)

Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
18.7%	15.9%	20%	18%	20.4%	20.6%	24%	20.8%	23.6%	20.8%

The Division and Students: Positive Service

The Humanities Division is committed to serving students' academic goals by providing courses that transfer to four year colleges and universities, develop basic skills, support career development, and provide lifelong learning opportunities.

- **Commitment to Transfer Students**. The division's course offerings allow students to meet most of their general education goals. CSU general education requirements, areas A and C specifically, are typically met through courses offered through the Humanities Division. IGETC general education requirements, areas 1 and 3 specifically, are typically met through courses offered through this division. MPC general education requirements, areas A and C specifically, are typically met through this division's courses.

- **Commitment to Basic Skills Students.** The English and ESL departments, along with the English and Study Skills Center and Reading Center, support the development of basic skills. Numerous classes are designed to help students improve their reading and writing, as well as their English language skills.

- **Commitment to Career Development.** Although none of the programs in this division are specifically career-development programs, many of the courses offered help students develop skills that are relevant to career goals. English, ESL, reading, and speech communication courses, for example, are often completed by students who wish to enhance their reading, writing, and communication skills for professional reasons.

- **Commitment to Lifelong Learning.** Given the nature of the programs under this division (English, ESL, humanities, linguistics, philosophy, speech communication, and world languages), this division is clearly committed to lifelong learning. English offers literature courses that often attract community members, humanities offers a course that articulates as a "Lifelong Understanding and Self-Development" CSU general education requirement, and speech communication offers a course that meets MPC's Lifelong Learning and Self-Development general education requirement.

Challenges

The Humanities Division has been challenged by changes in processes and personnel, as well as by limited resources. Challenges include:

- Changes in matriculation processes
- Decisions related to printed schedules
- Lack of marketing support
- Old and failing technology

- Curricular changes to ESL requiring tracking of noncredit courses for completion of certificates
- Retirements of full-time faculty and difficulties in attracting part-time faculty
- The recent loss of the division office's administrative assistant

Goals

The Humanities Division boasts excellent full- and part-time faculty as well as classified staff. Its classrooms are attractive and appropriately furnished (though there is room for improvement!), and its programs are, for the most part, strong. With a solid foundation, the Humanities Division anticipates fulfillment of the following goals during the next five years:

- **Technology**
  - Refresh technology, especially in the Reading Center and the ESSC.
  - Revise/update department or center websites.
- **Curriculum**
  - Integrate basic skills reading and writing courses. The English Department expects to begin offering integrated courses by Fall 2015.
  - Revise non-credit ESSC and Reading Center lab co-requisites and courses to credit.
  - Continue to explore and/or add online offerings.
  - Review prerequisites for courses.
  - Explore options for online tutoring.
- **Student Success**
  - Schedule enough courses to meet student need. This goal will only be accomplished if departments can hire enough faculty.
  - Participate in collaborative efforts to strengthen student success. The Humanities Division is committed to working with other programs and services through the Basic Skills Initiative, the Student Success Initiative, and other college-wide efforts.
- **Communication**
  - Improve coordination and communication with other MPC programs and services across campus.
  - Establish an optimal configuration of the ESSC, Reading Center, and ESL Center space.
- **Enrollments**
  - Seek out possible collaborative efforts within the wider community, especially with CSUMB.
  - Market courses and programs through brochures, posters, and on-campus activities.
  - Review and improve offerings at the Education Center.
  - Streamline process for managing prerequisites in noncredit courses (ESL and ESSC).
- **Staffing**
  - Hire an ESL counselor to support student needs relevant to application and matriculation processes.
  - Consider ways to attract and provide support to adjunct faculty.
  - Hire full-time faculty in English and world languages.
  - Hire an administrative assistant for the division office.
- **Special Programs**
  - Continue to develop special programs, such as Creative Writing, Visiting Authors, and Great Books.

Academic Affairs Program Review Self Study

Division Office:	Humanities Division Office

1. Mission

College Mission: *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

a. **Program Mission: What is your division office's mission statement? Please explain how the division office's mission relates to the mission of MPC.**

Division Office mission	The Humanities Division Office is committed to fostering student learning and success by providing excellent service to support the Humanities Division faculty and staff, as well as to support the academic goals of students. This mission is accomplished in numerous ways. The Division Office is responsible for coordinating the scheduling of courses, providing clerical support to approximately 86 full- and part-time faculty members, facilitating problem-solving between and with students and faculty, communicating information to the division on a timely basis, ensuring that all classrooms and offices meet the instructional needs of faculty, and coordinating hiring and evaluation committees to ensure the highest quality of instruction.
Mission's relationship to college mission	The Humanities Division Office's mission is directly related to the college mission, as it reflects the primary mission of the college: to foster student learning and success.

2. Describe the scheduling of your services. How does your office meet the needs of daytime, evening, online, and/or weekend instructors?

Comments:	The Division Office staggers its staff's work schedules to meet the needs of instructors. Working hours are staggered by the DOM and administrative assistant to ensure the office is open from 7:30 am until 6:30 pm Mondays through Thursdays and from 7:30 am until 4:00 pm on Fridays. The division chair is also available early on a daily basis to respond to faculty needs or answer students' questions. The technology specialist has a varied schedule to meet the technology needs of faculty at various times of day. The office has difficulties at times with scheduling faculty at the Education Center. Faculty miss the vibrant feel of Monterey's campus, and they have less flexibility regarding scheduling. Schedules can shift unexpectedly and at what feels like the last minute, perhaps due to the various disciplines represented at the Center; adjunct faculty availability often creates scheduling issues.

3. Student Learning

a. How does your office meet the diverse needs of students?

Comments:	The Humanities Division Office assists students on a daily basis. Office members provide information related to class offerings, schedules, student services, faculty availability, assessment, programs, clubs, campus events, and so on. The Humanities Division Chair listens to students' complaints and concerns and seeks to resolve misunderstandings and disputes.

b. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)		x		
Admissions & Records	x			
Assessment Center (for ENGL/ESL/MATH placement)	x			
Business Skills Center		x		
Counseling	x			
English & Study Skills Center	x			
Information Services (College Center)			x	
Library & Technology Center	x			
Math Lab			x	
Reading Center	x			
Supportive Services & Instruction	x			
Career/Transfer Center		x		
Child Development Center		x		
Cooperative Work Experience		x		
Extended Opportunity Programs & Services (EOPS)		x		
Job Placement			x	
Student Financial Services	x			
Student Health/Psychological Services		x		
TRiO			x	
Women's Programs/Re-Entry & Cultural Center			x	
Other:				

c. In what ways does your office support student learning?

Comments	The Humanities Division office supports student learning in different ways. First, it supports student learning by meeting the needs of faculty. The Division Office ensures that all classrooms are clean and equipped with appropriate instructional materials. It also strives to provide well-maintained technology; the division's technology specialist oversees all of the division's classroom and office computers and equipment, responding quickly to any deficiencies.

	Second, the Humanities Division Office supports student learning by equipping students with the knowledge they need to be successful. The office helps students apply, enroll, and meet the requirements of their classes. Office members are in many respects cheerleaders of student success, and students know that.

d. Are students satisfied with your office's services? How do you measure student satisfaction?

Comments	Students appear very satisfied with the office's services. Those who enter and leave the division office appear grateful for the assistance they receive. Many students come with questions or concerns, and these questions or concerns are addressed. Because the office is aware that frustration can result from being directed elsewhere, office members often make phone calls to ensure students are sent to the right service or that someone will be available to meet the student. Many students return to thank office staff for their commitment and concern.

4. Office Needs: Does your office have specific facilities/equipment/supplies needs that are not currently being met? If so, please describe.

Comments	The Humanities Division office is quite small and narrow; its size makes it difficult to serve students and faculty comfortably. However, the staff recognizes that little can be done to address this problem. A few faculty have requested movable podiums for a few of the classrooms. The division office is reviewing prices and value of these items.

5. Staffing

a. Describe your faculty and staff's workload.

The division office consists of a division office manager, an administrative assistant, an instructional technology specialist, and a division office manager. Given that the Humanities Division is the largest division on campus, each person has a sizeable workload. The DOM, Michele Brock, is responsible for the smooth functioning and competent operation of the Humanities division. She assists in the coordination of the division's activities and provides office, secretarial, technical and administrative service and information to the faculty, staff and students of the division. She provides direction to the division's Administrative Assistant. Michele coordinates and schedules classes for school sessions, as well as assigns classrooms for both full time and adjunct faculty members. She monitors various budgets in the Division and prepares budget transfers and cash reimbursements documents as needed. Michele also coordinates and conducts student evaluations of instructors every semester.

The Administrative Assistant, Rosa Arroyo, acts as a source of information for students, faculty, staff and the public regarding the division's courses, programs, policies and procedures, and processes administrative details not requiring the immediate attention of the division chair. Rosa maintains files on matters in progress; monitors material deadlines; receives and routes mail; processes copying requests; checks forms and other materials for accuracy, completeness and conformity with established standards; and analyzes situations carefully and correctly while adopting an effective course of action. She prepares a variety of documents including office/instructor handouts and tests.

The division's instructional technology specialist, Gabino Valladares, is responsible for ensuring that all of the division's technology needs (except the ESSC/RC) are met. He also provides technology assistance

to the Social Science Division and, when available, the Public Safety and Training Center.

b. Describe your faculty and staff's recent staff development activities.

The DOM has participated in DOM training, and the Instructional Technology Specialist has attended a number of training opportunities. The division chair has participated in online workshops and plans to participate in an On Course conference near the end of this academic year.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

Faculty and staff appear very satisfied with the support provided by the Humanities Division Office. However, a number of adjunct faculty expressed concerns regarding pay, advisement hours, office space, and respect. One instructor wrote, "After working at MPC for over 16 years, I still feel like a "second class citizen" as an adjunct instructor with half the salary, no benefits and having to compete for shared office space and a corner to have lunch in. I would like to be able to break through the ceiling of only being able to work a 67% load. It's incredibly frustrating to not have any growth opportunities and not receive a salary commensurate with my experience. Feeling "absolutely" valued means being equal with my peers and other salaried instructors." Another wrote, "I am an adjunct. The culture of the MPC campus is that adjuncts are subordinates of both faculty and classified and, therefore, deserve little respect. This is not only communicated subliminally via budget allocation, curriculum development, and professional support but also via direct commentary at meetings and departmental emails from full-time faculty."

Concerns were also expressed concerning safety. One division member expressed concerns about teaching at night: "Sometimes I feel vulnerable in the classroom because the phone is so far from the podium. Also, my office is like a fishbowl at night and the doors are not locked to the outside." Another division member described issues related to student health and behavior: "I've had several students who demonstrated rather aggressive behavior after having been in the course for some time. In each case they have revealed to me that they were taking medication and/or are being treated for severe psychological conditions (bipolar, schizophrenia, and similar), and in some cases they were specifically troubled by stressful conditions, perceived stress, or social phobias. So here I am with a student describing themselves in this way, or suffering from stress-based issues, and they register for a public speaking class, one of the most stressful training situations known to humans, one that constantly ranks above the fear of death on phobia charts published annually. I find myself asking why counseling services are not aware of such situations, the conditions of these students, and how they feel about recommending students with severe behavior issues, even anger issues, into a high-stress learning experience such as that. It doesn't take a brilliant mind to make the connection between the various shootings across this country and learners with a precondition that includes mind-altering medications, whose dosage is experimental at times (by confession of the student), and behavior tendencies that become aggressive toward fellow students, toward the instructor, angry about grades and perceptions of fairness and entitlement. It becomes complicated in a hurry, but no safer when considering the potential for human harm."

d. Discuss the adequacy of your staffing to meet your division office's mission.

The staffing is adequate to meet the division office's mission.

e. PROGRAM IMPROVEMENT PLAN:

Identify any plans your program has to:	Details
☐ Revise its mission.	

☐	Change service hours.	
☐	Take steps to improve student learning.	
☐	Take steps to improve student satisfaction.	
☒	Take steps to improve facilities/ equipment/supplies.	1. Request means to lock doors from the inside. 2. Request improved soundproofing in HU. 3. Request tech refreshment for instructors and classroom computers as needed.
☐	Take steps to adjust faculty/staff workload.	
☒	Seek out opportunities for training and development.	Although there are no specific goals, division office members appreciate learning and developing new skills.
☒	Take steps to improve faculty and staff satisfaction.	1. Request increased pay for adjunct faculty. 2. "Check in" with adjunct faculty to ensure they feel respected and supported. 3. Create ways to demonstrate respect and consideration to adjunct faculty. 4. Share faculty safety concerns with BART. Note: New reporting procedures are appreciated.
☐	Adjust staffing to meet program's mission.	

6. **Prioritize the PROGRAM IMPROVEMENT PLANS for improving or maintaining the quality of your division office. Distinguish between budget-dependent and budget-independent items.**

Budget Dependent

Priority	PIP Item	Supports Inst. Goal(s)?	Timeline	Responsible Person	Cost

Budget Independent

PIP Item	Supports Inst. Goal(s)?	Timeline	Responsible Person
Request increased pay for adjunct faculty.	1	Spring 2014	Diane Boynton
Create ways to support adjunct faculty.	1	Ongoing	Diane Boynton

Academic Affairs Program Review Self Study

Name of Program:	**English**

1. Mission

   a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

   Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university
    ☒ Courses meet MPC AA/AS GE requirements
    ☒ Courses meet IGETC/CSU GE requirements
    ☒ Program supports four-year lower division requirements
☒ Develops occupational skills
    ☒ Program offers MPC Certificate and/or degree
    ☐ Program influenced by advisory committee reports/recommendations
    ☐ Program need evident through labor market information
☒ Supports students' development of basic skills
☒ Supports life-long learning

   b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The MPC English Department's mission is to give students a solid background in academic writing, reading, and critical thinking. Its variety of electives allows students to explore a number of areas where they can develop skills in the literary arts.
Mission's relationship to college mission	The English Department's basic skills classes in academic reading and writing are at the core of MPC's commitment to student learning and success, and its transfer-level courses, including genre courses, are likewise at the core of MPC's investment in enhancing the intellectual and cultural vitality of the college's diverse population.

   c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	There are no plans to change or revise the English Department's mission.

2. *Program Overview*

a. *Course Offerings and Scheduling (asked Diane for numbers 11/13)*

i. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

3. English courses and offerings

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
ENGL 1A	14	16	5	20	20	7	20	22	6	19	23	6	20	21	6
ENGL 1B	4	4	1	4	4	1	4	4	1	2	3	1	2	3	
ENGL 2	8	9	4	13	13	6	13	11	5	13	12	4	13	12	2
ENGL 5				1		1	1	1		1	1		1		
ENGL 10	1			1					1						
ENGL 11	1										1			1	
ENGL 14															
ENGL 16				1			1			1			1		
ENGL 17		1			1			1		1	1			1	
ENGL 18															
ENGL 22								1	1						
ENGL 24															
ENGL 31	1			1			1			1			1		
ENGL 32		1			1			1			1				
ENGL 38		1	1				1	1	1	1	1		1	1	
ENGL 40	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
ENGL 41															
ENGL 42															
ENGL 43		1			1			1			1			1	
ENGL 44	1			1			1			1			1		
ENGL 45		1			1			1			1			1	
ENGL 46	1										1				
ENGL 47								1			1				
ENGL 49															
ENGL 51								1		1	1			1	

ENGL 52															
ENGL 53															
ENGL 54													1	1	
ENGL111	14	15	3	15	13	4	16	16	4	16	15	5	17	15	4
ENGL112	1	1		1	1		2	2		2	2		2	1	
ENGL120		1		1	1		1	1		1	1		1	1	
ENGL231	1	1		1	1		1								
ENGL301	9	8	2	9	8	2	8	8	1	8	8	1	8	8	1
ENGL302	6	5	1	6	7	1	8	8	2	6	7	2	6	8	1
ENGL321	2	2		2	1		2	2		2	2		2	2	
ENGL322	2	2		3	3		3	3		2	5		3	3	
TOTALS	**67**	**70**		**81**	**79**		**84**	**87**	**22**	**80**	**84**	**19**	**81**	**82**	**15**

Comments:	English Department offerings are relatively steady, with some fluctuation due to an effort to consolidate low-enrolled sections, especially during the summer. The English Department is otherwise healthy and continues to meet the needs of its students, and thus its mission is fulfilled.

     i. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	English courses are offered, literally, around the clock. In addition to offering our core courses at almost every available hour from 8:00 in the morning until the evening, in addition to offerings on both the Monterey and Marina campuses, many of our courses are offered online, and online offerings are increasing.
	We have been successful in offering transfer-level courses (1A, 2) at Marina, but not as successful with the basic skills (301) courses. We hope that the Administration will realize that local students coming right out of high school desire the social interaction of the larger Monterey campus and thus are not inclined to choose the Marina campus. The enrollment there appears to be slightly older and desirous of being able to take transfer-level classes near their homes to complete a degree, rather than to start a college path.

     ii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☒ Yes.
☐ No. If no, please explain.

Comments:	

iii. Does the scheduling pattern you use meet the diverse needs of students?

☒ Yes.
☐ No.

How do you know? Please comment.

Comments:	The fact that we offer courses at every conceivable hour, as well as online and at both campuses, fits the needs of any student at MPC.

iv. Program Improvement Plan: Identify any plans your program has to:

☒ Add or delete courses from catalog.

Courses to be added:	ENGL 3 has been approved by CAC but has not yet been offered.
Courses to be deleted:	We recently deleted a number of ENGL classes because they had not been offered in five years. This change has already cleared CAC and included ENGL 14, 24, 42, 49, and 231, which is being phased out in favor of transfer-level creative writing classes.

☐ Revise scheduling of courses

Revision plans:	None; see comments in 2.a.iv above.

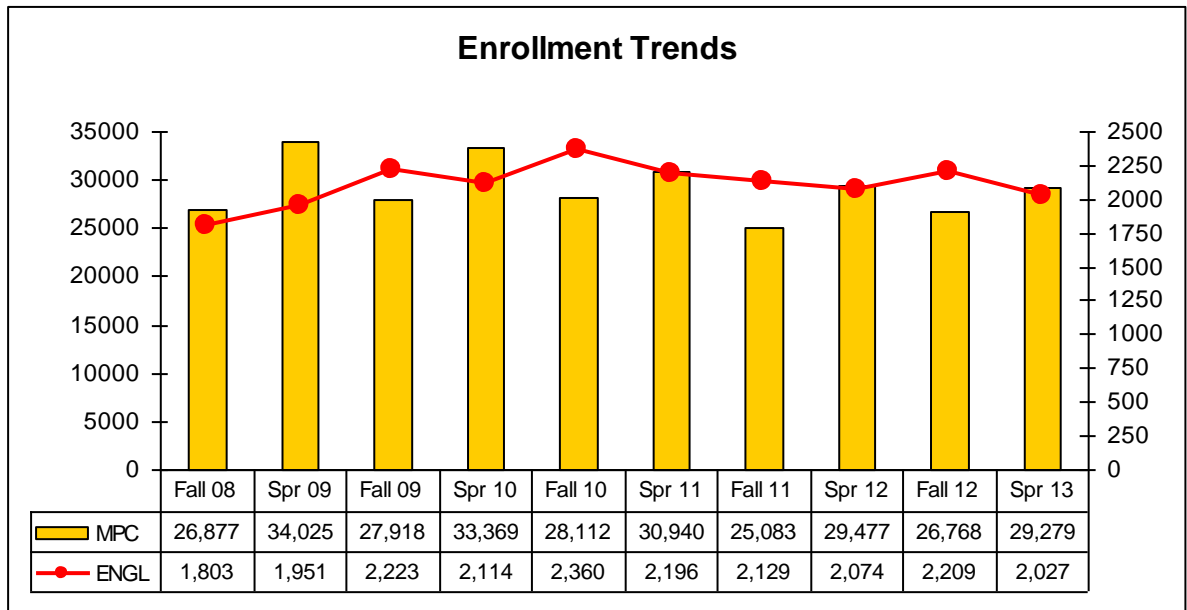☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	Based on the success of this semester's late-start online ENGL 1A sections, we intend to add to these offerings

☐ Other:

Other plan:	None; see comments in 2.a.iv above.

4. Program Vitality

a. **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26,877	34,025	27,918	33,369	28,112	30,940	25,083	29,477	26,768	29,279
ENGL	1,803	1,951	2,223	2,114	2,360	2,196	2,129	2,074	2,209	2,027

Ref: MPC is all credit and noncredit
Ref: English (also incl. WOMN 11)

Comments:	There are no significant increases or decreases in the ENGL program in relation to the college as a whole; the pattern is clear. Enrollment in English classes in the fall semesters is always higher than the spring enrollment because the local high schools feed in to MPC in the fall.

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	230.14	241.40	278.40	228.90	259.40	239.00	233.91	226.44	239.70	217.14
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							8.87	9.40	9.41	9.20
FTE – Adjunct							8.39	8.86	8.93	8.67
Program FTES/FTE							13.55	12.40	13.07	12.15

Comments:	Again, the enrollment in English classes in the fall is always higher than the spring enrollment because the local high schools feed in to MPC in the fall.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	48%	53%	48%	52%	50%	56%	49%	56%	48%	57%	49%
Female	51%	52%	47%	52%	48%	50%	44%	51%	44%	52%	43%	51%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	46%	58%	45%	52%	41%	51%	40%	50%	32%	45%	35%
AfAm	4%	6%	4%	6%	5%	5%	5%	6%	4%	6%	5%	5%
Asian*	11%	11%	10%	12%	10%	11%	10%	11%	9%	11%	11%	11%
Latino	24%	32%	24%	32%	26%	37%	23%	36%	26%	42%	30%	41%
Native*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Two or more	2%	4%	2%	3%	3%	4%	2%	5%	3%	6%	4%	5%
Unk	0%	0%	0%	0%	4%	1%	9%	1%	6%	3%	4%	3%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	Enrollment of Latino/Latina and African American students in basic skills and composition courses in the English Department tends to be higher than the MPC percentages because of the number of those students coming out of local high schools and enrolling in required basic skills English courses.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	The state budget has had a negative effect. We have not been able to replace two of our full-time instructors, which has resulted in an increased dependency on adjuncts. State encouragement to "accelerate" basic skills students through a two-year degree has also had an effect on our program. Partially in reponse to this, the English Department is planning to integrate its basic skills reading and writing classes starting in Fall 2015.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	The English Department coordinates extensively with other departments on campus that have English class advisories or prerequisites for their classes. For most departments and divisions on campus, this is the case. The English Department Chair serves on the Curriculum Advisory Committee and ensures that English prerequisites and advisories are at the correct level for the course content. The English Department also coordinates with Counseling, Supportive Services, and Matriculation concerning student placement and schedules. The department is not sure that its coordination with other programs needs improvement; it is open and robust.

f. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	The English Department is involved with the community through its outreach to local high schools via the Matriculation office (see "e" above), and through the creative writing program, which offers courses to local residents at all levels. The Great Books Program also offers involvement with both the local community and the larger academic community; we have recently drafted an articulation agreement with Shimer College of Chicago, a college that boasts being in the top 1% of colleges whose graduates go on to earn a Ph.D.

g. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	The program's vitality is at risk if the full-time positions are not filled soon. Unlike the rest of the campus, English has not seen a noticeable decline in enrollment.

h. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
X	Improve overall enrollment.	Increase online offerings; remove prerequisites from creative writing classes
	Improve FTES/FTE ratio.	None specifically
X	Improve ratio of full-time to adjunct FTE.	Hire two full-time English instructors to replace Allston James and Eleanor Szaszy
X	Increase enrollment of underrepresented groups.	Remove prerequisites from creative writing classes to allow students who have not yet completed ENGL 1A to enroll. These changes have gone through CAC and will be added to the next catalog.
	Improve coordination with other	

	programs on campus.	
	Improve involvement with the community.	
☐	Other	

5. *Student Learning*

a. **What delivery modes are used in your program?**

☒ Traditional classroom
☒ Distance learning
☒ Lab
☐ Other:

b. **Student Learning Outcomes and Assessment**

i. **Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.**

☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	none

☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	**SLOs**
Great Books Certificate Creative Writing Certificate Basic Skills Certificate	**Great Books Certificate Learning Outcomes:** Upon successful completion of the program, students will have demonstrated the ability to: ■Express, orally and through cogent writing, a thorough knowledge and understanding of Great Books concepts, traditions of inquiry, and critiques. ■Provide evidence of a thorough, comprehensive knowledge of particular literary, historical, and philosophical works and their presentation of perennial, enduring questions. ■Consider ideas syntopically and discuss the products of the Western literary and cultural tradition as an ongoing Great Conversation. **Creative Writing Certificate Learning Outcomes:** Upon successful completion of the program, students will have demonstrated the ability to: ■Read, analyze and write works of creative prose and poetry. ■Suggest improvements (in writing and in discussion) to works evaluated, using concepts and vocabulary appropriate to the relevant literary genre. ■Revise their own works of creative prose and poetry, applying

concepts and techniques appropriate to the relevant literary genre.

Basic Skills Certificate Learning Outcomes:
Upon successful completion of the certificate, students will have demonstrated the ability to:
■ Identify and correct basic grammar and sentence structure errors in their writing.
■ Decode, comprehend, outline or map, and summarize an essay-length piece of reading.

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs
	n/a

ii. **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	The English Department is largely concerned about two factors: under-prepared students and the teaching of the research paper. Program reflections for the past several years have centered on dealing with students who are not prepared for college, and instructors have shared tips and strategies for successful transition of these students toward a degree or certificate. Similarly, discussions have resulted in moving the teaching of research skills and strategies lower in the English sequence to assure that students at transfer level will have adequate research skills. For example, ENGL 301 instructors (two levels below transfer) are now teaching simple research papers; in the past, research was not taught until ENGL 111 (one level below transfer).

iii. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

Course alignment process	The English Department adheres to the following framework within its sequence of basic skills reading and writing courses leading up to ENGL 1A. This list tracks the development and connection of reading and writing skills:
	Skills taught in English 321, *Fundamentals of Writing*: 1. Use free-writing and other strategies to generate ideas and overcome writer's block 2. Write reader-response journal entries 3. Compose simple paragraphs in response to prompts that call for standard writing modes 4. Revise those paragraphs using basic grammar skills *NOTE: Students in ENGL 321 are usually writing at the 4th through 7th grade level.* **Skills taught in English 322, *Fundamentals of Reading*:** 1. Locate main idea (stated or implied) of a paragraph 2. Recognize major and minor supporting details of a paragraph 3. Locate answers to specific content questions about a paragraph 4. Paraphrase a complex sentence and summarize a paragraph 5. Demonstrate previewing, annotating, and highlighting strategies

6.   Map and outline a paragraph
7.   Use context clues and word parts to derive meaning of unknown words
NOTE: Students in ENGL 322 are usually reading at the 4th through 7th grade level.

Skills taught in English 301, *Introduction to Academic Writing***:**
1.   Understand and put to use the writing process, from prewriting to proofreading
2.   Write well-organized, well-developed paragraphs with relevant details and different patterns of organization
3.   Write well-organized, well-developed papers using the essay form with clearly stated thesis statements and relevant support, selecting from appropriate rhetorical writing modes
4. Start to write analysis
5. Choose words appropriate to the topic and audience
6. Use a dictionary and thesaurus for editing, proofreading, and vocabulary
7. Edit writing using grammar and usage skills.
8. Recognize academic writing assignments and situations and be able to respond accordingly using the essay form
NOTE: Students in ENGL 301 are usually writing at the 8th through 9th grade level.

Skills taught in English 302, *Introduction to Academic Reading***:**
1.   Recognize thesis, stated or implied, of an essay
2. Recognize transitions and patterns in paragraphs
3. Recognize transitions and patterns in longer readings
4. Outline or map a paragraph or longer reading
5. Summarize an essay
6. Use previewing, annotating, and highlighting strategies
7. Determine meaning of words by using context clues or word parts
8. Start to use critical reading strategies
Note: Students in ENGL 302 are usually reading at the 8th through 9th grade level.

Skills taught in English 111, *Intermediate Academic Writing***:**
1. Use critical thinking skills to interpret, summarize and analyze a variety of texts
2. Apply knowledge of various evaluation strategies in an essay
3. Employ research strategies and analytical skills, including comparative, causal and argumentative approaches, when constructing and writing essays
4. Develop skills in planning, preparation and responsibility for meeting college-level expectations for writing
Note: Students in ENGL 111 are usually writing at the 10th to 12th grade level.

Skills taught in English 112*, Intermediate Academic Reading***:**
1. Recognize main ideas and theses in complex essays
2. Recognize major and minor supporting ideas in complex essays
3. Evaluate evidence in terms of dependability, relevance, and sufficiency
4. Detect bias and identify logical fallacies in a reading
5. Identify authors' purpose and interpret metaphorical language
6. Evaluate a website
7. Develop skills in planning, preparation and responsibility for meeting college-level expectations for reading
Note: Students in ENGL 112 are usually reading at the 10th to 12th grade level.

iv.   How is consistency maintained between multiple sections of single courses?

Consistency	All incoming instructors are given the above list and the official course outline of the class they are teaching, along with sample syllabi. Mentors are assigned to new instructors, and the Department Chair reviews syllabi and green sheets

	before new instructors start teaching. Regular monthly department meetings help all instructors make sure they are covering course objectives and outcomes.

c. Student Achievement

i. Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
ENGL	81.0%	79.0%	79.0%	76.4%	77.1%	76.5%	79.2%	81.7%	80.9%	78.3%
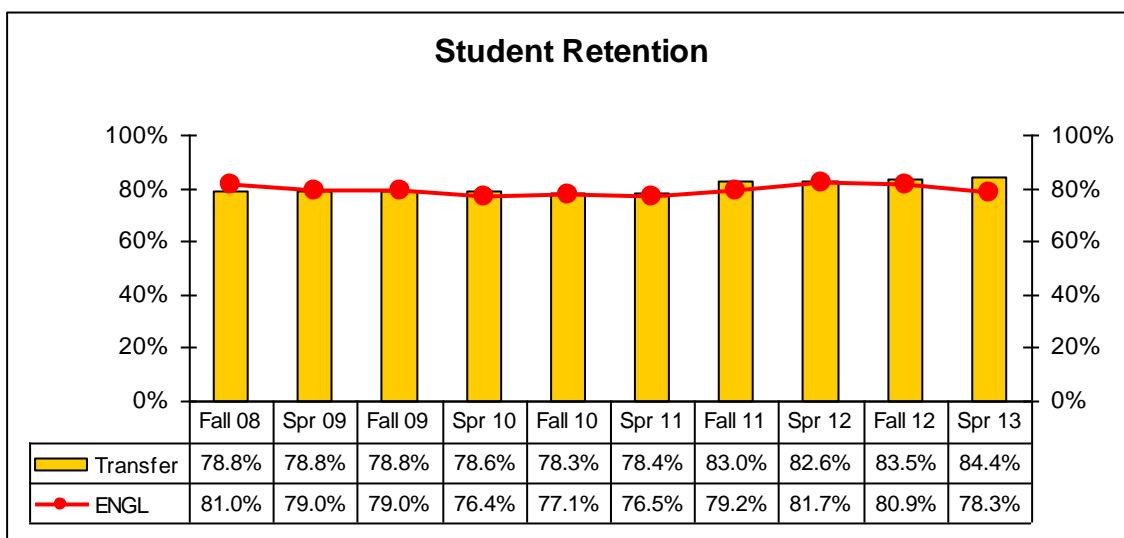
Ref: Transfer data from Chancellor's Data Mart
Ref: English (also incl. WOMN 11)

Comments	There is very little difference between the English Department's retention and the college's retention as a whole, most likely because, as mentioned above, reading and writing competency are required for graduation and transfer.

ii. Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58419	30991	20104	36621	73.5%	6249	11033	3914	10.7%	31610	15.9%
ENGL	3,469	3,472	1,739	2,657	67.3%	692	762	537	11.8%	3,517	20.9%
Comments:	The differences between MPC's success rate and the English Department's success rate is due to the large number of basic skills students who are underprepared for college and college work. This is discussed in 4.b.ii. above. The implementation of the Student Success Task Force objectives that will make sure all students take the English placement test before registering, enroll in a PERS college success course, and complete basic skills courses in both English and math before they take other classes will help these numbers immensely.										

iii. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	4,320	75.0%	506	8.8%	933	16.2%
African-American	459	58.5%	169	21.6%	156	19.9%
Asian*	978	68.6%	160	11.2%	288	20.2%
Latino	3,002	63.7%	671	14.2%	1,041	22.1%
Native*	61	64.9%	14	14.9%	19	20.2%
Two or more	374	64.4%	84	14.5%	123	21.2%
Unknown	102	67.5%	24	15.9%	25	16.6%
Program's Students by Gender:						
Male	5,277	70.8%	848	11.4%	1,331	17.9%
Female	6,018	75.0%	727	9.1%	1,278	15.9%
Program's Students by Age:						
Under 18	342	81.6%	33	7.9%	44	10.5%
18-25	8,722	71.7%	1,324	10.9%	2,115	17.4%
25-45	1,777	75.7%	189	8.1%	380	16.2%
Over 45	496	81.6%	36	5.9%	76	12.5%
Comments	Although the differences in the "withdrawn" numbers are not notably significant, the slight increase in the percentage of Latino students who withdraw from classes is probably due to the large number of Latino students who feed into our basic skills courses from the local high schools and find they must prepare themselves for college work before they complete one of our basic skills courses. The department is unclear as to what the first four columns (success/non-success) refer to and thus cannot comment on the 21.6% of African-American students who are "non-successful." The concept of "success" is different for each student. A student who completes two semesters of our basic skills reading courses may find that he or she is able to read well enough to get a job, and thus not return to MPC. A student who completes two semesters or our basic skills writing courses may find that he or she has vastly improved writing skills, and is able to communicate with a child's teacher or an employer via e-mail. These students may not measure "success" by means of an AA or completion of a certificate.					

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

iv. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	Many factors that hinder students from successfully completing courses and certificates in our programs are beyond our control. The English Department has long advocated a need for more marketing by the college; an accessible, easily navigable, and robust web presence; and a program that requires students to complete basic skills and other required English classes before they are allowed to take transfer-level courses in other disciplines. These changes have yet to happen. The lack of an organized marketing effort that alerts people in the community to programs and offerings at MPC, and the lack of an informative, user-friendly web site, significantly affect both current and prospective students. In addition, basic skills students at the community college level often face economic, family, work, health, and other barriers, which the department approaches by referring students to the appropriate resources on or off campus.

> **v.** **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
ENGL 1A			
ENGL 44			
ENGL 45			

Comments	The English Department has found that while success rates differ, the ability of these classes, particularly the literature courses, to fill online is vastly different from the on-campus enrollment. Online literature courses fill quickly; on-campus sections do not make, despite experimentation with times and instructors. We have added ENGL 111 and 112 to our online courses this semester, and we also offer a number of literature courses online that are not offered on campus.

> **vi.** **If your program is an occupational program, discuss the following:**

Percent of program completers since the last program review	n/a
Number of certificates and degrees awarded	n/a
Job placement rates	n/a

> **d. Student Services**

> > **i.** **Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)**

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)				X

Admissions & Records	X			
Assessment Center (for ENGL/ESL/MATH placement)			X	
Business Skills Center		X		
Counseling	X			
English & Study Skills Center	X			
Information Services (College Center)	X			
Library & Technology Center	X			
Math Lab				X
Reading Center	X			
Supportive Services & Instruction	X			
Career/Transfer Center	X			
Child Development Center		X		
Cooperative Work Experience		X		
Extended Opportunity Programs & Services (EOPS)		X		
Job Placement		X		
Student Financial Services	X			
Student Health/Psychological Services	X			
Women's Programs/Re-Entry & Cultural Center	X			
Other: Athletic coaches for counseling and encouragement	X			

i. *Facilities, Equipment and Supplies*

i. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?

Comments	The English Department has moved into new office space and has had its main classroom building (HU) renovated. The new office space has increased the ability of the department faculty to communicate with each other on a day-to-day basis (before, we were in different areas) and thus has had a positive effect on instruction and student learning. The classroom building has some problems, such as soundproofing, temperature, and lighting, but these problems have had no more of an effect on instruction and student learning than the problems in the old building had.

ii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	none

ii. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	none

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:	Details
X ☐ Complete and/or revise SLOs for courses, certificates, and/or degrees.	We plan to integrate basic skills reading and writing courses by Fall 2015.
☐ Change status of one or more courses in specific GE requirement areas.	none
☒ Improve student attainment of SLOs or objectives that support them.	We are always working on improving student attainment of SLOs and objectives. Faculty revise syllabi, activities, assignments and practices as they review outcomes from previous semesters.
☒ Improve consistency among multiple sections.	We are always working on maintaining consistency across multiple sections of courses. The English department chair shares course outlines and sample syllabi with instructors as they are assigned classes. Also, evaluation committees review faculty syllabi and assignments to ensure consistency.
☒ Improve alignment among sequences of courses.	We plan to integrate basic skills reading and writing courses by Fall 2015.
☒ Improve retention rates.	We are always working on improving retention rates. Faculty use various approaches to create and/or maintain connections with students and share their approaches with each other.
☒ Improve success rates.	We are always working on improving success rates. Faculty continue to provide timely feedback on assignments and exams, encourage the use of the ESSC and other support services, and conference with students to provide further support and guidance.
☒ Support student equity.	We are always working on supporting student equity, recognizing diverse experiences and perspectives, learning styles, etc. as we design assignments and provide instruction.
☐ Improve facilities and/or equipment	none
☐ Increase or reduce supplies.	none

5. *Staffing*

a. Describe your faculty and staff's workload.

The English Department has no staff. The full-time faculty members' workload is heavy, in part due to the fact that we are down two full-time faculty positions, and in part due to an increase in duties occasioned by reporting requirements, changes in legislation, and a push to put course information and materials

online, even for on-campus courses. Many of the full-time English faculty regularly teach overloads, and adjunct faculty members are assigned the maximum number of TLUs unless they request otherwise.

b. Describe your faculty and staff's recent staff development activities.

The English Department faculty members meet monthly after each Humanities Division meeting to discuss problems, plans, and strategies. In addition, these meetings include discussion of a selected reading each month. Faculty members also take part individually in staff development activities. Just a few examples follow:

- *Irene Amster* will complete her certificate Postsecondary Reading through Cal State Fullerton's online program this year.
- *David Joplin* regularly attends the Western Literature Association Conference in Berkeley, CA.
- *David Clemens* has been elected to a three-year term to the Modern Language Association's Delegate Assembly as a Special-Interest Delegate for Two Year Colleges. He has also been elected to membership in the Philadelphia Society.
- *Alex Hulanicki* recently attended the week-long Great Teachers Seminar for community college teachers at Montecito.
- *Kate Weber* recently earned a TESOL certificate.
- *Susan Fujimoto* recently attended the Reading Conference at DeAnza and the Reading Apprenticeship Workshop at Hartnell.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

The findings were that very few faculty members completed the survey, and those who did were mainly adjuncts. They expressed satisfaction with the English and Humanities programs as a whole, but dissatisfaction with the overall state and campus recognition and estimation of adjuncts in general.

d. Discuss the adequacy of your staffing to meet your program's mission.

It is inadequate; we are dependent on adjuncts to teach the bulk of our sections, and while our adjuncts are wonderful, the majority of them also teach at other college campuses and cannot give their full attention to MPC. English enrollment has not dropped. We need to hire the two vacant positions as soon as the budget will permit.

e. Program Improvement Plan:

Identify any plans your program has to:		Details
☒	Take steps to improve faculty and staff satisfaction.	We continue to make an attempt to include adjuncts in department meetings and decisions.
☒	Seek out opportunities for training and development.	Department faculty has always sought out and participated in training and development offered at MPC and elsewhere and will continue to do so.
☒	Adjust staffing to meet program's mission.	We will continue to put forward our two vacant full-time faculty positions for consideration.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Hire two new full-time English instructors to replace Allston James and Eleanor Szaszy.	Intended to improve Staffing issues.	Spring 2015	Beth Penney	Going rate/hour of instruction.

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Add late-start ENGL 1A sections.	Offering an ENGL 1A late-start section to the Fall 2013 schedule was successful.	Spring/Fall 2014	Beth Penney
Increase online offerings.	Online offerings have been successful.	Ongoing	English faculty
Remove prerequisites from creative writing classes.	Prerequisites appear to be a barrier to interested students who could profit from enrolling in creative writing classes.	Spring/Fall 2014	Henry Marchand
Integrate basic skills reading and writing courses.	Students will be able to progress more quickly through the basic skills requirements.	Fall 2015	Paola Gilbert

Academic Affairs Program Review Self Study

Name of Program:	English as a Second Language

1. Mission

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

    ☒ Courses meet MPC AA/AS GE requirements

    ☐ Courses meet IGETC/CSU GE requirements

    ☒ Program supports four-year lower division requirements

☒ Develops occupational skills

    ☒ Program offers MPC Certificate and/or degree

    ☒ Program influenced by advisory committee reports/recommendations

    ☒ Program need evident through labor market information

☒ Supports students' development of basic skills

☒ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	To support the goals of ESL students pursuing transfer, career, and basic skills opportunities
Mission's relationship to college mission	The ESL program fully articulates with the college mission of enhancing the educational, professional, and personal goals of our students.

c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	• In 2011, we completely overhauled the ESL program and curriculum to adhere to **CB21.** As a result, the ESL program now has 6 levels divided into 3 skills areas: listening/speaking, reading, and writing. Therefore, we don't plan to make any major revisions.

	• Part of this plan created a noncredit certificate for enhanced funding. However, due to SIS limitations, it currently does not track our noncredit students. This has stalled the certificate program for two years. Admission & Records is still addressing this problem and hopes to have it resolved by Fall 2014. • Assessment: When we revised curriculum, we changed our assessment instrument to COMPASS (One of the two state approved assessment instruments). However, it has not been as reliable as we'd hoped. Therefore, we are currently piloting Accuplacer to see if it will be a more accurate instrument for assessment.

2. Program Overview

a. Course Offerings and Scheduling

i. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
300/400			1			1			1			1			
312/412	1	1		1	1		1	1		1	1		1	2	
313/413													1	1	
320/420	1	1		1	1		1	1		1	1				
321/421							2				1		2	1	
322/422	1	1		1	1			1							
323/423													2	1	
324/424			2			2			2						
325/425	1	1		1	1		1	1		1	1		1	2	
326/426		1			1			1			1				1
328/428	1	2		1	2		2	2		2	2	1	2	1	1
330/430	2	2		2	2		2	2		2	2				
331/431							1						1	2	
332/420	2	1		2	2			2			1				
334/434	2		2	1		2			2				1	1	
335/435	1	1		1	1		1	1		1	1		2	1	
336/436		1	1			1	1		1	1		1			1
342/442	2	2		2	2		2	2		2	2		1	1	
343/443				1			1			1			1	1	
344/444		1		1				1			1	1			
345/445	1	1	1		1		1	1		1	1	1	1	1	1

346/446													1	1	
348/448													1	1	
355/455													1	1	
110	2	3		2	2		2	2		2	2		2	1	
118													1	1	
155	2	2		2	2		2	2		2	2		1	1	
1A	2	2		2	2		2	2		2	2		2	2	
TOTALS	**19**	**23**	**7**	**21**	**21**	**6**	**22**	**22**	**6**	**20**	**20**	**5**	**25**	**23**	**4**

Comments:	We are constantly trying to predict what the needs of our community are and find ways to meet those needs. Because of the local economy, students are working more and having less time to take classes (even though they need English skills).

ii.   Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	The Department continues to offer an array of classes designed to guide students from very limited language proficiency to transfer-level English. Every class within the ESL sequence is offered on campus. To meet the demographics of our students and their scheduling needs, we began offering Levels 1-3 during evenings at the Marina campus in 2012. This has been successful to the point of growing pains. Students are requesting more levels be offered at the Marina campus, but there are no classrooms available. We have begun to offer upper level classes with more frequency at the Monterey campus to meet the needs of the evening students.

iii.   If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☒ Yes.
☒ No. If no, please explain.

Comments:	Technically yes, the student can complete the coursework and earn certificates, but the infrastructure to track and produce the certificates is not yet in place.

iv.   Does the scheduling pattern you use meet the diverse needs of students?

☒ Yes.
☒ No.

How do you know? Please comment.

Comments:	Yes and No. Every class within the ESL sequence is offered on campus. We are attempting to serve the needs of the Marina community, but the demand for upper-level classes cannot yet be met due to lack of space. We continue to request more classrooms at the Marina campus. In the meantime, we have scheduled more upper-level evening sections on campus. Another issue is lack of childcare available for students, especially in the afternoon/evening classes.

> **v.   Program Improvement Plan: Identify any plans your program has to:**

☒ Add or delete courses from catalog.

Courses to be added:	ENSL 326A/426A; ENSL 326B/426B (Intermediate Conversation)
Courses to be deleted:	

☒ Revise scheduling of courses

Revision plans:	We plan to plan accordingly, depending on counselor recommendations as to when students are most available.

☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	- We have offered late start classes for lower levels. - We have also modified our upper level classes to include on-line labs to allow more flexibility in scheduling and access. - Two hybrid reading courses are being considered for development. - We are considering piloting an intensive 8 week class to see if it helps with student progression/completion. The issue is whether the students would commit because an intensive course requires a time commitment that is much more rigid and structured than a traditional 16-week course.

Other:
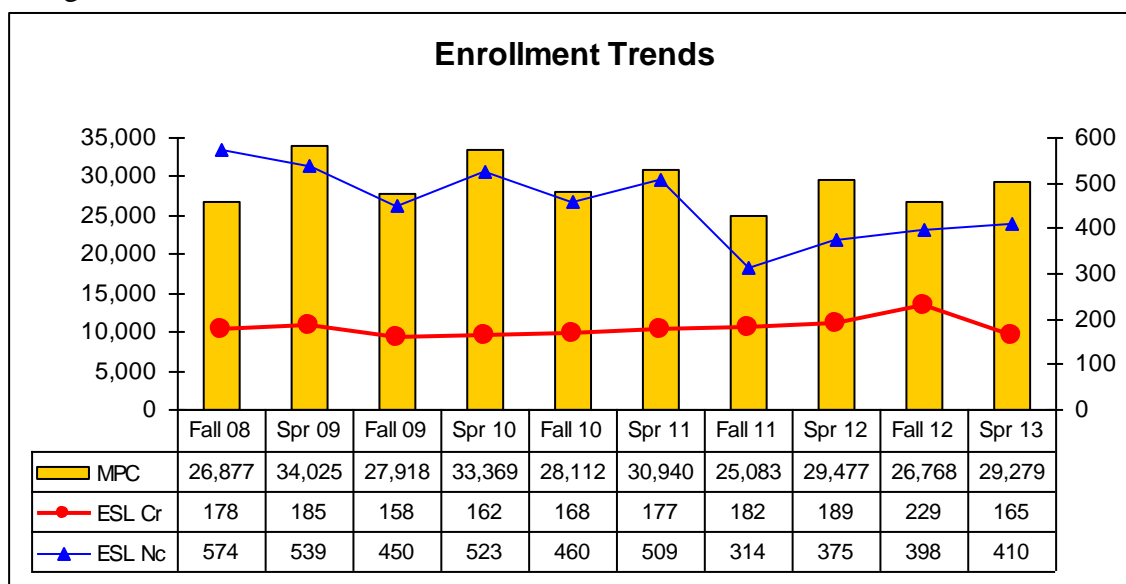
Other plan:	

3. Program Vitality

a. Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26,877	34,025	27,918	33,369	28,112	30,940	25,083	29,477	26,768	29,279
ESL Cr	178	185	158	162	168	177	182	189	229	165
ESL Nc	574	539	450	523	460	509	314	375	398	410

Ref: MPC is all credit and noncredit

Comments:	The overall reduction in ESL numbers is largely the result of three factors. First, due to the temporary closure of the International Student Center—there is no director or recruiter—the number of international students has dropped drastically, thus negatively affecting enrollment in the upper-level credit courses. Second, since the on-line application became the only way to gain admission to the College, we have lost many potential students due to the fact that they cannot complete the application—they either don't have access to a computer or they do not understand how to answer the questions in English. It is worth noting that many advanced ESL students and even native speakers have complained of the obtuse nature of the current MPC application. Finally, a printed schedule of classes is no longer widely distributed, which also affects how our students learn about our classes.

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	30.87	28.69	28.62	28.47	29.87	32.10	30.71	30.93	26.60	20.62
FTES – Noncredit	241.75	48.50	38.91	46.53	45.59	47.90	40.67	44.77	36.60	28.97
FTE – Full-time							3.93	3.63	4.24	3.92
FTE – Adjunct							4.02	4.28	3.58	3.68
Program FTES/FTE							8.98	9.57	8.08	6.53

Comments:	Again, this drop is most likely due to the reduction in international students since we no longer have an International Student Director/Recruiter, the difficulties in completing the on-line application, and the lack of a printed schedule of classes.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	36%	53%	36%	52%	35%	56%	33%	56%	32%	57%	41%
Female	51%	64%	47%	64%	48%	65%	44%	67%	44%	68%	43%	59%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	22%	58%	22%	52%	20%	51%	18%	50%	14%	45%	16%
AfAm	4%	4%	4%	2%	5%	2%	5%	2%	4%	3%	5%	0%
Asian*	11%	19%	10%	24%	10%	24%	10%	24%	9%	24%	11%	39%
Latino	24%	53%	24%	51%	26%	49%	23%	49%	26%	47%	30%	36%
Native*	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%
Two or more	2%	0%	2%	0%	3%	0%	2%	1%	3%	0%	4%	0%
Unk	0%	0%	0%	0%	4%	4%	9%	6%	6%	12%	4%	9%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	It's very interesting that our program has consistently had more females whereas the campus as a whole has more males. One explanation is that we have a large number of female spouses whose husbands are students at NPS and DLI.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	• The state budget and by extension the fiscal crisis that MPC finds itself in affects every department across campus. ESL is under constant pressure not to offer sections that have not drawn large numbers of students the previous semester. The Department is down two full-time instructors with no immediate prospect of filling even one of these vacancies. • The local economy and job market disproportionately affect ESL students, who tend to be on the lower rungs of the economic ladder. Since the economic downturn began, many of our real

	and potential students have had to choose between attending classes at MPC and putting food on the table.
	• The increase in the cost of a unit also disproportionately affects ESL students.
	• The number of classrooms ESL is allotted at Educational Center at Marina limits what the Department can offer. In particular, there is demand of upper-level classes that we have not been able to accommodate.
	• An ESL program given for the spouses of NPS students offers a DLI certificate. This certificate is very valuable for many who plan to return to their countries and need proof of their English proficiency. Though MPC's ESL curriculum is, by any measure, superior to what is offered to these NPS spouses, Admission and Records currently has no way to track completion of our non-credit classes; hence, our students cannot, as of yet, achieve a certificate. We lose a hundred or more students per semester because of this. We are hopeful this tracking issue can be resolved in Fall 2014, and we can begin offering certificates at that time.

e. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination	We coordinate with the English department, particularly preparing students for ENGL 1A
	We work very closely with Student Services: Assessment, Counseling, Matriculation, and the International Student Center.
	We are currently working with Student Services about improving the orientation process.

f. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	TESL students, particularly from MIIS, frequently observe our classes. MPC instructors in ESL also serve as mentors for TESL students as they complete their practicums by completing short teaching assignments in MPC classes.

g. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	MPC needs to hire International Student Center Director. Most of our upper level credit students have traditionally been international students. In addition, they bring higher revenue to college (out of

	state tuition), increased FTES, and enrich the diversity at MPC. (Program's vitality; course offerings & scheduling; staffing)

h. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
☒	Improve overall enrollment.	• Fully fund and staff the International Student Office • Make certificates available to non-credit students • Make the application process less burdensome, particularly for students with lower English proficiency • Increase the courses offered at the Marina Educational Center
☐	Improve FTES/FTE ratio.	
☒	Improve ratio of full-time to adjunct FTE.	Hire 2 additional full-time faculty members.
☐	Increase enrollment of underrepresented groups.	
☐	Improve coordination with other programs on campus.	
☐	Improve involvement with the community.	
☒	Other	Resolve the tracking problems at Admissions and Records so that we can begin offering the certificates mandated by the curriculum

4. Student Learning

a. What delivery modes are used in your program?

☒ Traditional classroom
☒ Distance learning
☒ Lab
☐ Other:

b. Student Learning Outcomes and Assessment

i. Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

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☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

X☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs
Certificate of Completion: Intermediate	- Write a focused, unified paragraph with a topic sentence, using a variety of structures, and vocabulary on familiar topics. - Use simple and continuous tenses, with regular and irregular verbs. - Competently express opinions on a series of current issues. - Express ideas on everyday topics concerning life at home, work, and school competently. - Read and moderately understand simplified personal, professional, academic, and literary texts that range from 1-3 pages in length. - Identify key points and organization in a reading passage
Certificate of Completion: Advanced	- Ability to compose effective essays based on elements of American culture and reactions to it. - Use a variety of sentence structures, including control of most perfect tenses. - Write an essay including introduction, body, and conclusion. - Write essays (350+ words) with clear thesis statements using various rhetorical methods. - Write well developed essays based on their emerging competence in writing. - Attempt a range of vocabulary. - Explain various communication strategies and their impact on interpersonal relationships in a cross-cultural context. - Incorporate secondary sources to support own opinion. - Participate in a sustained discussion for 15 minutes or more. - Read and generally understand a range of professional, academic, and literary texts. - Recognize American customs relevant to specific regions and sub-cultures. - Identify key American authors and thinkers, values and assumptions.

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

ii. **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	• We expanded the night program in Marina (levels 1-3; level 4 at main campus)
	• We changed assessment instrument & writing prompts
	• We completely overhauled the ESL program and sequencing, to be aligned with CB21 recommendations

iii. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

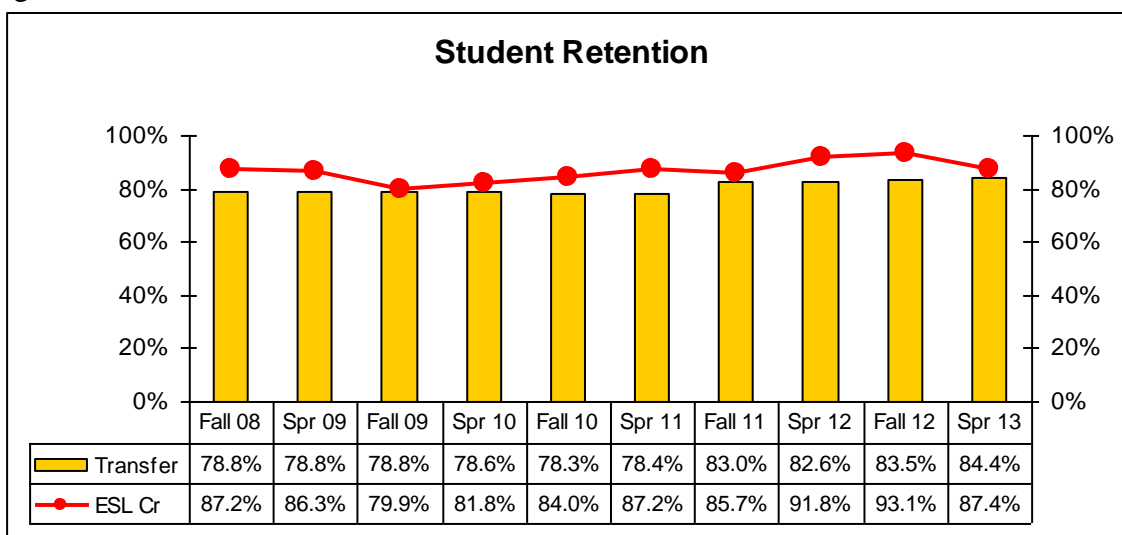| Course alignment process	• We based our sequence of courses on CB21 descriptors
	• The SLO's reflect the sequencing of courses
	• We separated each level into 3 distinct skills so that students could take various levels that match their true competence

iv. **How is consistency maintained between multiple sections of single courses?**

Consistency	• We often use same instructor to teach multiple sections
	• We often use the same textbook for multiple sections
	• There is always collaboration between the instructors who teach the same course, different section
	• The SLO's help maintain consistency

c. **Student Achievement**

i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
ESL Cr	87.2%	86.3%	79.9%	81.8%	84.0%	87.2%	85.7%	91.8%	93.1%	87.4%

Ref: Transfer data from Chancellor's Data Mart

Comments	• We believe that the sudden dip between Fall 12 and Spring 13 is due to loss of International Student Director (thus we lost recruiting of international students, who take credit courses) • The number of credit students in the ESL department is significantly smaller than the total noncredit students, so the sampling size is too small to really generalize about the entire program.

v. Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58,419	30,991	20,104	36,621	73.5%	6,249	11,033	3,914	10.7%	31,610	15.9%
ESL Cr	227	167	85	444	75.4%	30	13	99	11.6%	159	13.0%
Comments:	They are similar. Again, it's a small sample of credit students, compared to the entire ESL program.										

iii. Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	166	82.6%	17	8.5%	18	9.0%
African-American	8	50.0%	2	12.5%	6	37.5%
Asian*	240	81.9%	24	8.2%	29	9.9%
Latino	258	71.3%	59	16.3%	45	12.4%
Native*	5	83.3%	0	0.0%	1	16.7%
Two or more	4	100.0%	0	0.0%	0	0.0%

Unknown	24	80.0%	5	16.7%	1	3.3%
Program's Students by Gender:						
Male	301	74.9%	52	12.9%	49	12.2%
Female	621	80.4%	55	7.1%	96	12.4%
Program's Students by Age:						
Under 18	9	69.2%	3	23.1%	1	7.7%
18-25	371	81.9%	37	8.2%	45	9.9%
25-45	407	85.0%	43	9.0%	29	6.1%
Over 45	140	74.9%	22	11.8%	25	13.4%
Comments	For our population, withdrawal does not always mean failure. Anecdotally, many of our students withdraw because of work or family conflicts. Also, in some categories, the sample size is too small to explain a pattern. Even so, our success rate is 75% and above, so we feel good about our overall success and retention rate.					

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native
Ref: ESL is credit only

iv. Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?

Comments	The number of years of formal education a student has had in his own country closely correlates with his chances for success in our program. With the exception of Latinos, all ethnic groups with significant representation in ESL classes have success rates of over 80%. Our Latino students often come to MPC with limited formal education.

v. If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).

Course	Type of Section	Retention Rates	Success Rates
Comments			

vi. If your program is an occupational program, discuss the following:

Percent of program completers since the last program review	
Number of certificates and degrees	

awarded	
Job placement rates	

    d. Student Services

        i. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)			X	
Admissions & Records	X			
Assessment Center (for ENGL/ESL/MATH placement)	X			
Business Skills Center		X		
Counseling	X			
English & Study Skills Center	X			
Information Services (College Center)		X		
Library & Technology Center	X			
Math Lab				X
Reading Center		X		
Supportive Services & Instruction		X		
Career/Transfer Center		X		
Child Development Center		X		
Cooperative Work Experience		X		
Extended Opportunity Programs & Services (EOPS)		X		
Job Placement		X		
Student Financial Services		X		
Student Health/Psychological Services		X		
Women's Programs/Re-Entry & Cultural Center			X	
Other:				

    e. Facilities, Equipment and Supplies

        i. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?

Comments	• Off campus site (Facilities):
	    o We discontinued courses at the Oldemeyer Center site in Seaside
	    o We added classes at the Marina Ed. Center to provide both access and student availability
	    o We added Assessment tests at the Marina campus to meet student

> needs and access
> - Assessment (Supply):
>   - We transitioned from a paper assessment (CELSA) to computer-based COMPASS to better align with new sequence of courses, but this new assessment instrument added a new cost
>   - We needed to purchase new headsets for the listening portion of the assessment test
> - ESL Classroom/Lab:
>   - The new course alignment moved level 4-6 designated lab to online (for access reasons)
>   - We lost our ESL Lab budget, which resulted in loss of ESL Lab Director and lab tutors and ultimately, closed the open lab; this has had a negative impact on our students in terms of academic support. We have transitioned our students to the ESSC, which has not been equipped to meet the language needs of ESL learners

  ii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	ESL students have language challenges that are not clearly understood by native English tutors. Because of this, we need online/text support that the tutors can access when working with our students. To this end, we have applied for and received a BSI grant to create a database/clearinghouse of website links and resources the ESSC tutors can use in the lab when working with our students. In addition, the grant provides monies to acquire all of the textbooks used in the program as reference.

 f. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	ESL would like to have a dedicated drop- in assessment center for potential students.

 g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:	Details
☒ Complete and/or revise SLOs for courses, certificates, and/or degrees.	We are still waiting for A&R to make the process available to track noncredit students who may qualify for a certificate of completion, which would generate enhanced funding for the college
☐ Change status of one or more courses in specific GE requirement areas.	
☐ Improve student attainment of SLOs or	

	objectives that support them.	
	Improve consistency among multiple sections.	
☒	Improve alignment among sequences of courses.	We are creating challenge exams for each class to ensure proper placement and alignment.
☐	Improve retention rates.	
☒	Improve success rates.	We have instituted counselor visits for all of the courses and work closely with the BSI counselor to support at risk students.
☒	Support student equity.	• We are using BSI funds for class sets of texts that can be loaned to students who can't afford the cost of a textbook • Advocating for a student-friendlier admission process. Currently admission is computer-based, which disenfranchises students without a computer/sufficient English skills
☒	Improve facilities and/or equipment	• Our headphones are always malfunctioning and we have no funds to replace them • We are outgrowing our ESL dedicated classrooms in Marina
☐	Increase or reduce supplies.	

5. *Staffing*

a. Describe your faculty and staff's workload.

Fulltime faculty: three
- We have too few fulltime faculty for all of the tasks/duties required to run a successful program
- There is no remuneration for the department duties performed by the chair or other two faculty

Adjunct faculty: eleven

b. Describe your faculty and staff's recent staff development activities.

- In general, faculty attend all department meetings
- We are represented by full and adjunct faculty on campus committees
- We attend flex days
- When funding is available, faculty host and attend conferences

    c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

ESL faculty indicated that they feel very supported by the division office. Mention was made about the changes to curriculum; comments were not supportive of changes made due to CB 21. Comments included:

- SLOs, though perhaps well-intentioned, are irrelevant to what we are doing in the classroom. The redesign of our curriculum has resulted in dividing Level 4 reading and writing into separate classes, a counterproductive move, in my opinion.
- I'm sorry we broke up our combined courses because of CB21 a few years ago.

    d. Discuss the adequacy of your staffing to meet your program's mission.

We can currently staff our course offerings, based on reduced schedule, but the ratio of full-time to part-time faculty seems unbalanced. Many of our adjunct faculty members are maxed out on their teaching load, so if we were to expand, we would need to hire additional staff. Ideally, we would like to add an additional full-time faculty to replace the two positions vacated during the past 5 years.

    e. Program Improvement Plan:

Identify any plans your program has to:	Details
☒ Take steps to improve faculty and staff satisfaction.	Through departmental meetings and email exchanges, we attempt to improve faculty/staff satisfaction, especially during economic slumps at the college. One example is a BSI project grant to assist an adjunct member's need to find additional employment opportunities.
☒ Seek out opportunities for training and development.	We encourage faculty to apply for Faculty Professional Grants and to work with Steve Bruemmer and his staff on their Moodle sites; we partner with local CATESOL chapter.
☒ Adjust staffing to meet program's mission.	We announce and hire as needed. We have hired four new adjunct members since the last program review.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

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- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
3	Hire another full time ESL instructor	We have lost 2 full-timers since last program review; positions have not been replaced (Staffing; Program's vitality)	ASAP	Dean of Instruction/ESL Dept.	Dependent upon experience
4	Systematic advertising plan for program, including a budget for Spanish language ads	We have a huge ESL population in the community, but many don't know of our services because of language barriers. Brochures and advertising is best way to attract new students. (Program's vitality; course offerings/scheduling; mission)	ongoing	MPC Superintendent / PIO in conjunction with ESL Dept.	We would be a part of a campus-wide plan, so we have no figures for our program
1	Purchase testing units for assessment instrument, Accuplacer	We are mandated to assess incoming students. (program's mission; Course offerings and scheduling; program's vitality)	ongoing	Stacey Jones; dean of student services; ESL department	Assess-ment center has unit prices ($4,000/ annually)
2	Readers for essay portion of assessment instrument	We are mandated to assess incoming students. (program's mission; Course offerings and scheduling; program's vitality)	ongoing	dean of student services; ESL department	Hourly rate for instructors

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Develop partnerships with area businesses that hire our students	Create an incentive for our students to get job training here that results in job placement (program's vitality; mission statement; course offerings & staffing; student learning)	We have attempted this since Spg 08, but nothing has happened to date; there has been some coordination with student	ESL/Vocational Instructors/deans of area/local business advisory committee

		internship office.		
Improve registration procedures	The current procedure creates barriers of access to many of our ESL students: technology and language (mission statement; program's vitality; student learning	Ongoing; there have been discussions since Fall 2013 to address this	A/R Director; IT; Dean of Student Services	
Develop AB 86 plan with Adult School	It is required by Chancellor's Office (course offerings & staffing; student learning; mission statement)	Phase 1 is due June 2014 with final plan due 2015; initial meeting will be held May 2, 2014	ESL Dept Chair; Michael Gilmartin; Representative from MPUSD; Rosaleen Ryan (Research)	
Offer more classes in Marina	Student need, but we have no more rooms available; students finish level 3 and cannot accelerate (course offerings & scheduling; program's vitality)	ongoing	Laura Franklin; Georgina Leyva; ESL Faculty	i

Academic Affairs Program Review Self Study

Name of Program:	English & Study Skills Center

6. Mission

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

    ☐ Courses meet MPC AA/AS GE requirements

    ☐ Courses meet IGETC/CSU GE requirements

    ☒ Program supports four-year lower division requirements

☒ Develops occupational skills

    ☐ Program offers MPC Certificate and/or degree

    ☒ Program influenced by advisory committee reports/recommendations

    ☒ Program need evident through labor market information

☒ Supports students' development of basic skills

☒ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The English and Study Skills Center provides excellence in academic and technological support to MPC students across all academic disciplines. ESSC services emphasize, but are not limited to, the provision of academic support for English classes and other specific areas related to English and study skills. The goals of the ESSC staff include providing excellence in instruction to students who utilize the Center; demonstrating responsiveness to and respect for student need; and instilling learning habits that promote success in basic skills courses, college-level courses, and the workplace.
Mission's relationship to college mission	The ESSC offers basic skills courses designed to meet the needs of under-prepared students as well provides support for students working towards transfer, career, or life-long learning goals. The ESSC

	participates in ongoing reflection and evaluation of its offerings to ensure the highest quality instruction. ESSC staff and faculty also participate in ongoing evaluation processes to ensure the highest quality assistance to MPC students. The ESSC serves a wide range of culturally and economically diverse students of all ages, on both the main and Marina Education Center campuses. The goal of the ESSC is to provide support for MPC students while also fostering a sense of independence that will serve them when they move on from our institution.

c. Program Improvement Plan: Identify any plans your program has to change or revise its mission.

Plan	No plans to change or revise the ESSC mission at this time.

7. Program Overview

a. Course Offerings and Scheduling

i. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 2008	Spr 2009	Sum 2009	Fall 2009	Spr 2010	Sum 2010	Fall 2010	Spr 2011	Sum 2011	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013
ENGL300	6	8	6	8	10	4	6	8	2	6	6	2	6	6	2
ENGL325	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1
ENGL326	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1
ENGL335	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1
ENGL400	2	2	2	4	4	2	3	4	2	3	3	2	2	3	2
ENGL401	0	0	0	0	10	2	10	8	2	8	8	1	7	7	1
ENGL421	0	0	0	0	2	0	2	2	0	2	2	0	2	2	0
ENGL50	1	2	1	2	3	1	2	3	1	2	2	1	2	2	1
TOTALS	**12**	**18**	**12**	**17**	**35**	**12**	**26**	**31**	**10**	**24**	**24**	**9**	**22**	**23**	**9**

Comments:	
	Notes regarding above data: • Separate ENGL 401/421 lab co-requisites offered Spring 2010 • ENGL 300 sections range from .5 to 3 units • ENGL 400: 2 sections typically offered; 1 section populated/filled • ENGL 400 titled PERS 400 until Summer 2010 • Spring 2009, 2010, and 2011 include Early Spring course offerings Course offerings remain relatively consistent over the last five years. In Fall 2009, the Marina Education Center opened, increasing some ESSC course offerings. Early Spring

	course offerings were cancelled as of 2012 due to low enrollment and campus-wide budget cuts.

ii. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	The courses offered in the ESSC are scheduled on an open-enrollment basis, or in the case of lab co-requisites, on a "weekly hours by arrangement" basis, and are, therefore, convenient and flexible in accommodating students' needs. Valuable one-to-one instruction is available to all registered MPC students. Instructional delivery is varied to accommodate the varied learning styles and abilities of ESSC students. The ESSC continually evaluates its instructional technology in order to provide quality programs that meet students' technological needs.

iii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☐ Yes.
☐ No. If no, please explain.

Comments:	Not applicable to the ESSC. The English Department offers a certificate of completion for the basic skills sequence of English courses.

iv. Does the scheduling pattern you use meet the diverse needs of students?

☒ Yes.
☒ No.

How do you know? Please comment.

Comments:	The ESSC is one of the student services on campus that offers the most hours of operation. Until recently, ESSC hours were Monday-Thursday 8am-9pm, Friday 8am-2pm, and Sunday 9am-1pm. As a result of recent budgetary cutbacks, the ESSC now closes at 7pm Monday-Thursday, though Friday and weekend hours remain the same. One benefit of having evening and weekend hours is that the ESSC is able to accommodate students with daytime jobs. Feedback from students, as given to staff members and the director, indicate that closing the ESSC earlier presents a hardship to some of our evening students, but that weekend hours provide a suitable alternative for most. TimeKeeper data is also used in determining ESSC hours of operation, showing that the ESSC had the fewest patrons from 7pm-9pm Monday-Thursday and on Sundays, which helped determine where to make cuts.

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v. Program Improvement Plan: Identify any plans your program has to:

☐ Add or delete courses from catalog.

Courses to be added:	None at this time.
Courses to be deleted:	None at this time.

☐ Revise scheduling of courses

Revision plans:	None at this time. See above comments regarding ESSC course scheduling.

☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)
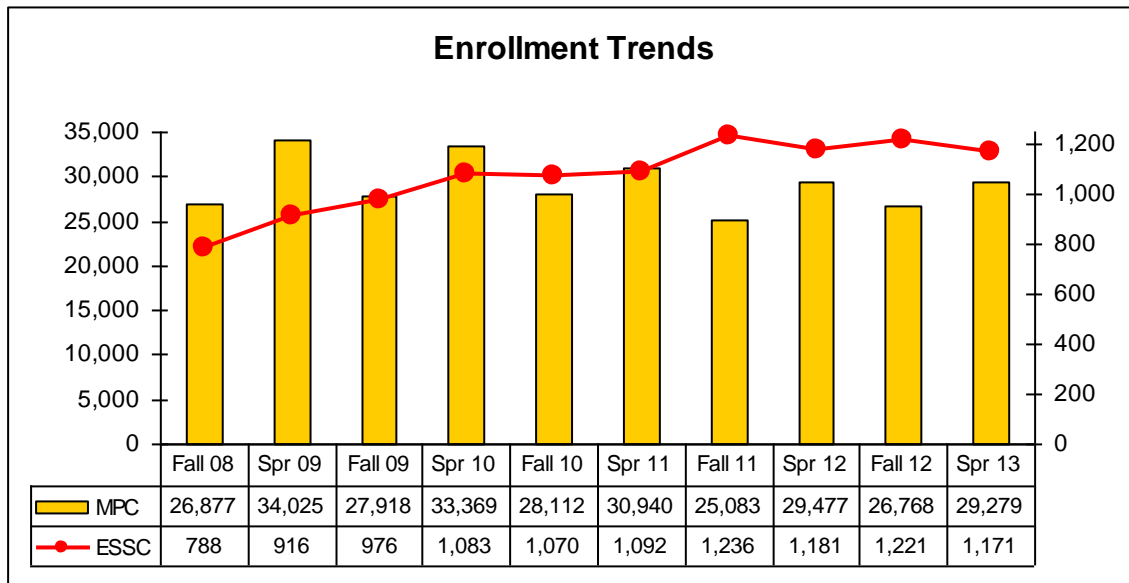
Other avenues:	There is a current need to offer distance tutoring in order to accommodate MPC distance education students. While an important priority for the ESSC, staffing and funding limitations, as well as an increase in the director's duties, have made it difficult to make progress in this area. MPC Administration has also urged more ESSC offerings at the Marina Education Center in order to meet the perceived need of basic skills students attending classes there. Low enrollment in English basic skills courses offered in Marina, however, make it difficult to commit already stretched ESSC resources in that direction. Given a better budget climate and increased enrollment in basic skills courses, the ESSC would like to increase its offerings and hours of operation in Marina.

☒ Other: Revise ESSC course content

Other plan:	The ESSC is currently working with the English Department on a large-scale curricular change, the integration of reading and writing through the basic skills (including ENGL 111/112) sequence of English courses. This will require revisions to ENGL 401 and 421. Part of this revision will include ENGL 401, which will move away from Pearson's My Writing Lab and to Moodle/MPCOnline. This will allow us to create our own, much improved, course content utilizing the free technology MPC already has in place. The ESSC's most recent program reflections also highlighted the need to revise the course content for ENGL 325 to include more staff interaction with students and authentic writing assignments. As this course typically enrolls only a small handful of students each term, this item will likely be prioritized after more pressing concerns.

8. Program Vitality

    a. Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26,877	34,025	27,918	33,369	28,112	30,940	25,083	29,477	26,768	29,279
ESSC	788	916	976	1,083	1,070	1,092	1,236	1,181	1,221	1,171

Ref: MPC is all credit and noncredit

Comments:	
	As compared to the college, ESSC enrollments rates have increased over the past 5 years. There are, perhaps, a few reasons for the upswing. The increase in enrollment may point to the increased academic needs of our students at MPC. As more students arrive at MPC under-prepared for college-level coursework, there is an increased need for support services like the ESSC. The ESSC staff and faculty have also noticed a considerable increase in the need for technological assistance over the past five years. As more instructors and MPC departments utilize technology as a component of their classrooms, and as more departments across campus outsource their procedures to web-based, self-completed tasks, more students arrive to the ESSC needing assistance with these technologies. The ESSC is one of the few designated spaces on campus that provides this assistance, to the best of its ability. Finally, in the previous Program Review documents (from 2008), ESSC students were surveyed, and some expressed dissatisfaction with the services provided, noting that the environment and staff therein were "too strict" in the enforcement of lab policies and procedures. Since 2008, and especially as part of the current director's agenda (who started in 2010), faculty and staff have been working to create a more welcoming, less strict, space for students to work. While policies and procedures are still adhered to in order to maintain a relatively quiet, clean studious space for students, the attitude of ESSC faculty and staff has been toward more cooperation and away from overly-strict enforcement.

b. Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	3.40	4.78	4.24	4.12	3.14	3.72	3.37	3.13	1.90	2.39
FTES – Noncredit	24.42	30.65	34.83	40.44	40.58	46.80	47.79	51.02	47.53	42.32
FTE – Full-time							3.75	3.75	3.75	3.75
FTE – Adjunct							0.00	0.00	0.00	0.00
Program FTES/FTE							13.64	14.44	13.18	11.92

Comments:	
	The increase in FTES—Noncredit in Spring 2010 reflects the addition of separate lab co-requisite courses for ENGL 301 and 321. These lab co-requisites (ENGL 401 and 421) are enhanced non-credit courses.
	The drop in FTES—Noncredit in Spring 2013 reflects lower enrollment in ENGL basic skills classes overall.

c. Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	44%	53%	43%	52%	44%	56%	43%	56%	45%	57%	46%
Female	51%	56%	47%	57%	48%	56%	44%	57%	44%	55%	43%	54%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	41%	58%	38%	52%	34%	51%	31%	50%	27%	45%	29%
AfAm	4%	8%	4%	10%	5%	8%	5%	9%	4%	7%	5%	7%
Asian*	11%	13%	10%	15%	10%	15%	10%	17%	9%	15%	11%	13%
Latino	24%	35%	24%	34%	26%	39%	23%	36%	26%	44%	30%	42%
Native*	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Two or more	2%	3%	2%	3%	3%	3%	2%	3%	3%	4%	4%	4%
Unk	0%	0%	0%	0%	4%	0%	9%	2%	6%	3%	4%	3%

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

Comments:	

| | As compared to the college, the ESSC reports higher enrollments for several MPC groups, including female, African American, Asian, and Latino students. This suggests that the ESSC is an important resource for meeting the needs of MPC's diverse student population.

The numbers for Native American students, students with two or more ethnicities, and unknowns are small but demonstrate similar percentages to the college at large. |
| --- | --- |

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	
	The largest factor impacting the ESSC at this time is the budget, particularly at the state and institutional levels. Recent cutbacks have led to the loss of two permanent classified positions, and the ESSC has been forced to respond by decreasing operational hours and eliminating Early Spring offerings.

In addition, the budget-related loss of adjacent services, including the ESL Center, has increased ESL student need for services in the ESSC. The ESSC has responded by increasing efforts to coordinate with the ESL department in order to provide training to ESSC staff and faculty at in-service meetings. The ESSC is also working with the ESL Department on a BSI project meant to enhance the ESL student experience in the ESSC.

Moreover, the ESSC maintains a presence in Marina, but while the Marina Education Center is an important aspect of the ESSC's mission, the Marina ESSC site also drains already-stretched resources from the main campus, which serves a significantly larger student population. Even still, the ESSC has tried to maintain consistent staffing and hours at the Marina site.

The ESSC is also impacted by changing technology, including the increased use of phone and tablet devices and increased distance education offerings at MPC. Unfortunately, budget constraints have not allowed for much adaptation of ESSC services or processes. The ESSC has also not benefitted from any technology refreshment funds since the previous Program Review cycle due to aforementioned budget cuts.

While other departments at MPC, such as Business and Math, have instructional support labs, none addresses the range of students who patronize the ESSC. Currently, the ESSC serves all MPC students, a factor that distinguishes the ESSC from other support centers on campus. The ESSC also serves members of the local community who are unable to find appropriate services at their respective institutions. The ESSC serves, for example, students who have moved on to CSUMB or who have entered the workforce, making the ESSC a unique establishment for providing community support. The efforts and importance of collaborating with other departments on campus and other institutions in the community are |

	discussed elsewhere in this document.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	
	The ESSC works directly with students, staff, and faculty from the following departments: English, ESL, Counseling, Supportive Services and Instruction, Financial Aid, Academic Support Center, and the Reading Center. A concerted effort has also been made by the director to enhance communication with the above-mentioned departments and other departments across campus through participation in the Basic Skills Initiative Committee. For example, the ESSC is currently involved in a BSI project with the ESL Department in an effort to provide additional training and resources for ESSC staff in order to better support students formerly supported by the ESL Center.
	The ESSC recognizes our students' involvement with other departments and seeks to be responsive to their academic needs. Direct communication with neighboring departments has proven useful as the ESSC evaluates its practices in student services and works to improve them.
	The wealth of students who utilize the services of these other departments cannot be overemphasized. Neither can the ESSC's importance in coordinating efforts that enhance student learning and institutional effectiveness be overstated. In many ways the ESSC provides common ground where students from every department seek support; the ESSC is the heart of learning assistance at MPC.

f. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement	
	The ESSC staff and management recognize the potential for growth and development by offering services to the community at large.
	For example, the ESSC maintains a small but dedicated staff and relatively consistent hours of operation at the Marina Education Center in order to meet the needs of our student populations in outlying communities. There is data to suggest that the Marina campus can be an important entry point for basic skills students in these surrounding areas.
	In addition, ESSC staff and faculty have noticed an increase in the number of students requiring assistance with transfer and professional tasks, including resumes, cover letters, and personal statements or other essays for university transfer applications. As such, the ESSC has incorporated a new workshop into its offerings; "Personal Statements for College Applications" is offered each fall prior to the November transfer

	application deadlines. Staff and faculty have also discussed the possible addition of a "Resume and Cover Letter" workshop.
	While the ESSC acknowledges the importance of community outreach, much of this outreach has been accomplished informally and indirectly through one-to-one contact with students. Recent cutbacks to the ESSC have stretched resources, making outreach to other educational institutions and/or businesses challenging. The full potential for partnership with the professional community, therefore, is yet unrealized.

g. **If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

Other considerations	
	Recent recommendations from California's Student Success Task Force and subsequent legislation have demonstrated the importance of instructional support for our basic skills, transfer, and career/technical students. The ESSC is one of the few places on campus that provides support in all these areas.
	As MPC implements aspects of this new legislation and as future legislation is passed, for example regarding non-credit course offerings, the ESSC will investigate ways to comply and improve its services accordingly.
	Historically, the ESSC has been strongly supported by the Humanities Division and Administration here at MPC, and the ESSC has been grateful over the years for that support, which has allowed, up until recently, the ESSC to grow and increase its services to students. It is the hope of the ESSC director, faculty, and staff that this institutional support continues in the face of these state-wide changes and institutional budget constraints.

h. **Program Improvement Plan (If any boxes checked, describe plans):**

Identify any plans your program has to:		Details:
☒	Improve overall enrollment.	The ESSC has strong enrollment at this time; larger numbers might result in an inability of staff and faculty to meet student need, especially in light of recent staffing cuts. The ESSC director will continue to work with Administration on efforts to increase enrollment/provide services for Marina Education Center students.
☒	Improve FTES/FTE ratio.	There is some discussion taking place with the English Department and Administration regarding changing non-credit ESSC lab co-requisites and courses to credit. Discussions/changes are only in preliminary stages at the time this document was submitted.

☐	Improve ratio of full-time to adjunct FTE.	None at this time
☒	Increase enrollment of underrepresented groups.	Enrollment figures for many underrepresented groups in the ESSC are stronger than campus-wide figures. The ESSC director will continue to work with Administration on efforts to increase enrollment/provide services for Marina Education Center students, especially those in basic skills courses.
☒	Improve coordination with other programs on campus.	Coordination with other programs and departments on campus will continue through BSI committee work and the other efforts mentioned above.
☐	Improve involvement with the community.	None at this time for reasons mentioned above.
☐	Other	

9. *Student Learning*

a. What delivery modes are used in your program?

☒ Traditional classroom
☐ Distance learning
☒ Lab: One-to-one and computer-aided instruction in a lab setting
☐ Other:

b. Student Learning Outcomes and Assessment

i. Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

☒SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

ii.   **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	Below are the changes that have taken place or that are in progress in the ESSC as a result of previous program reflections and resulting action plan items: **Establish an optimal configuration of the ESSC, RC, and former ESL Center, in regards to student space, staff space, technology needs, and instructional supply needs:** This is an ongoing action item for the ESSC and will become increasingly important as the English Department discusses plans to integrate its reading and writing courses at the basic skills (and possibly 111/112) levels. IRW changes in the English Department will require large-scale revisions to ESSC lab co-requisite policies and procedures. The director keeps in constant communication with the English Department as planning takes place and relays information to and seeks input from a subcommittee formed in the ESSC, which is tasked with discussing and implementing changes to our department. The ESSC director and technician work with the ESL Department and Humanities Division technician on an ongoing basis to discuss space and technology needs for ESL students. **Provide better support for students transitioning from the former ESL Center in the areas of tutor/instructor training, technology, and other supporting materials.** The ESSC has increased efforts to coordinate with the ESL department in order to provide training to ESSC staff and faculty at in-service meetings. The ESSC is also working with the ESL Department on a BSI project meant to enhance the ESL student experience in the ESSC. **Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in ESSC.** The ESSC technician, Brian Streetman, is also a member of MPC's Behavioral Assessment Resource Team (BART) and keeps the ESSC staff apprised of discussions and changes taking place campus-wide. The ESSC also devotes time at each semester's in-service meeting to review and discuss emergency planning and preparation. **Work with English Department toward more cooperation, collaboration, and cohesion between English 301/321 and the lab co-requisites 401/421.** As mentioned above, the English Department is moving forward with discussions and planning for Integrated Reading and Writing (IRW). The ESSC director has been heavily involved in these discussions. **Develop own content for ENGL 401 lab using iLearn.** Part of the IRW revision mentioned above will include ENGL 401, which will move away from Pearson's My Writing Lab and to Moodle/MPCOnline. This will allow us to create our own course content utilizing the free technology MPC already has in place. A subcommittee in the ESSC is currently working on developing content and activities for this revision with IRW in mind. **Revise the English 400 course outline to address issues regarding methods of evaluation, repeatability, and hours requirement.** The ESSC

director has been in touch with Michael Gilmartin, Dean of Instructional Planning, about any changes coming from the state regarding repeatability and funding for non-credit courses. Changes will take place in the ESSC as legislation requires.

Revise the ENGL 421 sequence to include more authentic writing assignments, more opportunities for staff interaction, and an improved sequence of activities/exercises. Improvements have been made to the sequence of activities and the mid-term and final evaluations.

Work with Admissions and Records to revise our ENGL 400 add process. We are in the process of developing a plan for the ESSC that minimizes the impact on Admissions and Records, ESSC faculty and staff, and MPC students. We should be implementing a revised plan by the end of Fall 2013.

> iii. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

Course alignment process	
	The skill focuses of the sequence of basic skills lab courses in the ESSC is determined by English Department ENGL 301/321 course outlines and ESSC 401/421 course outlines. English 321 moves from the sentence to the paragraph, and the lab co-requisite (ENGL 421) follows suit, focusing on sentence-level grammar and mechanics. English 401 moves from the paragraph to the essay. Writing assignments in the lab co-requisite (ENGL 401) require students to write two paragraphs and one short essay. Sentence-level grammar and mechanics are also addressed within (but not limited to) those writing assignments.

> iv. **How is consistency maintained between multiple sections of single courses?**

Consistency	
	Each lab co-requisite section in the ESSC (ENGL 421 and 401) has the exact same requirements, assignments, activities, and materials. Staff and faculty in the ESSC review policies and procedures on an ongoing basis to ensure consistency.

c. **Student Achievement**

   i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Basic Skills	77.4%	73.9%	76.9%	71.0%	79.8%	76.8%	87.9%	83.9%	86.2%	82.7%
ESSC	90.8%	81.4%	72.0%	79.7%	76.7%	67.6%	52.3%	90.6%	92.7%	79.6%
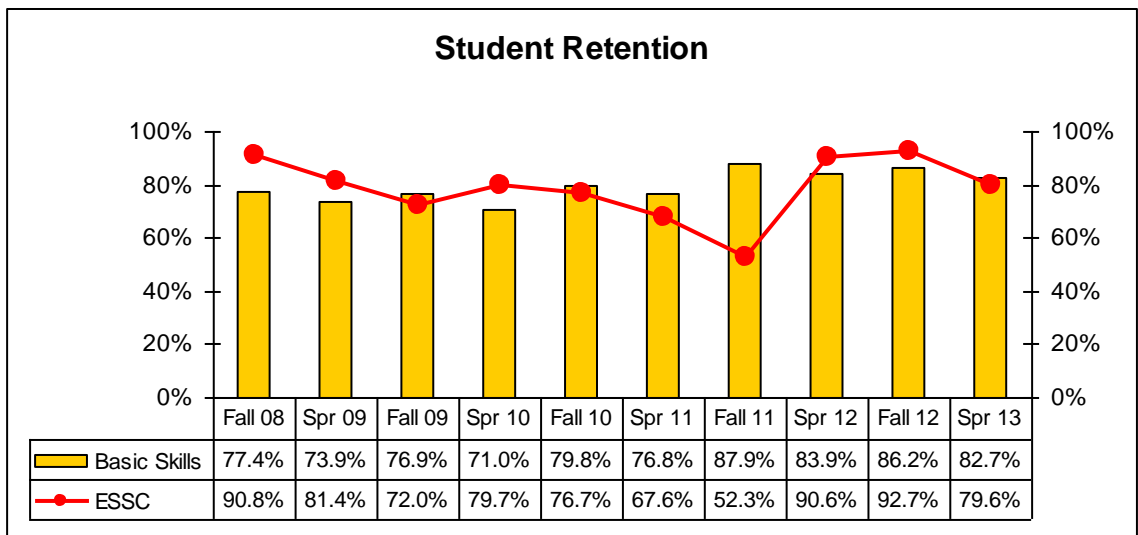
Ref: Basic Skills data from Chancellor's Data Mart
Ref: ESSC without 400 level courses

Comments	
	Retention rates for students in the ESSC are similar to those of basic skills students campus wide. The dip in Fall 2011 seems to be an exception, not the norm.
	Retention rates in the ESSC are influenced by instructor-initiated drops, resulting from a stricter attendance policy enacted by the current director. Those students who have signed up for an ESSC course and who have failed to make progress or who have failed to attend altogether, are withdrawn more stringently than perhaps they were in the past.
	It should be noted that the numbers reflected in the graph above are extremely small and do not reflect the majority of ESSC students, who are enrolled in either ENGL 400, a non-credit course, or ENGL 401 and 421, enhanced-non-credit co-requisite labs.

iii. **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58,419	30,991	20,104	36,621	73.5%	6,249	11,033	3,914	10.7%	31,610	15.9%
ESSC	0	0	0	325	59.9%	0	0	85	15.7%	133	24.5%

Comments:	
	Success rates are lower for the ESSC than campus wide. There are a few factors likely responsible for this pattern, including a lower skill level of most of the students enrolling in ESSC courses and the fact that many students signing up for ESSC course do so to fill out schedules in order to meet eligibility requirements for athletics or financial aid. This factor often makes ESSC courses a low priority for many students who sign up. In addition, many students signing up for ESSC courses do so for personal enrichment, second-language learning, or professional skill building. In many of these cases, personal objectives, not success as determined by completion and grades, are the students' goals.
	The exceptions in this data are ENGL 351 and 352, courses offered through the Reading

Center. Based on an informal review of enrollment since Fall 2010 (when the current director started in her position), success in these two courses seems higher than the overall ESSC statistics shown here. Many of the students signing up for these two for-credit Reading Center courses often have very specific goals in mind, contributing to higher motivation, and thereby, presumably, higher retention and success. Many students take English 351 and 352 to improve status in the workplace, to improve upon assessments required for admission into the labor market or certificate programs (like the CBEST), or have a strong desire to improve reading skills for personal reasons, all contributing to a strong desire to complete coursework.

Ref: ESSC without 400 level courses and including ENGL 351 and 352, courses offered through the Reading Center.

vii. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	70	52.2%	19	14.2%	45	33.6%
African-American	21	58.3%	9	25.0%	6	16.7%
Asian*	57	69.5%	8	9.8%	17	20.7%
Latino	79	62.2%	22	17.3%	26	20.5%
Native*	3	60.0%	2	40.0%	0	0.0%
Two or more	6	50.0%	2	16.7%	4	33.3%
Unknown	3	100.0%	0	0.0%	0	0.0%
Program's Students by Gender:						
Male	100	56.2%	34	19.1%	44	24.7%
Female	221	61.4%	50	13.9%	89	24.7%
Unknown	4	80.0%	1	20.0%	0	0.0%
Program's Students by Age:						
Under 18	4	80.0%	0	0.0%	1	20.0%
18-25	89	62.7%	26	18.3%	27	19.0%
25-45	155	75.6%	18	8.8%	32	15.6%
Over 45	74	62.7%	18	15.3%	26	22.0%
Comments	In all categories shown above, at least half of the students enrolled are successful. The more important trend to note, though, is that the percentage of withdrawn students in most cases is higher than the percentage of non-successful students.					
	Of those students who sign up for ESSC courses, if they complete the course, they are likely to be successful. The data also shows, however, that many students withdraw, or are withdrawn, from ESSC courses, and this, in part, is attributed to the points mentioned above regarding low motivation for some students and a stricter attendance and progress policy.					

	Here again, is must be noted that the data in this chart represents relatively small numbers, making it difficult to draw more substantive conclusions.

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

viii. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	
	As noted above, there are a few factors likely responsible for lower success rates (with the exception of ENGL 351 and 352) in the ESSC, including a lower skill level of most of the students enrolling in ESSC courses and the fact that many students signing up for ESSC courses do so to fill out schedules in order to meet eligibility requirements for athletics or financial aid. This factor often makes ESSC courses a low priority for many students who sign up. In addition, many students signing up for ESSC courses do so for personal enrichment, second-language learning, or professional skill building. In many of these cases, personal objectives, not success as determined by completion and grades, are the students' goals. The ESSC has connected with Counseling and Supportive Services departments in regards to specific students and the appropriateness of enrolling in one or more ESSC courses. ESSC staff and faculty also discuss with each student enrolling in an ESSC course the time commitment, assignments, and syllabus in order to ensure the student understands the requirements for successful completion of the course. This is particularly important for those students enrolling in ENGL 300 for 1 unit or more. When students fail to make progress, ESSC faculty members contact them up to three times via email and/or phone to reconnect and remind them of course requirements. The success of these strategies is often dependent upon the student and his or her motivation for taking the course.

ix. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
Comments			

> **x.** **If your program is an occupational program, discuss the following:**

Percent of program completers since the last program review	
Number of certificates and degrees awarded	
Job placement rates	

> **d. Student Services**

> **ii. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)**

Number of Respondents: 9

	Often	Sometimes	Rarely	Never	Unfamiliar with this service
Academic Support Center (Tutoring)	33.3% (3)	44.4% (4)	22.2% (2)		
Admissions & Records		55.5% (5)	44.4% (4)		
Assessment Center (for ENGL/ESL/MATH placement)		11.1% (1)	77.7% (7)		11.1% (1)
Business Skills Center		11.1% (1)	77.7% (7)		11.1% (1)
CalWORKs			11.1% (1)	44.4% (4)	44.4% (4)
Career/Transfer Center			55.5% (5)	22.2% (2)	22.2% (2)
Child Development Center			44.4% (4)	44.4% (4)	11.1% (1)
Cooperative Work Experience			22.2% (2)	44.4% (4)	33.3% (3)
Counseling Department		33.3% (3)	55.5% (5)	11.1% (1)	
English & Study Skills Center	100% (9)				
Extended Opportunity Programs & Services (EOPS)		11.1% (1)	55.5% (5)	11.1% (1)	22.2% (2)
Job Center			22.2% (2)	33.3% (3)	44.4% (4)
Library & Technology Center	55.5% (5)	33.3% (3)	11.1% (1)		
Math Learning Center	11.1% (1)	33.3% (3)	44.4% (4)		11.1% (1)
Reading Center	66.6%	33.3%			

		(6)	(3)			
Student Financial Services			11.1% (1)	88.8% (8)		
Student Health/Psychological Services				77.7% (7)	22.2% (2)	
Supportive Services & Instruction		11.1% (1)	22.2% (2)	44.4% (4)		22.2% (2)
TRiO Learning Center				22.2% (2)	66.6% (6)	11.1% (1)
Veteran's Assistance				33.3% (3)	44.4% (4)	22.2% (2)
Women's Programs/Re-Entry & Cultural Center			11.1% (1)	55.5% (5)	22.2% (2)	11.1% (1)

iii. *Facilities, Equipment and Supplies*

i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**

Comments	
	The ESSC currently offers student access to technological equipment, including computers, printers, document scanners, and copiers. In addition to 80+ workstations, a dedicated classroom houses 30 computer workstations and an instructional podium equipped with video, audio, and internet capabilities. ESSC staff and faculty have access to an additional 3 computers in order to work on curriculum and professional correspondence. Technological changes in the ESSC include the following: replacement student color printer (GoPrint), two replacement scanners for student use, elimination of updates to Adobe products in the ESSC due to new expensive licensing system by Adobe, and more sharing between departments (space, equipment and supplies) due to limited resources. Much of the technological updating we do aside from computer terminals themselves (including the above-mentioned items, annual licensing fees for TimeKeeper software, increased RAM for computer terminals, and other technology purchases and updates as needed), comes from the ESSC instructional supplies budget, or, to a lesser degree, GoPrint funds. Recently, the ESSC's Instructional Supplies budget was cut 33%. As our computers age, and we attempt to keep them running by utilizing and purchasing stop-gap measures, the full impact of this cut will be seen. The ESSC has not received technology refreshment funds since 2008. Computers in the ESSC are heavily used and serve a significant portion of the MPC student population. As computers age, they are less able to accommodate newer operating systems and program updates, and they are slower and more laborious for students to use. In regards to ESSC facilities, the ESL Center closed in Fall 2011, necessitating a change in how the former ESL Center space is used. Currently, ESSC students are allowed to use a portion of this space, but the computers belong to the ESL Department, and the technology needs are managed by the Humanities Division technology

	specialist. The computers support instructional programs for various ESL Department courses, none of which are that familiar to ESSC staff and faculty, who often assist ESL students in that area. It's an odd configuration requiring coordination among three separate entities in order to meet student need. ESSC staff and faculty may be receiving training from ESL instructors in spring 2014 regarding ESL computer programs in order to better assist these students. For now, the situation, though not ideal, remains status quo. There are also facilities challenges associated with working in a shared space, not only within our floor's departments, but also with the Library. There is coordination required regarding opening and closing procedures, hours of operation, technology costs, emergency planning and preparation, off-hours events, and custodial and maintenance needs. Sharing the space demands a certain amount of resources, planning, and communication to keep things flowing smoothly.

ii. **What specific facilities/equipment/supplies needs do you have that are not being met?**

Comments	There is certainly a need for clear tech refreshment: As of the submission of this document, all of our computers are one year older with no realistic replacement plan identified. There is also a need for more reliable wireless access for students using the ESSC, in addition to the need for MPC website revisions in order for easier, more user-friendly student access. MPCOnline recently lost its designated full-time support specialist to retirement, and the position is now temporarily staffed at only 20 hours per week. As more MPC students and faculty use the Moodle/MPCOnline platform, the full impact of the loss of this position will be realized and will impact students, staff, and faculty alike. Along with these tangible technology needs is a more intangible technology need that is currently not being met. Students often come to the ESSC for assistance with other programs and services that have recently transferred their procedures to an on-line, self-completed format. For instance, students come to the ESSC with questions regarding registration, MPC email, Moodle/MPCOnline, and financial aid. In addition, more classroom instructors are using technology, besides MPCOnline, as a component of their courses. While ESSC staff and faculty attempt to assist students with these tasks, their knowledge of other programs or services is often incomplete, and, therefore, there is only so much assistance they can provide. In addition, assisting students with these types of technology "how-to" tasks takes time away from the center's central mission, which is to provide academic writing and study skills support. Not only does this increase the workload in areas in which ESSC staff and faculty are unfamiliar, but having to support content from other areas reduces the amount of effort they can put into ESSC-specific curriculum. Overall, MPC needs a stronger foundation upon which to stand in terms of technology support, stability, and funding so that the ESSC is better able to engage in long term planning and decision making.

vi. **If there are any other measures or considerations you would like to include regarding student learning, please explain.**

Comments	
	ESSC staff and faculty regularly and thoughtfully engage in instructor and program

reflections. The ESSC has been commended by the institution for the thoughtfulness with which it engages in these processes, and the ESSC feels these are important in promoting student learning. As mentioned previously, new student success legislation will also impact student learning in the ESSC. As legislation is passed, the ESSC will prioritize revisions to courses, student learning outcomes, and processes as needed.

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:	Details
☒ Complete and/or revise SLOs for courses, certificates, and/or degrees.	SLOs have been completed for all ESSC courses. When English Department Integrated Reading and Writing (IRW) courses are implemented, subsequent changes in lab co-requisite SLOs will be required as well.
☐ Change status of one or more courses in specific GE requirement areas.	Not applicable
☒ Improve student attainment of SLOs or objectives that support them.	Program improvements take place at all levels, for all courses, on a continual basis. See Program Review Update and Program Reflections on Student Learning documents for more details.
☐ Improve consistency among multiple sections.	None at this time for reasons mentioned above
☒ Improve alignment among sequences of courses.	This consideration will be acknowledged as planning takes place regarding IRW.
☒ Improve retention rates.	The ESSC will continue to take measures, as noted above (in section iv), to support and retain students. It should be noted, however, that the retention and success rates shown in the graphs above are for ESSC credit courses only, representing a very small number of students from semester to semester; any improvements in this area aren't likely to result in substantively measurable gains. See Program Review Update and Program Reflections on Student Learning documents for more details on how the ESSC works to retain students.
☒ Improve success rates.	See above comments. See also Program Review Update and Program Reflections on Student Learning documents for more details on how the ESSC works to promote success.
☐ Support student equity.	The ESSC already promotes and supports student equity on an ongoing basis.
☒ Improve facilities and/or equipment	See comments regarding technology above; as technology improvements are budget-dependent, significant technology improvements will not occur in the ESSC until the overall campus budget climate

		improves.
☐	Increase or reduce supplies.	None at this time.

5. *Staffing*

a. Describe your faculty and staff's workload.

The ESSC staff is comprised of 5 part-time faculty, 6 part-time instructional specialists, a part-time administrative assistant, a full-time instructional technology specialist, and one full-time director (of both the ESSC and the Reading Center).

Faculty work up to from 9-20 hours per week depending on desire and instructor availability. The ESSC requires faculty line of sight at all hours of operation, at both the main and Marina campuses. Faculty hours are scheduled to meet, but not exceed, this requirement; one faculty person is scheduled on the floor in addition to 1 or more instructional specialists. In addition to assisting students on a drop-in basis, faculty members are also required to work one-to-one with one or more ENGL 300 students, to conduct one or more ESSC workshops, and to serve in a supervisorial capacity in the absence of the director.

Instructional specialists are contracted for 18 hours per week, for a total of (in all but one case) 613 hours for the academic year, including some holiday pay and staff in-service training. As noted above, 1 or more (up to 3) Instructional Specialists are scheduled on the floor at any given time, depending on availability and student demand. Summer hours for IS are scheduled on a volunteer and temporary basis. Instructional specialists are responsible for working one-to-one with students on writing and study skills on a drop-in, first come-first served basis.

The ESSC's administrative assistant works 19 hours per week, including weeks prior to and after the close of each fall and spring semester to assist with ESSC semester set-up and shut-down procedures. The administrative assistant supports the director with any administrative tasks required for the smooth functioning of the center, including but not limited to requesting copies of ESSC handouts, brochures, and materials; tracking budgets; making campus deliveries; posting notices; communicating with staff regarding time sheets, workshops, or lab assignments; recording lab assignments and ESSC coursework; and reporting to classroom instructors regarding student progress in lab.

The ESSC's instructional technology specialist works 40 hours/week 12 months/year, with time off for vacation. The technology specialist is responsible for the functioning and maintenance of all ESSC technology, including printers, scanner, copiers, and both student and staff computers and is also important in providing technical support for students.

The ESSC/Reading Center director is contracted to work 35 hours per week, 175.5 days per academic year. The nature and demands of the position, however, often require the director to work above and outside contracted hours. The director is responsible for all accountability, administrative, pedagogical, and supervisorial tasks related to the ESSC's functions and operations.

b. Describe your faculty and staff's recent staff development activities.

Staff and faculty are required to attend in-service training sessions prior to the start of each semester. At in-service meetings, the focus is on procedural updates, ongoing writing conference training, technology training, safety procedures, and team building. As a result of the ESSC's participation with the ESL

Department in the aforementioned BSI project, time has also been devoted to increased training in working with ESL students and to fostering better communication between the two departments.

One area the ESSC has been paying additional attention to is emergency preparedness, though admittedly, there is much progress still to be made. Emergency preparedness measures include updating and augmenting emergency binders, replacing items in the emergency supplies bin, ensuring that staff are up to date on emergency procedures, and increasing coordination efforts with the rest of the LTC and wider campus.

In addition to mandatory staff in-service training, many staff and faculty members participate in voluntary professional development activities. Recently, for example, staff and faculty have participated in the BSI-sponsored On-Course Workshop and various Moodle/MPCOnline trainings here at MPC.

Staff and faculty also participate in non-MPC professional and personal development activities, including volunteering at Pacific Grove Adult School, mentoring senior citizens in the use of technology, volunteering at the Defense Language Institute, attending and presenting at conferences (including CCCC and ECCTYC), and participating in technology webinars.

c. **Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.**

Most of the staff/faculty report satisfaction with ESSC courses, though there were also isolated comments noting dissatisfaction regarding the overuse of technology, the description of the hours requirement in the course schedule and catalogue, and the lack of writing for some courses. There were also several comments noting dissatisfaction with the course content of ENGL 401, the lab co-requisite for ENGL 301. We are currently in the process of revising this course, as noted elsewhere in this document.

To summarize the next few questions, most staff/faculty also reported satisfaction regarding the ESSC space, though there were comments expressing dissatisfaction regarding lighting, technology, and the lack of enough designated quiet space. Staff/faculty report having adequate supplies to do their job; being comfortable with procedures related to grading and student concerns, with the exception of two comments regarding signing students up for ESSC courses at too late a date in the term and the difficulty in handling plagiarism issues; and feeling comfortable requesting information from both their immediate supervisor and Humanities Division Office personnel.

Regarding referrals to other department and services on campus, the ESSC staff seems comfortable and willing to tell students about most areas, with the exceptions of CalWORKs, Child Development Center, CO-OP Work Experience, Job Center, TRiO, and Veteran's Assistance. Certainly these are areas we can focus on at future in-service meetings, perhaps inviting representatives from these departments to tell us about the services provided therein.

All respondents report feeling valued as employees of the ESSC.

The greatest strengths of the ESSC include a caring and committed staff; individualized attention and assistance provided to students at all levels; and a welcoming, productive atmosphere for students. Staff and faculty report that one of the biggest weaknesses of the ESSC at the moment is budget cuts that have both already taken place and may be impending in the near future. The budget cuts experienced thus far have led to staffing shortages during some peak times and aging technology. Another area for improvement is increasing ESSC communication with the English Department and other service areas across campus, both to learn what they offer and so that they might promote the ESSC in return.

When asked about the challenges that the ESSC will face in the next five years, staff and faculty again noted the budget and its subsequent impact on both staffing and technology. Another challenge mentioned was the English Department's desire to integrate reading and writing and the impact those changes will have on the center. Also mentioned was the challenge of providing adequate assistance to students whose skill level is well below college ready or who have limited English language proficiency.

In turn, when asked about the opportunities that the ESSC will have in the next five years, integration of reading and writing was again mentioned, suggesting that while faculty and staff are daunted by the task, they are also excited about the possibilities integration presence. Others mentioned the increased use of instructional technology and social media as opportunities for growth.

When asked for final remarks, staff and faculty mentioned that they enjoyed being an employee of the center.

d. Discuss the adequacy of your staffing to meet your program's mission.

While enrollment has increased in the ESSC, staffing has been cut in recent years. Two permanent part-time positions have not been approved to fill. As a result, the ESSC has been forced to reduce its hours, though we've tried to maintain some evening and weekend hours to better serve diverse student needs.

The ESSC manages to meet the needs of students most hours with minimal wait times, though peak hours demonstrate the need for more staffing.

Another area of concern is that the director's workload continues to increase as surrounding departments lose funding, stop services, or are reorganized. For this reason, it is imperative that current levels of staffing remain consistent.

e. Program Improvement Plan:

Identify any plans your program has to:		Details
☒	Take steps to improve faculty and staff satisfaction.	The director will work to communicate with staff and faculty as budget changes occur and as IRW changes take place in the English Department. The director will also work to provide more knowledge of other services across campus and will solicit ideas from staff/faculty on how to improve communication among these various areas. Finally, as budgets improve, the director and instructional technology specialist will work to ensure that student and staff technology needs are met.
☒	Seek out opportunities for training and development.	The director will continue to alert staff and faculty to professional development opportunities and encourage attendance/participation therein. The director, with the assistance of Brian Streetman (BART member), will also continue to improve safety and emergency preparedness measures and train/inform staff

		accordingly.
☒	Adjust staffing to meet program's mission.	As staffing is a budget-dependent item, there are no plans at this time to increase staffing. The current priority is to maintain existing staff levels. As the budget climate improves, the ESSC director will seek to increase staffing to previous levels.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Improve facilities/equipment	Student Learning, Staffing Issues	Dependent upon the pace at which budget improves at MPC	ESSC director, ESSC technology specialist	Up to $1000 per computer (with monitor); other associated costs as needed
2	Integrated Reading and Writing (IRW)	Course Offerings and Scheduling, Staffing Issues	Fall 2015	ESSC director, ESSC staff/faculty, ESSC technology specialist, English Dept.	Funding for PT faculty working outside contract to plan/prepare (at about $50/hr.)
3	Adjust staffing	Staffing Issues	Dependent upon the pace at which budget improves at MPC	ESSC director	To replace permanent part-time Instructional Specialists: $15.60/hr 613 hours/yr.
4	Distance education offerings	Course Offerings and Scheduling	Fall 2015	ESSC director, ESSC technology specialist	Unknown at this time

| 5 | Expand Marina course offerings and hours of operation | Course Offerings and Scheduling, Program Vitality | Dependent upon pace at which MPC budget improves | ESSC director, ESSC faculty | Funding for PT faculty $50/hr.) |
| 6 | Staff training and development | Staffing Issues | Ongoing | ESSC director, ESSC faculty/staff | Variable |

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Revise non-credit courses to credit	Program Vitality	As needed	ESSC director
Improve coordination with other MPC programs/departments	Program Vitality, Student Learning, Staffing Issues	Ongoing	ESSC director, ESSC faculty/staff
Revise SLOs as part of IRW	Student Learning	Fall 2015	ESSC director
Maintain course alignment as part of IRW	Student Learning	Fall 2015	ESSC director
Increase student retention	Student Learning	Ongoing	ESSC director, ESSC faculty/staff
Increase student success	Student Learning	Ongoing	ESSC director, ESSC faculty/staff

Academic Affairs Program Review Self Study

Name of Program:	Humanities

10. Mission

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

    ☒ Courses meet MPC AA/AS GE requirements

    ☒ Courses meet IGETC/CSU GE requirements

    ☒ Program supports four-year lower division requirements

☐ Develops occupational skills

    ☐ Program offers MPC Certificate and/or degree

    ☐ Program influenced by advisory committee reports/recommendations

    ☐ Program need evident through labor market information

☐ Supports students' development of basic skills

☒ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The study of the humanities is intended to develop an awareness, appreciation, and understanding of the human condition and how that condition relates to personal and societal needs, values, and achievements.
Mission's relationship to college mission	Humanities courses "support the goals of students pursuing transfer… opportunities." As such, they stimulate students' interest in world literature, philosophy, religion, mass media

c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	There are no plans to change or revise this program's mission.

11. Program Overview

a. Course Offerings and Scheduling

i. Printed below are scheduling data for HUMA 10 and HUMA 30, the only HUMA courses offered by the Humanities Division. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
HUMA 10	2	5	1	3	4	2	4	5	1	3	5	1	4	5	1
HUMA 30	1	1		1	1		1	2		1	1		1	1	
TOTALS	**3**	**6**	**1**	**4**	**5**	**2**	**6**	**7**	**1**	**4**	**6**	**1**	**5**	**6**	**1**
Comments:	Humanities classes are offered on a fairly consistent basis. More classes appear to be offered in the spring; however, the differences reflect early spring offerings. At least two sections of HUMA classes are offered in early spring, as these classes typically have high enrollments.														

Ref: Humanities (only include HUMA 10, 30)

ii. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	Adjunct availability has had some impact on course offerings. If adjuncts have limited availability, course offerings are limited.

iii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☐ Yes.
☐ No. If no, please explain.

Comments:	

iv. Does the scheduling pattern you use meet the diverse needs of students?

☐ Yes.
☒ No.

How do you know? Please comment.

Comments:	Classes are offered on MWF at the Monterey campus and on one or two days a week at the Marina campus. Courses are also offered in early spring and during summer session. A Tuesday/Thursday offering may be helpful for students. The division is currently completing a hiring process to support further Humanities course offerings.

v. Program Improvement Plan: Identify any plans your program has to:

☐ Add or delete courses from catalog.

Courses to be added:	
Courses to be deleted:	

☒ Revise scheduling of courses

Revision plans:	To ensure student needs are met, the division plans to offer a TTH section of HUMA 10 or 30.

☐ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	

☐ Other:

Other plan:	

12. Program Vitality

a. **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26877	34025	27918	33369	28112	30940	25083	29477	26768	29279
HUMA	69	157	120	147	140	186	97	170	135	165
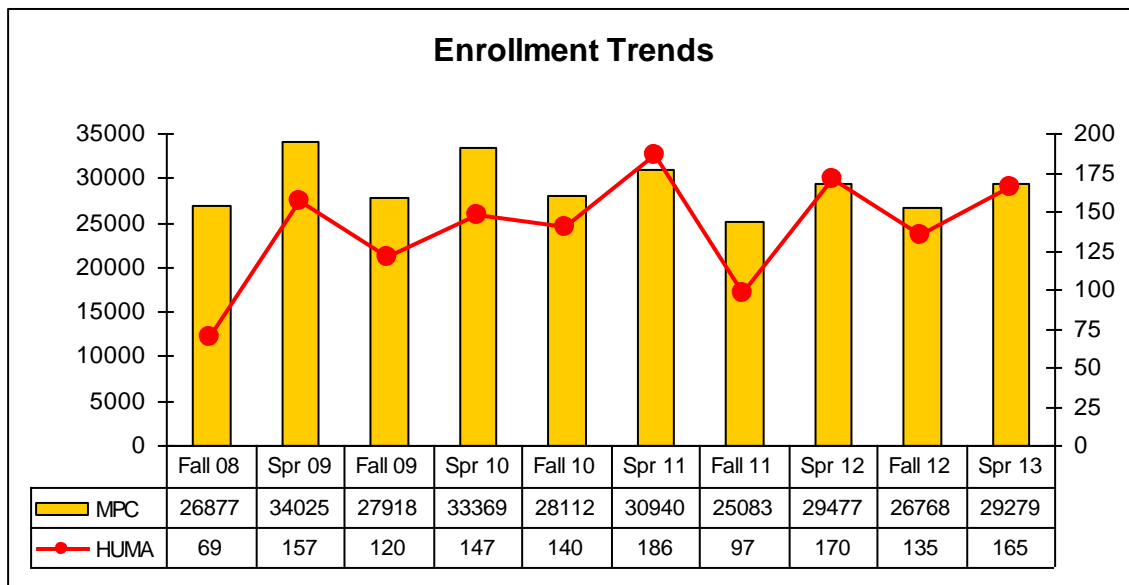
Ref: MPC is all credit and noncredit
Ref: Humanities (only incl. HUMA 10, 30)

Comments:	Enrollment trends for the Humanities offerings are difficult to explain. Enrollments, at times, reflect student interest. At other times, they reflect the number of sections offered, as well as the addition of early spring sections. One class was moved to the Education Center; usually the enrollments for that class are low. Low enrollments for that section may be attributed to the day and/or times the class is offered. It is also possible that the course is not a good match for the students who enroll at the Education Center.

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	7.04	16.00	12.41	15.00	14.21	18.90	9.70	18.31	13.50	16.33
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							0.00	0.00	0.00	0.00
FTE – Adjunct							0.80	1.20	1.00	1.20
Program FTES/FTE							12.13	15.26	13.50	13.61

Comments:	Fluctuations are the result of additions (or deletions) to course offerings, as well as changes in where courses are offered. Spring enrollments are consistently higher, as these figures include courses offered in Early Spring.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13

	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	46%	53%	54%	52%	48%	56%	51%	56%	53%	57%	47%
Female	51%	54%	47%	46%	48%	52%	44%	49%	44%	47%	43%	53%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	49%	58%	51%	52%	46%	51%	37%	50%	36%	45%	35%
AfAm	4%	6%	4%	5%	5%	7%	5%	7%	4%	6%	5%	12%
Asian*	11%	14%	10%	11%	10%	13%	10%	15%	9%	6%	11%	8%
Latino	24%	26%	24%	31%	26%	31%	23%	34%	26%	40%	30%	36%
Native*	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	0%
Two or more	2%	3%	2%	1%	3%	2%	2%	5%	3%	5%	4%	6%
Unk	0%	0%	0%	0%	4%	0%	9%	1%	6%	7%	4%	4%

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

Comments:	Gender percentages for this program are fairly closely aligned with MPC's gender percentages. The Latino and African American populations for this program appear consistently higher than those of the college.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	No external factors are apparent. The program's offerings and adjunct base have remained fairly consistent over the last few years.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	The Humanities courses operate in tandem with other GE courses. Also, the content of Humanities classes crosses borders with other academic disciplines (for example, philosophy, art, literature, and mass media). Students are encouraged to bring their learning from these classes to illuminate discussions in Humanities classes.

f. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement	Because this department is supported solely by adjunct faculty, this program has not established partnerships or participated in activities involving recruitment and articulation.

g. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	

h. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
☒	Improve overall enrollment.	To improve overall enrollment, courses will be scheduled a bit differently. A TTH section will be offered.
☒	Improve FTES/FTE ratio.	This ratio should increase as course offerings are staggered on MWF and TTH.
☒	Improve ratio of full-time to adjunct FTE.	There is a need for full-time oversight and instruction.
☐	Increase enrollment of underrepresented groups.	
☐	Improve coordination with other programs on campus.	
☐	Improve involvement with the community.	
☐	Other	

13. Student Learning

a. What delivery modes are used in your program?

☒ Traditional classroom
☐ Distance learning
☐ Lab
☐ Other:

b. Student Learning Outcomes and Assessment

ii. Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

    v.   **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	Instructors have added new readings to their courses.

    vi.   **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

Course alignment process	

    vii.   **How is consistency maintained between multiple sections of single courses?**

Consistency	Conversations occur between the adjunct faculty who teach HUMA 10.

    c. **Student Achievement**

        i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
HUMA	71.0%	83.3%	68.9%	76.1%	86.2%	83.0%	86.6%	81.0%	82.4%	82.0%
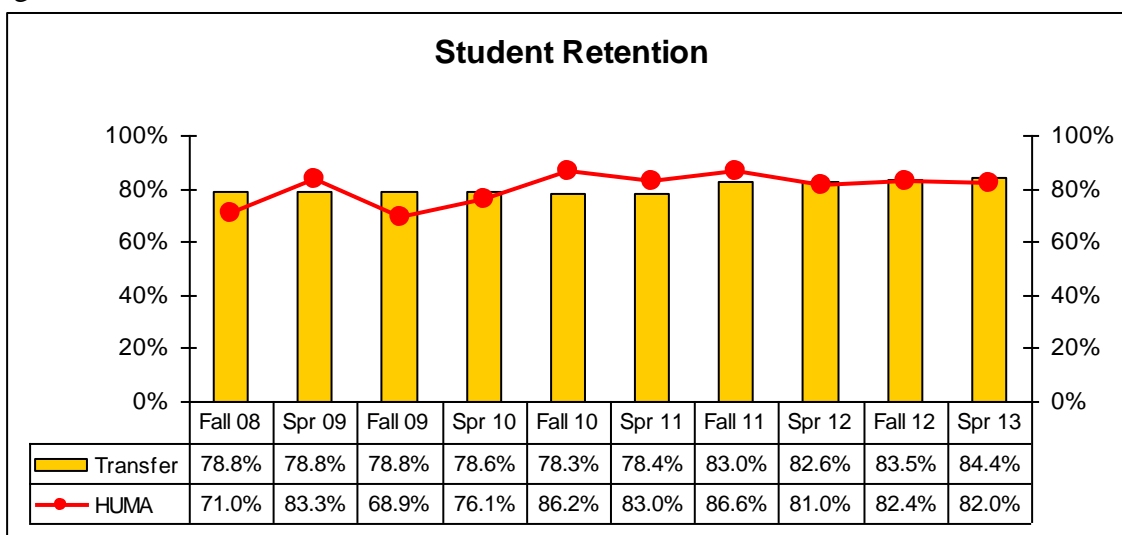
Ref: Transfer data from Chancellor's Data Mart
Ref: Humanities (only incl. HUMA 10, 30)

Comments	Student retention rates are fairly consistent the college's transfer retention rates.

iv. **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58419	30991	20104	36621	73.5%	6249	11033	3914	10.7%	31610	15.9%
HUMA	225	367	185	9	72.5%	50	36	5	8.4%	207	19.1%
Comments:	Success rates are fairly consistent with the college's success rates. The withdrawal rates appear higher. Faculty have expressed concerns about students' preparation for classes, and as such, curriculum has been revised; a writing prerequisite has been added to both HUMA 10 and HUMA 30.										

xi. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	273	75.4%	30	8.3%	59	16.3%
African-American	45	80.4%	2	3.6%	9	16.1%
Asian*	71	78.9%	2	2.2%	17	18.9%
Latino	198	71.0%	34	12.2%	47	16.8%
Native*	5	83.3%	0	0.0%	1	16.7%
Two or more	19	61.3%	8	25.8%	4	12.9%

Unknown	9	56.3%	3	18.8%	4	25.0%
Program's Students by Gender:						
Male	376	69.1%	54	9.9%	114	21.0%
Female	408	75.8%	37	6.9%	93	17.3%
Unknown	2	100.0%	0	0.0%	0	0.0%
Program's Students by Age:						
Under 18	14	77.8%	2	11.1%	2	11.1%
18-25	635	72.1%	79	9.0%	167	19.0%
25-45	103	71.0%	9	6.2%	33	22.8%
Over 45	34	85.0%	1	2.5%	5	12.5%
Comments	It appears that females are more likely to be successful in HUMA classes, Latinos are less likely to be successful, and students 25-45 are more likely to withdraw. I'm not sure if any conclusions can be made based on this data. Those who are 25-45 may withdraw, because they are uncomfortable with their progress and choose to withdraw before the final drop date, or because they have life issues (work, family responsibilities, health issues, etc.).					

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

xii. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	As mentioned previously, one factor that may hinder students from completing HUMA courses is preparation; students may not have the reading and/or writing skills necessary to successfully complete courses. As such, the department revised curriculum, adding "Preparation for ENGL 1A" as a prerequisite for each HUMA course.

xiii. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
Comments			

xiv. **If your program is an occupational program, discuss the following:**

Percent of program completers since the last program review	
Number of certificates and degrees	

awarded	
Job placement rates	

   d. Student Services

     iii. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)				x
Admissions & Records		x		
Assessment Center (for ENGL/ESL/MATH placement)			x	
Business Skills Center				x
Counseling			x	
English & Study Skills Center		x		
Information Services (College Center)				x
Library & Technology Center	x			
Math Lab				x
Reading Center		x		
Supportive Services & Instruction		x		
Career/Transfer Center			x	
Child Development Center				x
Cooperative Work Experience				x
Extended Opportunity Programs & Services (EOPS)				x
Job Placement				x
Student Financial Services		x		
Student Health/Psychological Services		x		
Women's Programs/Re-Entry & Cultural Center				x
Other:				

   iv. *Facilities, Equipment and Supplies*

     iii. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?

Comments	Since the last program review, the Humanities building has been renovated. Thus, the classrooms have changed a great deal. The only difficulties are (1) the position of the clock (behind the instructor) and (2) the position of the phone (next to the door).

iv. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	None

v. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

	Identify any plans your program has to:	Details
☐	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
☐	Change status of one or more courses in specific GE requirement areas.	
☒	Improve student attainment of SLOs or objectives that support them.	Faculty continue to seek improvement of student learning by reviewing student grades, comments, and written reflections.
☐	Improve consistency among multiple sections.	
☐	Improve alignment among sequences of courses.	
☒	Improve retention rates.	Retention rates will be monitored to see if adding prerequisites have a positive effect.
☒	Improve success rates.	Success rates will be monitored to determine if adding prerequisites helps students succeed.
☐	Support student equity.	
☐	Improve facilities and/or equipment	
☐	Increase or reduce supplies.	

5. *Staffing*

a. Describe your faculty and staff's workload.

One adjunct usually teaches 3 sections of HUMA during the fall and spring semesters. She also teaches a section during early spring and one section during summer. Another adjunct teaches one class per semester and one section during early spring.

b. Describe your faculty and staff's recent staff development activities.

One instructor continues to update her book for the course.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

Faculty in this area are happy with almost all aspects of their work. They prefer working on the Monterey campus, but find all staff easy to work with.

d. Discuss the adequacy of your staffing to meet your program's mission.

A full-time instructor would provide much more oversight to the Humanities program. Currently the courses are taught as general education courses; they are not designed to meet a program of study. Full-time oversight could make this a much more vibrant program.

e. Program Improvement Plan:

Identify any plans your program has to:	Details
☐ Take steps to improve faculty and staff satisfaction.	
☐ Seek out opportunities for training and development.	
☒ Adjust staffing to meet program's mission.	The Humanities Department would be enriched by hiring a full-time instructor to provide oversight to this program.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	FT Humanities Instructor	Provide direction and oversight to this program.	When funds become available.	Diane Boynton	$90,000

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Revise course offerings to include "Preparation for ENGL 1A" prerequisite.	Improve student success and retention rates.	2013-2014	Diane Boynton
Modify schedule to include both MWF and TTH offerings.	Improve student access.	2013-2014	Diane Boynton

Academic Affairs Program Review Self Study

Name of Program:	Linguistics

1. *Mission*

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

   ☒ Courses meet MPC AA/AS GE requirements

   ☒ Courses meet IGETC/CSU GE requirements

   ☐ Program supports four-year lower division requirements

☐ Develops occupational skills

   ☐ Program offers MPC Certificate and/or degree

   ☐ Program influenced by advisory committee reports/recommendations

   ☐ Program need evident through labor market information

☐ Supports students' development of basic skills

☒ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	Linguistics fosters student learning and success by providing excellence in an instructional program and enhancing the intellectual vitality of our diverse community by offering courses for transfer and life-long learning through an introduction to the science of language.
Mission's relationship to college mission	Linguistics shares in the MPC mission.

c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	None presently.

2. Program Overview

a. Course Offerings and Scheduling

i. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
LING10					1		1	1		1	1			2	
LING15	1	1	2	1	1	3	2	1	3	2	2	4	3	3	4
LING/WOMN 25								1			1			1	
LING30													1		
LING/ETNC 45															FALL 2013
LING 46															
LING 49 LING 50															
TOTALS	1	1	2	1	2	3	3	3	3	3	4	4	4	6	4

Comments:	Linguistics has had a steady growth since its inception. More linguistics courses have provided greater support for transfer and life-long learning.

ii. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	All courses except LING 10 are presently being offered only online. LING 10 meets twice weekly during the day on campus.

iii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☐ Yes.
☐ No. If no, please explain.

Comments:	Majors and certificates are not offered in Linguistics.

iv. Does the scheduling pattern you use meet the diverse needs of students?

☒ Yes.
☒ No.

How do you know? Please comment.

Comments:	YES – All linguistics classes but LING 10 are offered online. Students frequently comment on the ease of accessibility of online offerings.
	NO - Students have mentioned that they would like to have LING 10 also offered entirely online.

v. Program Improvement Plan: Identify any plans your program has to:

☐ Add or delete courses from catalog.

Courses to be added:	None
Courses to be deleted:	None

☒ Revise scheduling of courses

Revision plans:	Offer one section of LING 10 on campus and another section entirely online.

☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	Offer LING 10 online.

☐ Other:

Other plan:	

3. *Program Vitality*

a. Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26877	34025	27918	33369	28112	30940	25083	29477	26768	29279
LING	32	43	44	77	100	109	107	158	159	169
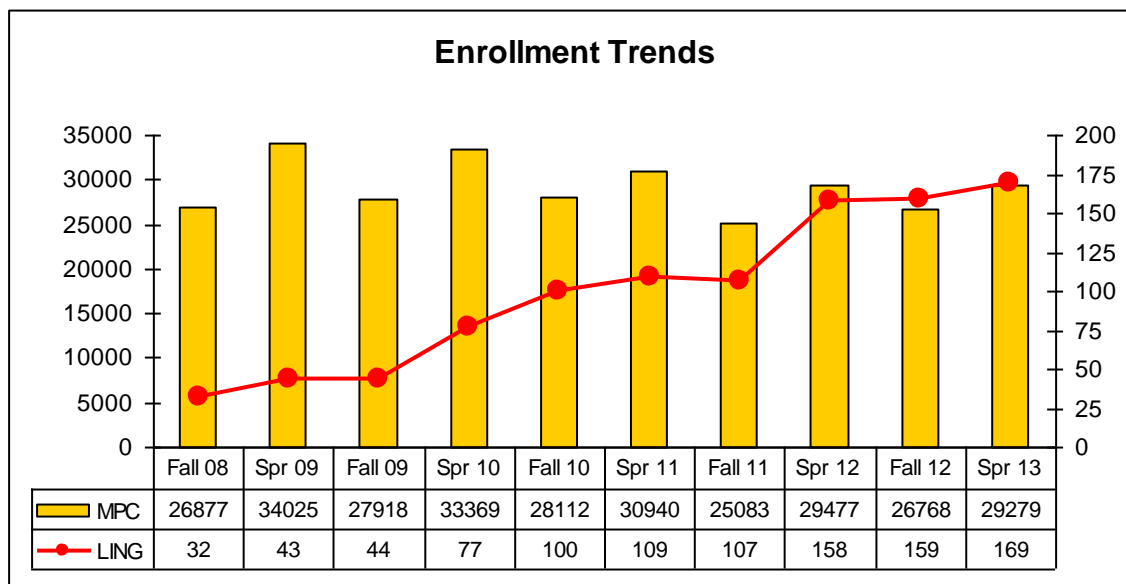
Ref: MPC is all credit and noncredit
Ref: Linguistics (also incl. WOMN 25)

Comments:	Linguistics began in Fall 08 and has been consistently growing since then through the addition of sections and new courses.

b. Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	3.20	4.30	4.40	7.97	10.21	11.10	10.93	16.06	15.90	17.78
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							0.60	0.80	1.00	1.20
FTE – Adjunct							0.00	0.00	0.00	0.00
Program FTES/FTE							18.22	20.08	15.90	14.82

Comments:	At first glance, the drop in FTES/FTE is alarming. However, once class size is factored into the equation, a more accurate impression can be formed. While reviewing the following semesters' statistics below, please note that the college limits linguistics class sections to 32 students. FALL 2011 (Three sections of LING offered) LING 10 **on campus** one section**:** 34 students/section LING **online** two sections**:** 73 students = 36.5 students/section **Average class size = 35.7 students/section** SPRING 2012 (Four sections of LING offered) LING 10 **on campus** One section**:** 38 students/section LING **online** three sections**:** 120 students = 40 students/section **Average class size = 39.5 students/section** FALL 2012 (Five sections of LING offered) LING 10 **on campus** one section**:** 41 students/section LING **online** four sections**:** 118 students = 29.5 students/section **Average class size = 31.8 students/section** SPRING 2013 (Six sections of LING offered) LING 10 **on campus** two sections**:** 43 students = 21.5 students/sect LING **online** – Four sections**:** 128 students = 32 students/section **Average class size = 28.2 students/section** FALL 2013 (Six sections of LING offered) LING 10 **on campus** two sections**:** 34 students = 17 students/sect LING **online** four sections**:** 125 students = 31.25 students/section **Average class size = 26.5 students/section** **Discussion:** As additional online Linguistics classes were added, enrollments class sizes dropped nearer to the class limit size of 32 and now appear to be stable. However, when a second on-campus section of LING 10 was added, average class size in LING 10 was cut in half. This has happened two semesters in a row (Spring and Fall '13). I propose offering only one section of LING 10 on campus and a second section of LING 10 online to learn if the online offering will reverse the on-campus trend and model the online pattern of higher

	enrollment.			

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	31%	53%	31%	52%	39%	56%	40%	56%	39%	57%	43%
Female	51%	69%	47%	69%	48%	61%	44%	60%	44%	61%	43%	57%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	53%	58%	55%	52%	46%	51%	49%	50%	36%	45%	41%
AfAm	4%	5%	4%	7%	5%	6%	5%	10%	4%	6%	5%	2%
Asian*	11%	8%	10%	17%	10%	13%	10%	11%	9%	23%	11%	19%
Latino	24%	27%	24%	19%	26%	27%	23%	20%	26%	24%	30%	28%
Native*	1%	1%	1%	0%	1%	2%	1%	3%	1%	2%	1%	1%
Two or more	2%	6%	2%	2%	3%	7%	2%	6%	3%	8%	4%	5%
Unk	0%	0%	0%	0%	4%	0%	9%	1%	6%	2%	4%	4%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	Linguistics classes consistently draw more women than men. Ethnic percentages in linguistics classes resemble those of the entire college.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	Linguistics does not seem to be affected by these outside factors.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	Linguistics has two cross listed classes. LING/WOMN 25 and LIN/ETNC 45. There is little coordination needed between these departments.

f. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement	Linguistics is advertised throughout California through organization memberships and email notifications. Linguistics participates in Interpreters to the Deaf Groups throughout California and has established emailing lists to notify Transfer Counselors, Anthropology Departments and Women's Studies Departments in CCCs, CSUs and UCs.

g. **If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

Other considerations	Several Linguistics classes are on the waiting list to be approved for C-ID numbers. Approval will result in greater demand for these classes. Linguistics at MPC offers a greater variety of linguistics classes than any other CCC. It also attracts a number of out of district students each semester.

h. **Program Improvement Plan (If any boxes checked, describe plans):**

Identify any plans your program has to:		Details
☒	Improve overall enrollment.	Outreach will become more aggressive.
☒	Improve FTES/FTE ratio.	Offer one section of LING 10 online.
☐	Improve ratio of full-time to adjunct FTE.	
☐	Increase enrollment of underrepresented groups.	
☐	Improve coordination with other	

☒	Improve involvement with the community.	Establish local high school participation in the International Linguistics Olympiad.
☒	Other	Add a Linguistics Certificate of Training
Explore adding a Linguistics Transfer Model Curriculum

4. Student Learning

a. What delivery modes are used in your program?

☒ Traditional classroom
☒ Distance learning
☒ Lab
☐ Other:

b. Student Learning Outcomes and Assessment

iii.   Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs
None offered.	

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

viii. **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	Student Learning Outcomes were written.
	Student materials were revised.
	Areas of student weakness were identified.
	Formulas for determining semester grades were revised.
	Additional exercises were added.
	A new text was adopted.
	Frequency of activities was increased.
	New method of error correction was instituted.
	Students required to do class presentations.
	Collaborative projects introduced.
	Mini-lectures were added to each week.
	Frequent short quizzes were introduced.
	Homework was emphasized to a greater extent.
	New edition of the text was adopted.
	Increased consistent patterns of interaction among students and instructor.
	Required students to do outside research on class topics.
	Additional internet links added to classes.
	Additional discussion of class texts.
	Emphasis on completing assignments on schedule.
	Stress student academic skills building.
	Closer monitoring of student class performance and office visit requirements.
	Present and discuss homework assignments in more detail.
	Offer incentives for office visits.
	One hour per week lab added to LING 10.

ix. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**
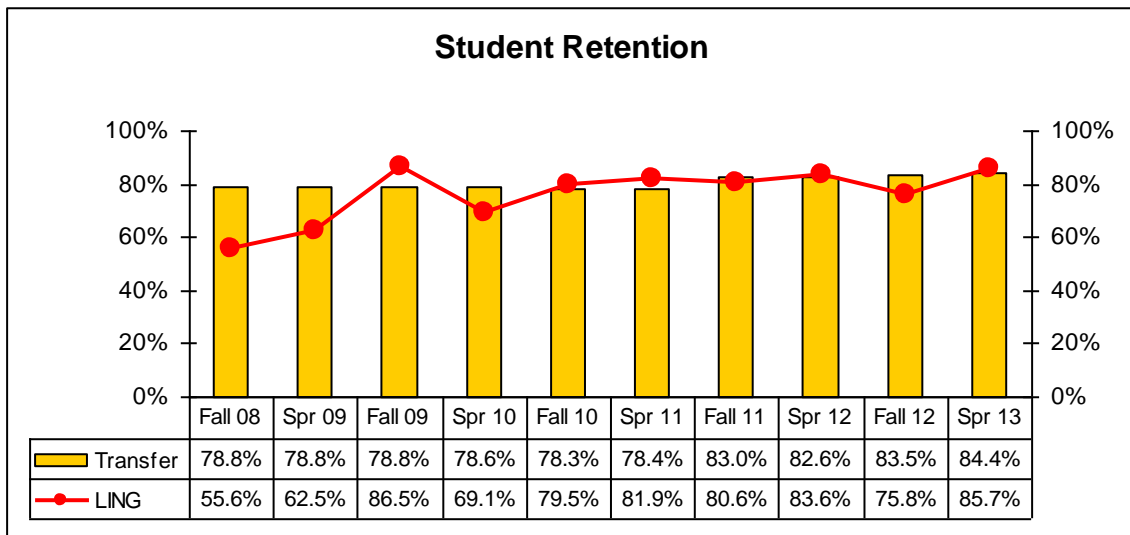
Course alignment process	No sequence of courses.

x. **How is consistency maintained between multiple sections of single courses?**

Consistency	Same instructor teaches all courses. Richard Abend is the only linguistics instructor. He had previously taught ENSL and then gradually replaced ENSL classes with linguistics classes as that department's offerings increased. Presently, Richard is teaching only linguistics classes.

c. Student Achievement

i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
LING	55.6%	62.5%	86.5%	69.1%	79.5%	81.9%	80.6%	83.6%	75.8%	85.7%

Ref: Transfer data from Chancellor's Data Mart
Ref: Linguistics (also incl. WOMN 25)

Comments	From Fall 08 through Spring 13 retention rates have been higher among transfer students five times. Linguistic retention rates have been higher than transfer rates five times. Retention and success are extremely important to the linguistics program and Richard reaches out to all his students on a very regular basis and responds in depth to each student's forum postings, comments and questions. Through email, class announcements and online forums, students are continuously reminded of their assignments and if students are up-to-date on those activities. Students are continuously encouraged to contact the instructor to discuss their class standing and are offered individual assistance through office

	visits, email, and telephone conference. Each student is treated as an individual and no one is overlooked in any class.

v.   **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58419	30991	20104	36621	73.5%	6249	11033	3914	10.7%	31610	15.9%
LING	292	176	107	24	71.4%	21	52	4	9.2%	163	19.4%
Comments :	MPC and Linguistics' success and non-success rates are very similar. Linguistics is 2% lower than MPC in success rates and 1.5% fewer students do not succeed in linguistics classes than at MPC overall. Linguistics has a 4% higher drop rate than MPC as a whole.										

xv.   **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	251	73.8%	35	10.3%	54	15.9%
African-American	21	61.8%	4	11.8%	9	26.5%
Asian*	92	76.7%	6	5.0%	22	18.3%
Latino	112	62.9%	24	13.5%	42	23.6%
Native*	8	80.0%	0	0.0%	2	20.0%
Two or more	31	77.5%	3	7.5%	6	15.0%
Unknown	8	88.9%	0	0.0%	1	11.1%
Program's Students by Gender:						
Male	217	70.5%	35	11.4%	56	18.2%
Female	380	76.5%	37	7.4%	80	16.1%
Program's Students by Age:						
Under 18	15	100.0%	0	0.0%	0	0.0%
18-25	390	71.4%	59	10.8%	97	17.8%
25-45	147	78.6%	10	5.3%	30	16.0%
Over 45	42	76.4%	3	5.5%	10	18.2%
Comments	Unknown, Native, Two or more, Asian, and White linguistics students all succeed at greater rates than the MPC average.					

| | Latino and African-American students are below the MPC average success rate by about 10%. Native, Unknown, Asian, Two or more, and White students have a lower non-success rate than the MPC average. Latino and African-American students have a slightly higher non-success rate than the MPC average. African–American and Latino students withdraw from linguistics classes at a higher rate than the MPC average. Female linguistics students are 6% higher in success rates than men, 4% fewer women are non-successful compared to men, and 2% more men drop the class than women.   Women and men's success rates resemble those of MPC. |
| | Students under 15 are most successful in linguistics classes. Then 25-45, over 45, and 18-25 are most successful in that order and their success rates resemble those of the college overall. Students 18-25 have the highest rate of non-success, with students over 45, 25-45 and under 18 much lower in their rates of non-success than MPC overall. |

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

xvi. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

| Comments | Lack of academic preparation hinders some students. Lack of ability to stay on schedule with the class hinders some students. In my opinion, students' personal lives interfere with their academic lives the most. Linguistics is flexible in allowing students to catch up on missing work. Students are invited to office hours and unlimited telephone and email access to the instructor are available for students to discuss class content and for tutoring. These strategies are successful in helping students succeed in the class. |

xvii. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
N/A			

Comments	

xviii. If your program is an occupational program, discuss the following:

Percent of program completers since the last program review	
Number of certificates and degrees awarded	
Job placement rates	

d. Student Services

iv. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)		X		
Admissions & Records		X		
Assessment Center (for ENGL/ESL/MATH placement)				X
Business Skills Center				X
Counseling		X		
English & Study Skills Center			X	
Information Services (College Center)				X
Library & Technology Center		X		
Math Lab				X
Reading Center				X
Supportive Services & Instruction				X
Career/Transfer Center		X		
Child Development Center			X	
Cooperative Work Experience			X	
Extended Opportunity Programs & Services (EOPS)			X	
Job Placement		X		
Student Financial Services		X		
Student Health/Psychological Services				X

Women's Programs/Re-Entry & Cultural Center				X
Other:				

vi. *Facilities, Equipment and Supplies*

  v.   **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**

Comments	None

  vi.   **What specific facilities/equipment/supplies needs do you have that are not being met?**

Comments	None

vii. **If there are any other measures or considerations you would like to include regarding student learning, please explain.**

Comments	None

g. **Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.**

Identify any plans your program has to:		**Details**
☐	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
☐	Change status of one or more courses in specific GE requirement areas.	
☐	Improve student attainment of SLOs or objectives that support them.	
☐	Improve consistency among multiple sections.	
☐	Improve alignment among sequences of courses.	

☒	Improve retention rates.	I continue to work hard to accommodate and determine what I can do to help students succeed on an individual basis.
☒	Improve success rates.	I continue to work hard to accommodate and determine what I can do to help students succeed on an individual basis.
☐	Support student equity.	
☐	Improve facilities and/or equipment	
☒	Increase or reduce supplies.	Online offerings require the least amount of college expenditure.

5. *Staffing*

a. Describe your faculty and staff's workload.

Linguistics has one full-time instructor who teaches all classes and currently has one overload assignment (Fall 2013).

b. Describe your faculty and staff's recent staff development activities.

The linguistics instructor belongs to a number of online groups and extensively reads in the area of linguistics.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

I love my job at MPC.

d. Discuss the adequacy of your staffing to meet your program's mission.

Staffing is adequate.

e. Program Improvement Plan:

Identify any plans your program has to:		Details
☐	Take steps to improve faculty and	

staff satisfaction.	
☐ Seek out opportunities for training and development.	
☐ Adjust staffing to meet program's mission.	

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Linguistics Olympiad	This will involve Linguistics with the local secondary schools and create an awareness and interest in this field of study. It will enhance	Spring 2014 or Fall 2015	Richard Abend

	program vitality and further the college's mission.		

Academic Affairs Program Review Self Study

Name of Program:	Philosophy

1. Mission

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

    ☒ Courses meet MPC AA/AS GE requirements

    ☒ Courses meet IGETC/CSU GE requirements

    ☒ Program supports four-year lower division requirements

☐ Develops occupational skills

    ☐ Program offers MPC Certificate and/or degree

    ☐ Program influenced by advisory committee reports/recommendations

    ☐ Program need evident through labor market information

☐ Supports students' development of basic skills

☐ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The Philosophy Department exposes students to historical and contemporary discussions in epistemology, metaphysics, and moral theory in both the Western and Eastern traditions. It develops students' reasoning and writing skills, models rational discussion of basic questions, and teaches both formal and informal methods of reasoning.
Mission's relationship to college mission	Philosophy is a core subject in General Education for transfer and provides life-long learning opportunities.

c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	

2. Program Overview

a. Course Offerings and Scheduling

i. **Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.**

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
PHIL2	3	3	1	2	2	1	2	2		2	2	1	2	3	1
PHIL4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
PHIL6	2	1		2	2		2	2		2	2		2	2	
PHIL8									1						1
PHIL10	1	1		1	2	1	2	3	1	2	3	1	2	2	1
PHIL12		1		1	1		1	1		1	1		1	1	
PHIL13	1	1		1	1		1	1		1	1		1	1	
TOTALS	**9**	**8**	**2**	**8**	**9**	**3**	**9**	**10**	**3**	**9**	**10**	**3**	**9**	**10**	**4**

Comments:	We regularly offer our full range of courses. We thereby offer students a diversity of philosophical topics and perspectives, as well as opportunities to master both formal and informal methods of reasoning.

Ref: Philosophy (excl. PHIL 40, 54)

ii. **Comment on the scheduling of your courses or delivery of services as they apply to your program.**

Comments:	The Philosophy Department offers sections in the morning, afternoon, and evening, and online. We offer courses at both the Monterey and Marina campuses. In addition, we offer courses during both Early Spring and Summer.

iii. **If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?**

☒Yes.
☐ No. If no, please explain.

Comments:	

iv. **Does the scheduling pattern you use meet the diverse needs of students?**

☒ Yes.
☐ No.

How do you know? Please comment.

Comments:	We schedule courses in the morning and the early afternoon for "traditional" students. We also schedule courses later in the afternoon and in the evening for working students and for those who are also attending classes elsewhere. We offer further flexibility with online offerings and by scheduling courses during the Early Spring and Summer.

    v. Program Improvement Plan: Identify any plans your program has to:

☒ Add or delete courses from catalog.

Courses to be added:	
Courses to be deleted:	Phil 5 (Environmental Ethics)

☒ Revise scheduling of courses

Revision plans:	For Spring 2014, we have moved a section of Phil 6 (Symbolic Logic) to 6:00 pm in Marina. In addition to meeting General Education requirements in analytical thinking and critical thinking, Phil 6 is of particular interest to students in fields such as mathematics and computer science. This evening section offers flexibility to working students.

☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	We have recently expanded our online offerings to include Phil 2, Phil 8, and Phil 10.

☐ Other:
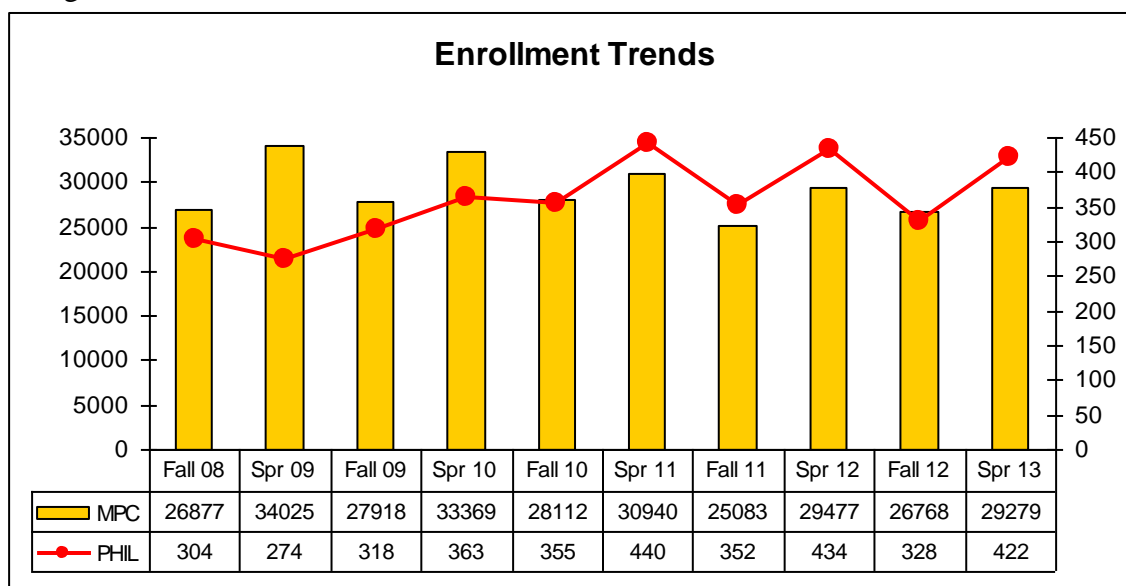
Other plan:	

3. Program Vitality

        a. Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26877	34025	27918	33369	28112	30940	25083	29477	26768	29279
PHIL	304	274	318	363	355	440	352	434	328	422

Ref: MPC is all credit and noncredit
Ref: Philosophy (excl. PHIL 40, 54)

Comments:	Philosophy has trended upwards in enrollment over the past five years. Since Spring 2011, philosophy enrollments have been stronger overall, and have reached new heights while college enrollments have declined.

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	31.17	28.38	32.82	37.18	36.58	44.80	36.59	44.47	32.80	41.90
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							0.80	0.80	0.80	0.80
FTE – Adjunct							1.00	1.40	1.00	1.60
Program FTES/FTE							20.33	20.21	18.22	17.46

Comments:	The chart reflects no data for the college's FTES/FTE ratio.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	55%	53%	54%	52%	58%	56%	53%	56%	54%	57%	59%
Female	51%	45%	47%	46%	48%	42%	44%	47%	44%	46%	43%	41%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	52%	58%	53%	52%	47%	51%	46%	50%	41%	45%	42%
AfAm	4%	7%	4%	7%	5%	4%	5%	6%	4%	4%	5%	3%
Asian*	11%	10%	10%	10%	10%	12%	10%	11%	9%	13%	11%	14%
Latino	24%	25%	24%	25%	26%	31%	23%	30%	26%	29%	30%	34%
Native*	1%	2%	1%	2%	1%	1%	1%	0%	1%	1%	1%	0%
Two or more	2%	4%	2%	3%	3%	4%	2%	5%	3%	8%	4%	6%
Unk	0%	0%	0%	0%	4%	1%	9%	2%	6%	4%	4%	1%

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

Comments:	The Philosophy Program has approximately tracked the college's percentages.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	Early afternoon enrollment for philosophy in Marina has fallen below expectations. Evening scheduling, which is "prime time" in Marina, promises growth. We have also developed online courses.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	Phil 2 is part of the Great Books Program curriculum.

f. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement	Our evening courses contribute to life-long learning in the community.

g. **If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

Other considerations

   h. **Program Improvement Plan (If any boxes checked, describe plans):**

Identify any plans your program has to:		Details
☐	Improve overall enrollment.	
☐	Improve FTES/FTE ratio.	
☐	Improve ratio of full-time to adjunct FTE.	
☐	Increase enrollment of underrepresented groups.	
☐	Improve coordination with other programs on campus.	
☐	Improve involvement with the community.	
☒	Continuously improving instruction.	We achieve this through our individual faculty development efforts, described below.

4. Student Learning

   a. **What delivery modes are used in your program?**

   ☒Traditional classroom
   ☒ Distance learning
   ☐ Lab
   ☐ Other:

   b. **Student Learning Outcomes and Assessment**

   i. **Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.**

   ☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

   ☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

    ii.   **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	One element in instructor and program reflections was to increase coverage of classical Aristotelian logic in Phil 6 (formerly Introduction to Logic) as background knowledge for the Great Books program. This was reversed, however, when the model transfer curriculum turned Phil 6 into Symbolic Logic. Another element is to continue our efforts to emphasize the connections between various parts of philosophy within courses.

    iii.   **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

Course alignment process	None of our courses are part of a sequence.

    iv.   **How is consistency maintained between multiple sections of single courses?**

Consistency	Except for specialized courses, such as Symbolic Logic (taught by me) and Critical Thinking (taught by John Provost), philosophy instructors across the academy who teach first and second year courses emphasize what they each judge to be central in the philosophical canon. All of our courses are unified by the core philosophical project: to apply sound reasoning to fundamental questions, guided by the classical and contemporary philosophical discussion.

    c. **Student Achievement**

    i.   **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
PHIL	80.8%	78.4%	76.6%	83.5%	80.6%	83.3%	76.3%	88.0%	80.5%	83.3%

Ref: Transfer data from Chancellor's Data Mart
Ref: Philosophy (excl. PHIL 40, 54)

Comments	Our retention rates track those of the college. This is an excellent result, given the challenging nature of our courses and the fact that the college rates include a mix of different types of courses.

ii. **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58419	30991	20104	36621	73.5%	6249	11033	3914	10.7%	31610	15.9%
PHIL	975	627	419	24	69.6%	158	194	8	12.3%	533	18.1%
Comments:	Our rates of student success are only slightly different than those of the college, which, again, is a good result given the nature of our courses.										

iii. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	775	72.0%	118	11.0%	184	17.1%
African-American	73	63.5%	25	21.7%	17	14.8%
Asian*	187	71.6%	31	11.9%	43	16.5%
Latino	427	64.7%	103	15.6%	130	19.7%
Native*	14	53.8%	6	23.1%	6	23.1%
Two or more	71	63.4%	19	17.0%	22	19.6%
Unknown	20	64.5%	9	29.0%	2	6.5%
Program's Students by Gender:						

Male	1,072	66.5%	216	13.4%	323	20.0%
Female	965	73.4%	142	10.8%	208	15.8%
Unknown	8	66.7%	2	16.7%	2	16.7%
Program's Students by Age:						
Under 18	44	73.3%	6	10.0%	10	16.7%
18-25	1,656	68.9%	306	12.7%	442	18.4%
25-45	270	70.1%	44	11.4%	71	18.4%
Over 45	75	84.3%	4	4.5%	10	11.2%

Comments	Philosophy is a pursuit which can be taken up from many individual perspectives. Culture and gender issues arise in the course of our class discussions, and are especially prevalent in Moral Issues, Eastern Philosophy, and Critical thinking.

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

iv. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	An alarming number of students cannot read or write at a college level. This is an impediment to student success in all academic courses, including philosophy. The English Department labors mightily to address this problem, and we do our part with the reading and writing components of our courses.

v. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates

Comments	As yet there is insufficient data to make a meaningful comparison.

vi. **If your program is an occupational program, discuss the following:**

Percent of program completers since the last program review	N/A
Number of certificates and degrees awarded	N/A
Job placement rates	N/A

d. Student Services

 i.   **Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)**

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)		X		
Admissions & Records	X			
Assessment Center (for ENGL/ESL/MATH placement)			X	
Business Skills Center				X
Counseling		X		
English & Study Skills Center		X		
Information Services (College Center)				X
Library & Technology Center	X			
Math Lab				X
Reading Center				X
Supportive Services & Instruction	X			
Career/Transfer Center				X
Child Development Center				X
Cooperative Work Experience				X
Extended Opportunity Programs & Services (EOPS)				X
Job Placement				X
Student Financial Services				X
Student Health/Psychological Services			X	
Women's Programs/Re-Entry & Cultural Center			X	
Other:				

 viii. *Facilities, Equipment and Supplies*

 i.   **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**

Comments	We have developed several online courses and so utilize the relevant infrastructure. We continue to use "smart classroom" technology.

 ii.   **What specific facilities/equipment/supplies needs do you have that are not being met?**

Comments	None.

> **ix. If there are any other measures or considerations you would like to include regarding student learning, please explain.**

Comments	

> **g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.**

Identify any plans your program has to:	Details
☐ Complete and/or revise SLOs for courses, certificates, and/or degrees.	
☐ Change status of one or more courses in specific GE requirement areas.	
☐ Improve student attainment of SLOs or objectives that support them.	
☐ Improve consistency among multiple sections.	
☐ Improve alignment among sequences of courses.	
☒ Improve retention rates.	Since the TMC has added Introduction to Logic back to the core requirements (it now reads "Symbolic Logic or Introduction to Logic") we are revising Phil 6 back into Introduction to Logic. The more inclusive and less purely technical topics in Introduction to Logic will improve both student retention and success.
☒ Improve success rates.	
☐ Support student equity.	
☐ Improve facilities and/or equipment	
☐ Increase or reduce supplies.	

5. *Staffing*

a. Describe your faculty and staff's workload.

I teach 15 units per semester. John Provost and Jo Van Dam each teach 9 units per semester. In addition, John Provost teaches in the Early Spring and the Summer.

b. Describe your faculty and staff's recent staff development activities.

In April 2014 I will be chairing a colloquium on the hedonistic utilitarianism of J.S. Mill, to be held at the

American Philosophical Association meetings in San Diego. I am completing a paper on naturalism and personal identity for submission to two conferences to be held in the spring of 2014. In November 2013 I attended a series of lectures given by Oxford philosopher Richard Swinburne.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

d. Discuss the adequacy of your staffing to meet your program's mission.

Our staffing is quite adequate. Jo Van Dam, John Provost, and I have different teaching styles and philosophical interests. This provides our students with a range of choices to meet their individual needs.

e. Program Improvement Plan:

Identify any plans your program has to:		Details
☐	Take steps to improve faculty and staff satisfaction.	
☒	Seek out opportunities for training and development.	I am continuing my philosophical research and conference participation. Jo Van Dam is continuing her career-long project of studying and developing effective and novel teaching techniques. John Provost continues to develop his understanding of eastern philosophy.
☐	Adjust staffing to meet program's mission.	

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Revising Phil 6 back into Introduction to Logic.	Better serving the program's mission, enhancing the program's vitality and student learning.	Spring 2014	Todd Weber
Seeking out opportunities for training and development.	Continuously improving instruction.	N/A	Todd Weber, John Provost, Jo Van Dam

Academic Affairs Program Review Self Study

Name of Program:	Reading Center

1. *Mission*

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☒ Transfer to a four-year university

    ☐ Courses meet MPC AA/AS GE requirements

    ☐ Courses meet IGETC/CSU GE requirements

    ☒ Program supports four-year lower division requirements

☒ Develops occupational skills

    ☐ Program offers MPC Certificate and/or degree

    ☒ Program influenced by advisory committee reports/recommendations

    ☒ Program need evident through labor market information

☒ Supports students' development of basic skills

☒ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The Reading Center provides excellence in literacy support to MPC students across all academic disciplines. Reading Center services emphasize, but are not limited to, the provision of academic support for English classes and other specific areas related to literacy skills. The goals of the Reading Center staff include providing excellence in instruction to students who utilize the Center, demonstrating responsiveness to and respect for student need, and promoting learning habits that promote success in basic skills courses, college-level courses, and the workplace.
Mission's relationship to college mission	The Reading Center offers basic skills courses designed to meet the needs of under-prepared students as well provides support for students working towards transfer, career, or life-long learning goals. The Reading

	Center participates in ongoing reflection and evaluation of its offerings to ensure the highest quality instruction. Reading Center staff and faculty also participate in ongoing evaluation processes to ensure the highest quality assistance to MPC students. The Reading Center serves a wide range of culturally and economically diverse students of all ages. The goal of the Reading Center is to provide support for MPC students while also fostering a sense of independence that will serve them when they move on from our institution.

c. Program Improvement Plan: Identify any plans your program has to change or revise its mission.

Plan	No plans to change or revise the Reading Center mission at this time.

2. *Program Overview*

a. *Course Offerings and Scheduling*

   i. **Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.**

Courses	Fall 2008	Spr 2009	Sum 2009	Fall 2009	Spr 2010	Sum 2010	Fall 2010	Spr 2011	Sum 2011	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013
ENGL320	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ENGL330	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
ENGL351	2	3	1	2	2	1	2	2	1	2	2	1	2	2	1
ENGL352	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ENGL402	0	0	0	0	7	1	7	8	2	6	6	1	7	7	1
ENGL422	0	0	0	0	3	0	3	3	0	2	2	0	3	4	0
TOTALS	**5**	**7**	**4**	**5**	**15**	**5**	**15**	**16**	**6**	**13**	**13**	**5**	**15**	**16**	**5**

Comments:	
	Notes regarding above data: • Separate ENGL 402/422 lab co-requisites offered Spring 2010 • ENGL351: 2 sections offered (.5 and 1 unit) • Spring 2009 includes Early Spring course offerings Course offerings remain relatively consistent over the last five years, with the largest fluctuations in lab co-requisite courses: ENGL 422 and 402. The number of sections offered for these courses is dependent upon English Department enrollment. Early Spring course offerings were offered once, in spring 2009, and subsequently cancelled due to low enrollment and budget constraints.

ii. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	
	The courses offered in the Reading Center are scheduled on an open-enrollment basis, or in the case of lab co-requisites, on a "weekly hours by arrangement" basis, and are, therefore, convenient and flexible in accommodating students' needs. Valuable one-to-one instruction is available to Reading Center students based on assessment. Instructional delivery is varied to accommodate the varied learning styles and abilities of Reading Center students. The Reading Center continually evaluates its instructional technology in order to provide quality programs and facilities that meet students' technological needs.

iii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☐ Yes.
☐ No. If no, please explain.

Comments:	
	Not applicable to the Reading Center. The English Department offers a certificate of completion for the basic skills sequence of English courses.

iv. Does the scheduling pattern you use meet the diverse needs of students?

☒ Yes.
☒ No.

How do you know? Please comment.

Comments:	
	The Reading Center offers many hours of operation. Reading Center hours are Monday-Thursday 8am-7pm and Friday 8am-2pm. A benefit of having some evening hours is that the Reading Center is able to accommodate students with daytime jobs. The lack of weekend hours means students with impacted scheduled may miss out on opportunities to utilize the center. Feedback from students, as given to staff members and the director, indicate that closing the Reading Center any earlier would present a hardship to some of our evening students. TimeKeeper data is also used in determining Reading Center hours of operation.

v. Program Improvement Plan: Identify any plans your program has to:

☐ Add or delete courses from catalog.

Courses to be added:	None at this time.
Courses to be deleted:	None at this time

☐ Revise scheduling of courses

Revision plans:	None at this time. See above comments regarding Reading Center course scheduling.

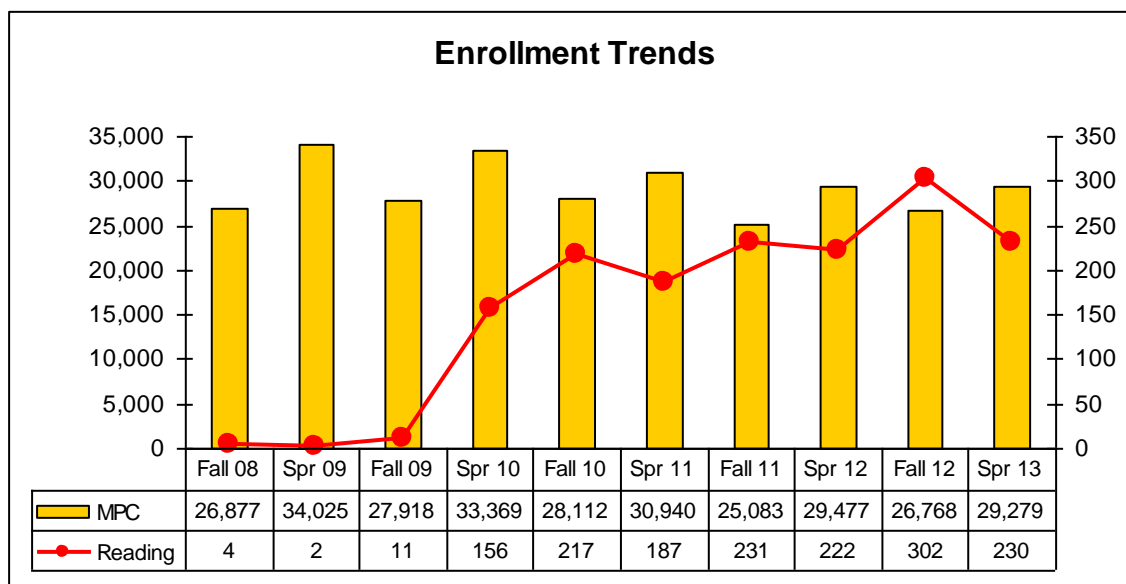☒ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

Other avenues:	There is a current need to offer distance tutoring in order to accommodate MPC distance education students. While an important priority for the Reading Center, staffing and funding limitations, as well as an increase in the director's duties, have made it difficult to make progress in this area. MPC Administration has also urged Reading Center offerings at the Marina Education Center in order to meet the perceived need of basic skills students attending classes there. Low enrollment in English basic skills courses offered in Marina, however, make it difficult to commit already stretched Reading Center resources in that direction. Given a better budget climate and increased enrollment in basic skills courses, the Reading Center would like to provide offerings and hours of operation in Marina.

☒ Other: Revise Reading Center course content

Other plan:	The Reading Center is currently working with the English Department on a large-scale curricular change, the integration of reading and writing through the basic skills (including ENGL 111/112) sequence of English courses. This will require substantive revisions to both ENGL 402 and 422. The Reading Center also plans to develop its own content for ENGL 320 and ENGL 330, one-unit independent student courses, which will move away from Pearson's My Reading Lab and to Moodle/MPCOnline. This will allow us to create our own, much improved, course content utilizing the free technology MPC already has in place.

3. Program Vitality

a. **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26,877	34,025	27,918	33,369	28,112	30,940	25,083	29,477	26,768	29,279
Reading	4	2	11	156	217	187	231	222	302	230

Ref: MPC is all credit and noncredit

Comments:	
	Enrollment in the Reading Center increased dramatically in Spring 2010 when separate lab co-requisite courses were created for ENGL 322 and 302. Enrollments have stayed relatively consistent since then, with a noticeable increase in Fall 2012, which is the exception rather than the norm. As a large majority of Reading Center students are ENGL 422 and 402 lab co-requisite students, enrollment figures in the Reading Center are dependent upon enrollment figures for English Department courses.

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	0.14	0.46	0.62	0.28	0.61	0.60	0.25	0.34	0.29	0.29
FTES – Noncredit	0.00	0.00	0.00	7.68	9.83	8.50	9.68	8.30	11.92	8.98
FTE – Full-time							0.00	0.00	0.00	0.00
FTE – Adjunct							2.40	2.40	2.40	2.40
Program FTES/FTE							4.14	3.60	5.09	1.80

Comments:	
	The increase in FTES—Noncredit in Spring 2010 reflects the addition of separate lab co-requisite courses for ENGL 302 and 322. These lab co-requisites (ENGL 402 and 422) are enhanced non-credit courses. Fluctuations in FTES—Noncredit reflect enrollment in English Department classes overall.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

| | Fall 10 | | Spr 11 | | Fall 11 | | Spr 12 | | Fall 12 | | Spr 13 | |
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	45%	53%	52%	52%	44%	56%	54%	56%	50%	57%	46%
Female	51%	55%	47%	48%	48%	56%	44%	46%	44%	50%	43%	54%

| | Fall 10 | | Spr 11 | | Fall 11 | | Spr 12 | | Fall 12 | | Spr 13 | |
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	35%	58%	28%	52%	27%	51%	21%	50%	19%	45%	19%
AfAm	4%	9%	4%	13%	5%	11%	5%	12%	4%	10%	5%	8%
Asian*	11%	12%	10%	13%	10%	9%	10%	13%	9%	12%	11%	13%
Latino	24%	40%	24%	40%	26%	49%	23%	47%	26%	51%	30%	53%
Native*	1%	1%	1%	3%	1%	0%	1%	0%	1%	1%	1%	1%
Two or more	2%	3%	2%	3%	3%	2%	2%	3%	3%	4%	4%	4%
Unk	0%	0%	0%	0%	4%	1%	9%	2%	6%	3%	4%	2%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	
	As compared to the college, the Reading Center reports higher enrollments for several MPC groups, including female, African American, Asian, and Latino students. This suggests that the Reading Center is an important resource for meeting the needs of MPC's diverse student population. The numbers for Native American students and students with two or more ethnicities are small but demonstrate similar percentages to the college at large.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	
	The largest factor impacting the Reading Center at this time is the budget, particularly at the state and institutional levels. Recent cutbacks have led to the loss of one permanent classified position. Meanwhile, enrollment in

	the Reading Center has increased, in large part as a result of the creation of aforementioned lab co-requisite courses. Reading Center funding has, fortunately, been augmented in recent years with a generous annual grant provided by the Ralph Knox Foundation. While the Marina Education Center is an important aspect of MPC's mission, the addition of Reading Center offerings in Marina would strain already-stretched resources from the main campus, which serves a significantly larger student population. To date, the Reading Center has not been able to provide services in Marina. As the budget climate and enrollment trends improve at the MEC site, the Reading Center hopes to make progress in this area. The Reading Center is also impacted by changing technology, including the increased use of phone and tablet devices and increased distance education offerings at MPC. Unfortunately, budget constraints have not allowed for much adaptation of Reading Center services or processes. The Reading Center has also not benefitted from any technology refreshment funds since the previous Program Review cycle due to aforementioned budget cuts. Currently, the Reading Center provides services to any MPC student desiring to improve his or her reading skills, a factor that distinguishes the Reading Center from other support centers on campus that only provide discipline-specific support. The Reading Center also serves members of the local community who are unable to find appropriate, high-quality services at other institutions. The Reading Center serves, for example, students who have moved on to CSUMB or who have entered the workforce, making the Reading Center a unique establishment for providing community support. The efforts and importance of collaborating with other departments on campus and other institutions in the community are discussed elsewhere in this document.

e. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination	
	The Reading Center works directly with students, staff, and faculty from the following departments: English, ESL, Counseling, Supportive Services and Instruction, Academic Support Center, and the ESSC. A concerted effort has also been made by the director and Reading Center coordinator to enhance communication with the above-mentioned departments and other departments across campus through participation in the Basic Skills Initiative Committee. The faculty/staff survey demonstrates, however, that the Reading Center staff and faculty could use more information about other campus programs and services beyond those mentioned here. The Reading Center recognizes our students' involvement with other departments and seeks to be responsive to their academic needs. The wealth of students who utilize the services of these other departments cannot be overemphasized. Neither can the Reading Center's importance in coordinating efforts that enhance student learning and institutional

	effectiveness be overstated. Outreach on the part of Reading Center faculty and staff will continue to be prioritized in department action plans.

f. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	The Reading Center staff and management recognize the potential for growth and development by offering services to the community at large. For example, the Reading Center plans to devote staff and hours of operation at the Marina Education Center in order to meet the needs of our student populations in outlying communities once budgets and enrollments permit. While the Reading Center acknowledges the importance of community outreach, much of this outreach has been accomplished formally yet indirectly through one-to-one contact with students. Stretched resources and director and Reading Center coordinator workloads make outreach to other educational institutions and/or businesses challenging. The full potential for partnership with the professional community, therefore, is yet unrealized, though community outreach has been prioritized and included in Reading Center action plans.

g. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	Recent recommendations from California's Student Success Task Force and subsequent legislation have demonstrated the importance of instructional support for our basic skills, transfer, and career/technical students. The Reading Center is one of the few places on campus that provides support in all these areas; the improvement of literacy skills promotes success and retention in each of these areas as well. As MPC implements aspects of this new legislation and as future legislation is passed, for example regarding non-credit course offerings, the Reading Center will investigate ways to comply and improve its services accordingly. The Reading Center may also be undergoing significant changes as a result of the English Department's desire to integrate reading and writing courses at the basic skills (and possibly ENGL 111/112) levels. As such, the Reading Center will need to increase coordination with the ESSC and discuss and plan for a possible integration of center functions and curricula. Historically, the Reading Center has been strongly supported by the Humanities Division and Administration here at MPC, and the Reading

	Center has been grateful over the years for that support, which has allowed, up until recently, the Reading Center to grow and increase its services to students. It is the hope of the Reading Center director, coordinator, faculty, and staff that this institutional support continues in the face of these state-wide changes and institutional budget constraints.

h. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
☒	Improve overall enrollment.	Enrollment in Reading Center courses is primarily contingent upon enrollment in English Department courses. Enrollment may improve as offerings expand to MEC.
☒	Improve FTES/FTE ratio.	There is some discussion taking place with the English Department and Administration regarding changing non-credit Reading Center lab co-requisites and courses to credit. Discussions/changes are only in preliminary stages at the time this document was submitted.
☐	Improve ratio of full-time to adjunct FTE.	None at this time
☒	Increase enrollment of underrepresented groups.	Enrollment figures for many underrepresented groups in the Reading Center are stronger than campus-wide figures. The Reading Center director will work with Administration on efforts to increase enrollment/provide services for Marina Education Center students, especially those in basic skills courses.
☒	Improve coordination with other programs on campus.	Coordination with other programs and departments on campus will continue through BSI committee work and the other efforts mentioned above.
☒	Improve involvement with the community.	From the Reading Center's Program Review Annual Report: Seek out possible collaborative efforts within the wider community, including alliances with CSUMB's Reading Center/Program, the Chartwell School, Adult Education, local high schools, or the Literacy Network, for example, to address literacy needs of a possible wider range of students and with a broader base of resources.
☐	Other	

4. Student Learning

a. What delivery modes are used in your program?

☐ Traditional classroom
☐ Distance learning
☒ Lab: One-to-one, small-group, and computer-aided instruction in a lab setting

    ☐ Other:

b. Student Learning Outcomes and Assessment

ii. Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.

    ☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

    ☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

    ☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs

iii. After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.

Reflections summary	ENGL 402 Improvements and Progress:
	Expand ENGL 402 and 422 lab offerings for reading class students: Incorporate Visualizing and Verbalizing® program as a new lab module for reading class students in 402/422 who will be better helped by this module over current Reading Strategies or Reading Café modules:
	A "new" and/or separate lab module has not been created. Through assessment, however, both at the start of the semester and in an ongoing manner throughout the semester, Paula Norton and Reading Center staff work to identify those students who might benefit from Visualizing and Verbalizing®, grouping students with these similar needs together, and developing and improving upon more individualized instructional methods for these students. Reading Center staff will discuss at weekly meetings, how to evaluate the need for V/V, both by the use of our assessments as well as through clinical observation. The goal will be for the staff to begin implementing V/V earlier in the semester so they can help the students understand how to apply those concepts in their 302 class.
	Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422:

The Reading Center director has been participating in a student success subcommittee within the English Department and has been engaging with ENGL 302 and 322 classroom faculty in discussions of, among others things, ongoing improvement of the lab sequences for both ENGL 402 and 422 and future integration of reading and writing courses.

In addition, faculty members in the Reading Center have been in continuous contact with ENGL 302 and 322 classroom instructors to ensure that Reading Café lab content is cohesive with classroom content. For example, as part of the Reading Café portion of the lab several additions have been made with the input of classroom instructors: Skill Sheet handouts for specific course content have been created (i.e. annotating, context clues, topic and main Idea, paraphrasing, patterns of organization, etc.) Likewise several online lessons and exercises have been created and/or updated to duplicate skills covered in the classroom, providing practice, reinforcement, and feedback (through quizzes) of these various reading skills. Feedback from classroom instructors as to students needs has allowed the reading lab instructors to tailor existing lessons and create new lessons that have not been previously addressed. Some new lessons brought by this dialogue have been: "How to Read a Syllabus" and "How to Take a Test."

Finally, Reading Strategies lab tutors work to keep current with and incorporate ENGL 302 and 322 classroom content and homework assignments into tutoring lessons. Syllabi for the 302 and 322 classes are kept in the Reading Center office, as are the text for each class, so the staff can review assignments ahead of time. In addition, skills developed in the Reading Strategies Lab (phonemic awareness, visual memory, vocabulary development, spelling, and comprehension), though sometimes not directly connected to course assignments, indirectly but positively impact student success on classroom assignments.

Revise the Reading Strategies student intro questionnaire to include clearer and more comprehensive goal-setting language:

Paula Norton and Reading Strategies tutors have completed this action item. In addition to the revisions in the questionnaire, tutors have also increased the frequency throughout the term with which they refer back to students' self-selected goals. The revisions and subsequent referrals back to this questionnaire have helped to give students more ownership of tutoring session content, to make explicit how lessons apply to their goals, and to demonstrate clear progress towards those goals.

Other action items resulting from previous program reflections and listed in the Reading Center's Program Review Annual Report from spring 2013. Explanations of progress for each item follows:

Establish an optimal configuration of the ESSC, RC, and former ESL Center, in regards to student space, staff space, technology needs, and instructional supply needs. This is an ongoing action item for the Reading Center and will become increasingly important as the English Department discusses plans to integrate its reading and writing courses at the basic skills (and possibly 111/112) levels. IRW changes in the English Department will require large-scale revisions to Reading Center lab co-requisite policies and procedures. The director keeps in constant communication with the English Department as planning takes place and relays information to and seeks input from a subcommittee formed in the Reading Center, which is tasked with

	discussing and implementing changes to the department.
	House books and other materials to enrich students experience in the Reading Center. The Reading Center purchases 1-2 copies of the textbooks required for each of the reading courses taught at the basic skills levels in the English Department. This library of textbooks allows students to utilize textbooks that they may not be able to afford, and provides an opportunity for staff and faculty to consult these textbooks as needed to aid students.
	Update emergency supplies and review emergency and crisis intervention procedures with staff and faculty in RC. The ESSC Technician, Brian Streetman, is also a member of MPC's Behavioral Assessment Resource Team (BART) and keeps the ESSC and Reading Center faculty and staff apprised of discussions and changes taking place campus-wide. The Reading Center also devotes time at weekly staff meetings as needed to review and discuss emergency planning and preparation. Certainly, though, more coordination is needed in the Reading Center to ensure communication between the director, Brian, RC faculty, the RC Coordinator, and RC staff.
	Purchase Read Naturally CDs to augment the levels available for student use and expand their use as appropriate to build students' reading fluency. New Read Naturally software purchased Spring 2013.
	Work with English Department toward more cooperation, collaboration, and cohesion between English 302/322 and the lab co-requisites 402/422. This will be particularly important as both departments make progress in Integrated Reading and Writing courses. As mentioned above, the English Department is moving forward with discussions and planning for Integrated Reading and Writing (IRW). The Reading Center director has been heavily involved in these discussions and has begun brainstorming with Reading Center staff and faculty.
	Develop own content for ENGL 320 and 330. A tentative outline/scope of topics and activities has been developed for ENGL 320. Further development of course content, activities, and assessments will take place as Reading Center faculty and director have time.

iv. If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?

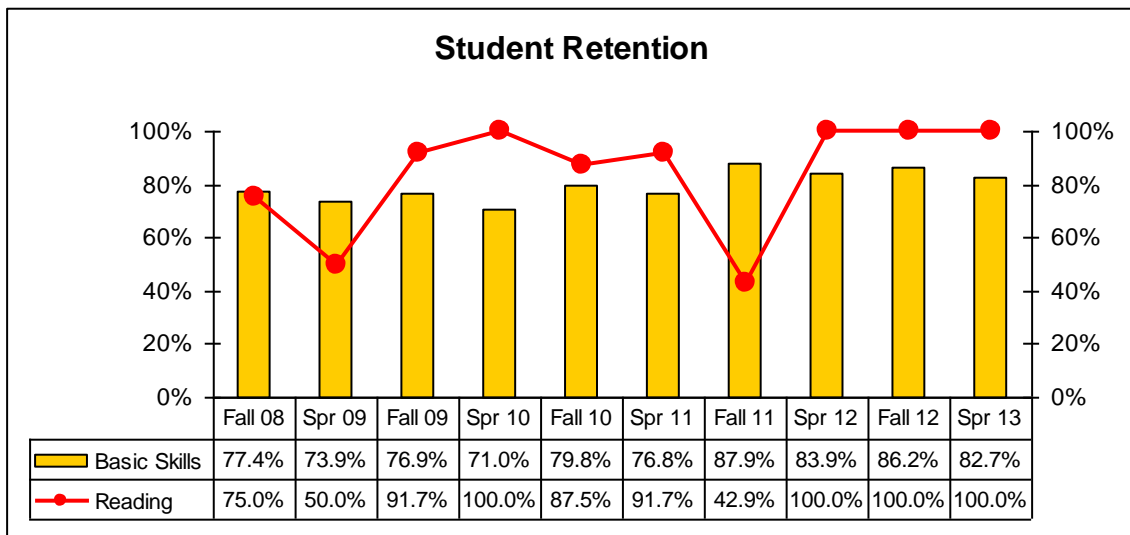| **Course alignment process**	
	The Reading Center has two possible lab options for students in both ENGL 4022 and 402 based on assessment at the beginning of the term, Reading Café and Reading Strategies.
	The skill focuses in the sequence of Reading Café lab content is determined by English Department basic skills course outlines and Reading Center lab-corequisite course outlines. Reading Center faculty reviews course outlines and classroom instructor syllabi to ensure that lab co-requisite Café content meets course outline expectations and is cohesive with classroom instruction.
	Skill focuses in the sequence of Reading Strategies lab content is largely determined by assessment and ongoing evaluation of need. If a student takes

	both ENGL 422 and 402, an assessment takes place at the end of 422, which is then used to help determine what skills/lessons will be focused on in ENGL 402.

v. **How is consistency maintained between multiple sections of single courses?**

Consistency	Each lab co-requisite section in the Reading Center (ENGL 422 and 402) utilizes the same requirements, assignments, activities, and materials. Staff and faculty in the Reading Center review policies and procedures on an ongoing basis, and tutors working with students engage in ongoing training and evaluation, to ensure this consistency. Faculty members in the Reading Center each manage the grading for several different sections of Reading Café assignments. While no official rubric exists for grading Reading Café assignments, so as to preserve each instructor's autonomy and academic freedom, there is a general consensus as to what should and should not be assessed. For example, aside from capitalization, end punctuation, and commonly confused words, instructors do not deduct points for grammar and mechanics errors in order to keep assessment focused on reading (not writing) skills.

c. **Student Achievement**

i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Basic Skills	77.4%	73.9%	76.9%	71.0%	79.8%	76.8%	87.9%	83.9%	86.2%	82.7%
Reading	75.0%	50.0%	91.7%	100.0%	87.5%	91.7%	42.9%	100.0%	100.0%	100.0%

Ref: Basic Skills data from Chancellor's Data Mart
Ref: Reading Center without 400 level courses

Comments	Student retention in the Reading Center is higher than overall institutional basic skills figures. Many of the students signing up for for-credit Reading Center courses often

	have very specific goals in mind, contributing to higher motivation, and thereby, presumably, higher retention. A larger influence on retention, however, is a more lenient policy regarding instructor-initiated withdrawals. Faculty members in the Reading Center often give students until the end of the term to complete or catch up on coursework.
	The drops in retention in spring 2009 and fall 2011 seem to be the exceptions, not the norm. There do not seem to be clear, identifiable factors that explain the figures for these terms.
	As the data here represents such a small number of students (only those students enrolled in ENGL 320 and 330), it is difficult to make any further assumptions in this area. Most of the students taking courses in the Reading Center are 400-level students completing requirements for a lab co-requisite, and these students are not included in the chart above, nor are students enrolled in ENGL 351 and 352; the figures for ENGL 351 and 352 are included with ESSC program review data.

ii. **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58,419	30,991	20,104	36,621	73.5%	6,249	11,033	3,914	10.7%	31,610	15.9%
Reading	0	0	0	32	48.5%	0	0	26	39.4%	8	12.1%

Comments:	Success rates are lower for the Reading Center than campus wide. There are a few factors likely responsible for this pattern, including a lower skill level of most of the students enrolling in Reading Center courses. In addition, many students signing up for Reading Center courses do so for personal enrichment, second-language learning, or professional skill building. In many of these cases, personal objectives, not success as determined by a P/NP grade, are the students' goals. Moreover, a vast majority of students taking Reading Center courses do improve their skills, as determined by course assessments. Improvement on these assessments is not always reflected in a grade of P for the course. Finally, and perhaps most significantly, is the fact that many students signing up for Reading Center course do so to fill out schedules in order to meet eligibility requirements for athletics or financial aid. This factor often makes Reading Center courses a low priority for many students who sign up.
	Again, as the data here represents such a small number of students, it is difficult to make any further assumptions in this area. Most of the students taking courses in the Reading Center are 400-level students completing requirements for a lab co-requisite, and these students are not included in the chart above, nor are students enrolled in ENGL 351 and 352, which typically demonstrate higher success rates.

Ref: Reading Center without 400 level courses

iii. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	8	57.1%	5	35.7%	1	7.1%
African-American	2	50.0%	1	25.0%	1	25.0%
Asian*	4	57.1%	1	14.3%	2	28.6%
Latino	5	29.4%	9	52.9%	3	17.6%
Native*	1	33.3%	2	66.7%	0	0.0%
Two or more	0		0		0	
Unknown	0		0		0	
Program's Students by Gender:						
Male	10	47.6%	9	42.9%	2	9.5%
Female	22	48.9%	17	37.8%	6	13.3%
Program's Students by Age:						
Under 18	0		0		0	
18-25	3	20.0%	9	60.0%	3	20.0%
25-45	18	60.0%	9	30.0%	3	10.0%
Over 45	11	52.4%	8	38.1%	2	9.5%

Comments	
	Three areas in the above figures show lower percentages of successful students than unsuccessful and/or withdrawn students: Latino, Native American, and 18-25 year olds.
	Perhaps the comments above help explain these figures. Here again, though, the data represents a very small number of students over several years (17 Latino student, 3 Native American students, and 15 18-25 year old students), making it difficult to come to meaningful conclusions regarding success and retention for these groups or to note trends across these populations.
	Here again, ENGL 351/352 are not included in this data, and students in these courses are typically successful.

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

iv. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	
	As noted above, there are a few factors likely responsible for lower success rates in the Reading Center.
	As far as strategies the Reading Center has taken to address these perceived barriers, The staff and faculty routinely connect with Counseling and Supportive Services

departments in regards to specific students and the appropriateness of enrolling in one or more Reading Center courses and in order to ensure we're meeting their specific needs.

Reading Center staff and faculty also discuss with each student enrolling in a Reading Center course the time commitment, assignments, and syllabus in order to ensure the student understands the requirements for successful completion of the course. This is particularly important for those students enrolling in ENGL 320 and 330. When students fail to make progress, Reading Center faculty and staff members contact them via email, often more than once, to reconnect and remind them of course requirements. It should also be noted, however, that the success of these strategies is often dependent upon the student and his or her motivation for taking the course.

The Reading Center strives to improve and demonstrate student success, retention, and persistence. One item in the Reading Center's Annual Program Review Update is to work with MPC's Institutional Research Office to gather data that demonstrates the program's impact in these areas, particularly regarding the Reading Center's non-credit lab co-requisites and ENGL 351/352 and their impact in both reading and inter-disciplinary courses, at both the basic skills and transfer levels.

v. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
Comments			

vi. **If your program is an occupational program, discuss the following:**

Percent of program completers since the last program review	
Number of certificates and degrees awarded	
Job placement rates	

d. Student Services

i. **Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)**

Number of Respondents: 14

To College Council 12-9-14 - Information

	Often	Sometimes	Rarely	Never	Unfamiliar with Service
Academic Support Center (Tutoring)	28.6% (4)	50% (7)	21.4% (3)		
Admissions & Records		14.3% (2)	50% (7)	28.6% (4)	7.1% (1)
Assessment Center (for ENGL/ESL/MATH placement)	7.1% (1)	14.3% (2)	35.7% (5)	21.4% (3)	21.4% (3)
Business Skills Center		14.3% (2)	28.6% (4)	21.4% (3)	35.7% (5)
CalWORKs			21.4% (3)	50% (7)	28.6% (4)
Career/Transfer Center	7.1% (1)	14.3% (2)	14.3% (2)	42.6% (6)	21.4% (3)
Child Development Center		7.1% (1)	35.7% (5)	28.6% (4)	28.6% (4)
Cooperative Work Experience			14.3% (2)	28.6% (4)	57.1% (8)
Counseling Department	21.4% (3)	35.7% (5)	28.6% (4)	14.3% (2)	
English & Study Skills Center	64.3% (9)	21.4% (3)	14.3% (2)		
Extended Opportunity Programs & Services (EOPS)		21.4% (3)	21.4% (3)	14.3% (2)	42.6% (6)
Job Center			42.6% (6)	28.6% (4)	21.4% (3)
Library & Technology Center	21.4% (3)	35.7% (5)	35.7% (5)	7.1% (1)	
Math Learning Center	14.3% (2)	7.1% (1)	42.6% (6)	14.3% (2)	21.4% (3)
Reading Center	78.6% (11)	7.1% (1)	14.3% (2)		
Student Financial Services		28.6% (4)	42.6% (6)	21.4% (3)	7.1% (1)
Student Health/Psychological Services		28.6% (4)	42.6% (6)	21.4% (3)	7.1% (1)
Supportive Services & Instruction	28.6% (4)	21.4% (3)	28.6% (4)	14.3% (2)	7.1% (1)
TRiO Learning Center			42.6% (6)	14.3% (2)	42.6% (6)
Veteran's Assistance		7.1% (1)	50% (7)	14.3% (2)	28.6% (4)
Women's Programs/Re-Entry & Cultural Center		14.3% (2)	21.4% (3)	21.4% (3)	35.7% (5)

x. *Facilities, Equipment and Supplies*

i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**

Comments	
	The Reading Center currently offers student access to technological equipment, including 14 computers and a shared printer and color printer with the ESSC. Tutors in the Reading Center also have access to three additional designated computers in order to plan and prepare for tutoring sessions. Technological changes in the Reading Center include the following: replacement student color printer (GoPrint), elimination of updates to Adobe products in the Reading Center due to new expensive licensing system by Adobe, upgrading RAM to accommodate older, slower machines, and more sharing between departments (space, equipment and supplies) due to limited resources. Much of the technological updating we do aside from computer terminals themselves (including the above-mentioned items, annual licensing fees for TimeKeeper software, increased RAM for computer terminals, and other technology purchases and updates as needed), comes from the ESSC instructional supplies budget, or, to a lesser degree, GoPrint funds. The Reading Center is forced to rely upon ESSC funds for these items because it lacks the increased budget that should have come with the increased enrollment that occurred as a result of the creation of lab co-requisites (ENGL 402 and 422) for reading courses. Recently, the ESSC's Instructional Supplies budget was cut 33%. As Reading Center computers age and we attempt to keep them running by utilizing and purchasing stop-gap measures, the full impact of this cut will be seen. Computers in the Reading Center were cascaded from the ESSC and are currently 7 years old. The Reading Center as it currently exists has never received technology refreshment funds. Computers in the Reading Center are heavily used and serve a significant portion of the MPC's basic skills student population. As computers age, they are less able to accommodate newer operating systems and program updates, and they are slower and more laborious for students to use. The Reading Center, much like the space that was the former ESL Center, exists both as an autonomous entity and a non-autonomous entity. The Reading Center retains its own staff, computers, and courses, but certain aspects of Reading Center functions, as mentioned above, rely upon, or have relied upon, other departments in order to successfully serve students. In addition to computer terminals and various instructional supplies, the Reading Center also relies heavily upon technical support from the ESSC's instructional technology specialist. As the ESSC and Reading Center are adjacent to one another and serve a common set of students, this partnership seems to work for the time being, especially in light of MPC's current financial situation, though the configuration and lack of funding are not ideal in the long term. There are also facilities challenges associated with working in a shared space, not only within our floor's departments, but also with the Library. There is coordination required

	regarding opening and closing procedures, hours of operation, technology costs, emergency planning and preparation, off-hours events, and custodial and maintenance needs. Sharing the space demands a certain amount of resources, planning, and communication to keep things flowing smoothly.

ii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	
	There is certainly a need for a clear technology refreshment process: As of the submission of this document, all Reading Center computers are one year older with no realistic replacement plan identified. There is also a need for more reliable wireless access for students using the Reading Center, in addition to the need for MPC website revisions in order for easier, more user-friendly student access. MPCOnline recently lost its designated full-time support specialist to retirement, and the position is now temporarily staffed at only 20 hours per week. The Reading Café portion of students' reading lab co-requisite relies solely upon MPCOnline as its instructional delivery platform. The reduction of designated MPCOnline technology support makes students and faculty seeking that support increasingly challenging. Moreover, as more MPC students and faculty use the MPCOnline platform, the full impact of the loss of this position will be realized and will impact students, staff, and faculty alike.

Overall, MPC needs a stronger foundation upon which to stand in terms of technology support, stability, and funding so that the Reading Center is better able to engage in long term planning and decision making. |

iii. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	
	Reading Center staff and faculty regularly and thoughtfully engage in instructor and program reflections. The Reading Center has been commended by the SLO Committee for the thoughtfulness with which it engages in these processes, and the Reading Center feels these are important in promoting student learning.

In addition, the English Department's IRW plans may serve to improve student retention and persistence in lab co-requisite courses (ENGL 422 and 402). These rates are not included in the statistics above, but lab students are the majority of the population in the Reading Center.

As mentioned previously, new student success legislation will also impact student learning in the Reading Center. As legislation is passed, the Reading Center will prioritize revisions to courses, student learning outcomes, and processes as needed. |

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

Identify any plans your program has to:	Details

☒	Complete and/or revise SLOs for courses, certificates, and/or degrees.	SLOs have been completed for all Reading Center courses. When English Department Integrated Reading and Writing (IRW) courses are implemented, subsequent changes in lab co-requisite SLOs will be required as well.
☐	Change status of one or more courses in specific GE requirement areas.	Not applicable
☒	Improve student attainment of SLOs or objectives that support them.	Program improvements take place at all levels, for all courses, on a continual basis. See Program Review Update and Program Reflections on Student Learning documents for more details.
☐	Improve consistency among multiple sections.	None at this time for reasons mentioned above
☒	Improve alignment among sequences of courses.	This consideration will be acknowledged as planning takes place regarding IRW.
☒	Improve retention rates.	The Reading Center will continue to take measures, as noted above (in section iv), to support and retain students. It should be noted, however, that the retention and success rates shown in the graphs above are for Reading Center credit courses only, representing a very small number of students from semester to semester; any improvements in this area aren't likely to result in substantively measurable gains. See Program Review Update and Program Reflections on Student Learning documents for more details on how the Reading Center works to retain students and promote students success.
☒	Improve success rates.	See above comments. See also Program Review Update and Program Reflections on Student Learning documents for more details on how the Reading Center works to promote success.
☐	Support student equity.	The Reading Center already promotes and supports student equity on an ongoing basis.
☒	Improve facilities and/or equipment	See above comments regarding technology; as technology improvements are budget-dependent, significant technology improvements will not occur in the Reading Center until the overall campus budget climate improves.
☒	Increase or reduce supplies.	Here again, this is a budget-dependent item; improvements will not occur regarding the Reading Center's instructional supplies budget until the overall campus budget climate improves.

5. *Staffing*

a. Describe your faculty and staff's workload.

The Reading Center staff is comprised of 3 part-time faculty, 9 part-time instructional specialists, a full-

time coordinator, and one full-time director (of both the ESSC and the Reading Center). As mentioned previously, the ESSC's instructional technology specialist provides support for the Reading Center.

The Reading Center coordinator works 40 hours/week throughout the year, with time off for vacation. The coordinator is responsible for all scheduling, training, oversight, record-keeping, budget tracking, and communication for tutors in the Reading Strategies portion of the Reading Center.

Faculty work up to from 10-20 hours per week depending on seniority and instructor availability. The Reading Center requires faculty line of sight at all hours of operation. Faculty hours are scheduled to meet, but not exceed, this requirement; one faculty person is scheduled on the floor in addition to 1 or more instructional specialists tutoring students in the Reading Strategies cubicles. In addition to assisting reading students on a drop-in basis, faculty members are also required to grade Reading Café lab assignments, communicate with the Reading Center coordinator regarding Reading Strategies student progress, report to classroom instructors regarding student progress, develop curricula, and to serve in a supervisorial capacity in the absence of the director and/or coordinator.

Instructional specialists are contracted for 18 hours per week, for varying numbers of total hours for the academic year, including some holiday pay and staff in-service training. As noted above, 1 or more Instructional Specialists are scheduled in the Reading Center at any given time, depending upon tutor availability and student demand. Instructional specialists work one-to-one or in small groups with students in the Reading Strategies lab, one of the lab options for students in reading classes.

The ESSC's instructional technology specialist works 40 hours/week, 12 months/year, with time off for vacation. The technology specialist is responsible for the functioning and maintenance of all Reading Center technology, including printers and both student and staff computers, and is also important in providing technical support for students. It should be noted that while staff computers are technically under the purview of MPC's IT Department, Brian often assists with their maintenance and upkeep.

The ESSC/Reading Center director is contracted to work 35 hours per week, 175.5 days per academic year. The nature and demands of the position, however, often require the director to work above and outside contracted hours. The director is responsible for all accountability, administrative, pedagogical, and supervisorial tasks related to the Reading Center's functions and operations.

b. Describe your faculty and staff's recent staff development activities.

Reading Center staff, under the guidance of Paula Norton, attends flex activities prior to the start of each semester, undergoes pre-semester training as needed, and participates in required weekly meetings. The purposes of the weekly meetings are to troubleshoot student issues, update staff on policies and procedures, and train on aspects of the program as needed. Each week, tutors are also observed as they work with students, again under the guidance of Paula Norton, but also with the help of "pacers," or senior tutors in the Reading Center. Currently, Reading Center instructional specialists meet requirements for College Reading and Learning Association's (CRLA) level I tutoring certification, and, under the direction of Paula Norton, are working towards level II certification.

RC faculty meets twice per semester to discuss curricular changes, student issues, and to coordinate each semester's "to do" items. As faculty shifts do not overlap, further communication takes place throughout the semester via email.

One area the Reading Center has been paying additional attention to is emergency preparedness, though

admittedly, there is much progress still to be made. Emergency preparedness measures include updating and augmenting emergency binders, replacing items in the emergency supplies bin, ensuring staff and faculty are up to date on emergency procedures, providing opportunities of CPR and other emergency training, and increasing coordination efforts with the rest of the LTC and wider campus.

Staff and faculty have also participated in other professional development activities, including On Course workshops, Irlen Screening Certification (for scotopic sensitivity), Moodle/MPCOnline workshops, and courses in accessibility and teaching in an online setting.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

Most staff/faculty report being "highly satisfied" or "fairly satisfied" with Reading Center courses, though there are a significant number of staff members who marked the "unsure or N/A" category. There were also comments noting dissatisfaction regarding ENGL 320 and 330. We are currently in the process of revising these courses as noted elsewhere in this document.

To summarize the next few questions, most staff/faculty reported being "fairly satisfied" or "fairly dissatisfied" regarding the Reading Center lighting, furniture, and technology, though most reported being either "very satisfied" or "fairly satisfied" with the space's cleanliness. Most staff/faculty report having adequate supplies to do their job, with some comments requesting additional books or other reading materials, being comfortable with procedures related to grading and student concerns (others marked "does not apply"), and feeling comfortable requesting information from both their immediate supervisor and Humanities Division Chair. Many staff commented that they didn't know, or had no reason to contact, Humanities Division Office personnel. As a result of this feedback, the Reading Center director is working to improve lighting conditions and is seeking more specific input from staff and faculty as to what additional tutoring and /or reading materials might be helpful. Much of the technology improvement currently required will have to wait until the budget outlook improves.

Regarding referrals to other department and services on campus, many Reading Center staff either do not refer students to or are unknowledgeable of many programs and services across campus, with the exceptions of the services immediately adjacent to the Reading Center (for example, the Academic Support Center, ESSC, and Library) or the services most commonly used by Reading Center students (such as Supportive Services and Counseling). Certainly this is an area we can focus on at future meetings, perhaps inviting representatives from these departments to tell us about the services provided therein.

Most (78.6%) staff and faculty report feeling valued as employees in the Reading Center, though a few suggested that they only felt valued most of the time, or by most, but not all, of the staff.

The greatest strengths of the Reading Center include a caring and committed staff; an organized program; individualized attention and assistance provided to students at all levels; and a welcoming, productive atmosphere for students. Staff and faculty report that one of the biggest weaknesses of the Reading Center at the moment is budget cuts that have both already taken place and may be impending in the near future, which impacts the number of students per tutoring group. The larger the student-to-tutor ratio, the less individualized attention each student receives. Another complaint is the lack of time to make progress on program goals.

When asked about the challenges that the Reading Center will face in the next five years, staff and faculty again noted the budget and its subsequent impact on staffing, technology, and the ability to

continue to provide individualized student support. Another challenge mentioned was the English Department's desire to integrate reading and writing and the impact those changes will have on the center.

In turn, when asked about the opportunities that the Reading Center will have in the next five years, many staff and faculty mentioned the desire to expand services in order to accommodate all students who may need the assistance in building their reading skills and to accommodate students in Marina.

When asked for final remarks, comments were varied; no trends or similarities can be noted here.

d. Discuss the adequacy of your staffing to meet your program's mission.

Despite the loss of one permanent part-time position in the Reading Center, we are managing to meet student need, though not without struggle.

The requirement that RC faculty members need reading certification means that qualified part-time instructors can be difficult to find. Fortunately, we have two of three instructors that have been employed with the Reading Center long term; unfortunately, the third instructor position has suffered from high turnover, making the need to find a replacement an issue almost every semester.

Reading Center tutor hours have been augmented in recent semesters by substantial donations from the Ralph Knox Foundation, donations ranging from $10,000-$13,000 each academic year. These funds have allowed tutors to work with smaller groups of students and have allowed the Reading Center coordinator to better group students according to need and skill level. Relying on donation dollars, however, isn't a viable long-term option, and without these funds, the program suffers as tutors have to take on more students at a time and as the Reading Center coordinator is forced to spend more time tutoring and less time coordinating. As the budget situation improves at MPC, the Reading Center director hopes to regain an additional instructional specialist position.

The Reading Center has also benefitted from having access to a technology specialist, which hasn't always been the case. As it stands, the Reading Center shares this person's services with the ESSC. Unfortunately, as budgets shrink and employees' duties across campus expand, the technology specialist has also been forced to take on more duties, including providing technology support for the Academic Support Center, technology support to students using computers in the former ESL open lab, and assisting in managing Reading Center staff computers, a task typically assigned to MPC's IT Department. Considering the expanded nature of this position and the essential duties he performs, it is imperative that a designated technology specialist remains on the first floor of the LTC.

e. Program Improvement Plan:

Identify any plans your program has to:	Details
☒ Take steps to improve faculty and staff satisfaction.	The Reading Center director will work to improve lighting, technology, and Reading Center courses. The director will also continue to keep staff/faculty abreast of IRW and budget issues.

☒	Seek out opportunities for training and development.	The director will continue to alert staff and faculty to professional development opportunities and encourage attendance/participation therein.
☒	Adjust staffing to meet program's mission.	As staffing is a budget-dependent item, there are no plans at this time to increase staffing. The current priority is to maintain existing staff levels. As the budget climate improves, the Reading Center director will seek to increase staffing to previous levels.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Improve facilities/equipment	Student Learning, Staffing Issues	Dependent upon the pace at which budget improves at MPC	Reading Center director, ESSC technology specialist	Up to $1000 per computer (with monitor); other associated costs as needed
2	Integrated Reading and Writing (IRW)	Course Offerings and Scheduling, Staffing Issues	Fall 2015	Reading Center director, RC staff/faculty, ESSC technology specialist, English Dept.	Funding for staff and PT faculty working outside contract to plan/prepare (at about $50/hr.)
3	Adjust staffing	Staffing Issues	Dependent upon the pace at which budget improves at MPC	Reading Center director	To replace permanent part-time Instructional Specialist: $15.60/hr. 613 hours/yr.
4	Distance education offerings	Course Offerings and Scheduling	Fall 2015	Reading Center director, ESSC technology specialist	Unknown at this time
5	Expand Marina course offerings and hours of operation	Course Offerings and Scheduling	Dependent upon the pace at which budget	Reading Center director, RC faculty	Funding for PT faculty $50/hr.) to meet line-of-

			improves at MPC		site requirements
6	Staff training and development	Staffing Issues	Ongoing	Reading Center director, RC faculty/staff	Variable

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Revise non-credit courses to credit	Program Vitality	As needed	Reading Center director
Improve coordination with other MPC programs/departments	Program Vitality, Staffing Issues	Ongoing	Reading Center director, RC faculty/staff
Improve coordination/involvement with other programs and services within the community	Program Vitality	Ongoing	Reading Center director, RC faculty/staff
Revise SLOs as part of IRW	Student Learning	Fall 2015	Reading Center director
Maintain course alignment as part of IRW	Student Learning	Fall 2015	Reading Center director
Increase student retention	Student Learning	Ongoing	Reading Center director, RC faculty/staff
Increase student success	Student Learning	Ongoing	Reading Center director, RC faculty/staff
Revise curriculum for ENGL 320 and 330	Program Vitality, Student Learning, Staffing Issues	Spring 2014	Reading Center director, RC faculty

Academic Affairs Program Review Self Study

Name of Program:	Speech Communication

5. *Mission*

a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

☑ Transfer to a four-year university

    ☑ Courses meet MPC AA/AS GE requirements

    ☑ Courses meet IGETC/CSU GE requirements

    ☑ Program supports four-year lower division requirements

☐ Develops occupational skills

    ☐ Program offers MPC Certificate and/or degree

    ☐ Program influenced by advisory committee reports/recommendations

    ☐ Program need evident through labor market information

☐ Supports students' development of basic skills

☑ Supports life-long learning

b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The Department of Speech Communication endeavors to foster student learning and success in the area of human communication by providing skills, principles and theory for communicatively transacting with others in multiple contexts.
Mission's relationship to college mission	Speech Communication (1) fosters student learning and success by providing excellent instruction, (2) provides instructional content and practicum in human communication as part of learner preparation for the four-year university degree, and (3) encourages life-long learning through self-reflective, service-learning, and cooperative problem-solving curriculum.

    c. Program Improvement Plan: Identify any plans your program has to change or revise its mission.

Plan	None at this time, although revisiting the mission and plan are on-going goals of the department.

6. Program Overview

a. Course Offerings and Scheduling

    i. Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.

Courses	Fall 2008	Spr 2009	Sum 2009	Fall 2009	Spr 2010	Sum 2010	Fall 2010	Spr 2011	Sum 2011	Fall 2011	Spr 2012	Sum 2012	Fall 2012	Spr 2013	Sum 2013
SPCH 1	6	7	1	7	8	3	9	9	2	8	9	2	7	8	2
SPCH 2	5	6	1	6	5	1	6	6	1	6	5	2	6	6	2
SPCH 3	2	5		3	2		2	2	1	3	2	1	2	2	
SPCH 4					1		1	1		1	1		1	1	
SPCH 5														1	
SPCH 54	1	1													
COMM 5	1	1			1			1		1			1		
TOTALS	15	20	2	16	17	4	18	19	4	19	17	5	17	18	4

Comments:	Trends across semesters are nearly unexplainable without more detailed data. We work with several theories in attempt to explain fluctuations but these are merely conjecture at this point. It is notable that with minor exceptions we offer a consistent number of courses, usually in the upper teens, each semester, and summers are often three, sometimes four courses strong. Those courses are rarely difficult to fill. Why Comm 5 is even on this chart is a mystery as we do not teach it, nor are we in charge of it; I would recommend it be placed under the English Department, where it belongs. Our strongest courses remain the two most transferable, Spch 1 and Spch 2. One course may be missing from the count, as I believe Spch 5 was offered and taught in the Summer of 2013.

    ii. Comment on the scheduling of your courses or delivery of services as they apply to your program.

Comments:	Our scheduling remains strongly designed to favor student demand. Thankfully we have a solid collection of adjunct faculty who can teach into those hours and day patterns. The drawback has been their limitations on the kinds of courses they can teach (they lean heavily in the direction of Spch 1, so that a few of us must ensure that the rest of the curriculum is also on the books for students).

iii. If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?

☑Yes.
☐ No. If no, please explain.

Comments:	

iv. Does the scheduling pattern you use meet the diverse needs of students?

☑ Yes.
☐ No.

How do you know? Please comment.

Comments:	Courses are offered during mornings, afternoons, and evenings. Day sections are available both MWF and TTH. Almost all sections fill quickly. The only ones less inclined to fill quickly are those offered late afternoon.

v. Program Improvement Plan: Identify any plans your program has to:

☑ Add or delete courses from catalog.

Courses to be added:	Spch 6 will be brought back (Argumentation and Debate) in order to support the pre-law track for students.
	Instructional Communication is still in development, but will be added to the curriculum (number to be designated later).
Courses to be deleted:	Would like Comm 5 deleted from Speech Communication; and so moved over to English. We do not oversee it, manage it, support it or fund it.

☐ Revise scheduling of courses

Revision plans:	

☑ Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)
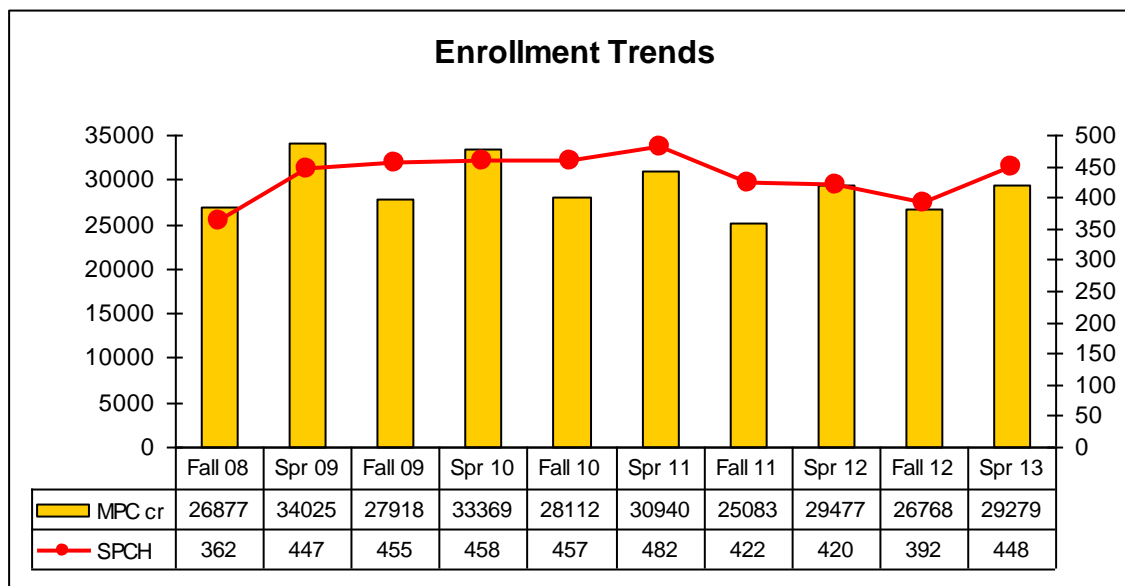
Other avenues:	We are offering an Early Spring course in 2014, Spch 5. Late start courses have been offered in the recent past with success (Spch 1).

☐ Other:

Other plan:	

7. *Program Vitality*

    a. **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**

Enrollment Trends

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC cr	26877	34025	27918	33369	28112	30940	25083	29477	26768	29279
SPCH	362	447	455	458	457	482	422	420	392	448

Comments:	Speech Communication remains at or above the enrollment trends for MPC. There is both a strong interest in and need for communication skills by adult learners, both for transfer to the university and as a life skill.

    b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	37.06	45.72	46.71	47.10	47.07	49.80	43.44	43.15	39.20	44.78
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							1.20	1.20	1.20	1.40
FTE – Adjunct							2.40	2.20	2.00	2.00
Program FTES/FTE							12.07	12.69	12.25	13.17

Comments:	All the FTES for Speech Communication are for Credit, which testifies to a significant contribution to the academic mission of the college. There are no significant fluctuations to report. FTES trends tend to follow the broader trends at MPC, with enrollment levels at or above what MPC experiences on average.

c. Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.

| | Fall 10 | | Spr 11 | | Fall 11 | | Spr 12 | | Fall 12 | | Spr 13 | |
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
M	49%	46%	53%	43%	52%	46%	56%	46%	56%	43%	57%	45%
F	51%	54%	47%	57%	48%	54%	44%	54%	44%	57%	43%	55%

| | Fall 10 | | Spr 11 | | Fall 11 | | Spr 12 | | Fall 12 | | Spr 13 | |
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	55%	58%	52%	52%	44%	51%	49%	50%	44%	45%	43%
AfAm	4%	6%	4%	6%	5%	4%	5%	5%	4%	6%	5%	5%
Asian*	11%	9%	10%	12%	10%	13%	10%	12%	9%	11%	11%	15%
Latino	24%	26%	24%	24%	26%	34%	23%	28%	26%	33%	30%	30%
Native*	1%	1%	1%	2%	1%	1%	1%	0%	1%	1%	1%	0%
Two or more	2%	2%	2%	4%	3%	4%	2%	5%	3%	5%	4%	6%
Unk	0%	0%	0%	0%	4%	0%	9%	1%	6%	2%	4%	2%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	One observation is that there are a greater percentage of women enrolled in Spcm courses than the average enrollment in all courses across the campus. Secondly, the converse is true for men, who consistently number fewer in Spcm courses as compared with the courses across campus. The most likely explanation for this is a socio-educational trend toward communication-based subject matter and curriculum experiences that favor women over men in the lower grades. Another potential explanation is that women may see themselves as preparing for professions in which human communication skills play a significant role (i.e., teaching, managing, health care, public administration). In terms of ethnicity, no significant differences appear between Speech Communication and MPC at large. Only in rare occasions does a difference of more than five percentage points occur.

d. Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.

External factors	Statewide budgeting issues continue to negatively impact the college as a whole, and Speech Communication suffers lower FTES and other outcomes as a result of those trends. A strength of Speech

	Communication continues to be that nearly any profession, any job skill and any vocational context needs people who are communicatively capable. Technology only mediates, but does not significantly change the fact that humans need to communicate regularly, clearly, effectively and persuasively.
	The Education Center at Marina has been regularly utilized by the Speech Department. Unfortunately, untimely scheduling changes have created challenges for the department. Other courses have been added late in the schedule-building process, impacting SPCH instructors' schedules and the department's offerings at the Center.

e. Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Program coordination	See the need for improved coordination with the Marina Ed Center above.

f. Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.

Community involvement	Courses in our curriculum utilize an Active Learning method known as Service-Learning (in conjunction with Problem-Based Learning). This cutting-edge methodology requires learners to engage the surrounding community in various types of projects that enhance, help, aid, and add value to those target organizations. It also provides ways for learners to apply course curriculum to real-world problems and reflect on their role in using what they know to impact the world in a positive manner. This reflection occurs in both the present, near-future, and distant future (as they imagine forward to the day when they complete their degrees). In one semester alone a single instructor has groups working with over 30 non-profit and for-profit organizations in the Monterey Peninsula area. Over the course of a year there are nearly 80 such contacts and assists by groups who, by the nature of the projects, represent MPC to the larger community. And Speech Communication has several instructors who utilize Service-Learning. It should be noted that many of the 23 California State Universities, numerous UCs, and other colleges and universities across the U.S. REQUIRE students participate in Service-Learning activities. Our local CSU Monterey Bay now requires 90 Service-Learning hours as part of their bachelor's degree. At CSU Fresno one of our faculty members worked as a Service-Learning liaison for a Speech Communication department where courses were designated on the university transcript with a letter when the curriculum required a minimum number of Service-Learning hours. This is the trend in higher education across the nation. Such Service-Learning engagements in the community (1) increase student learning, (2) increase learner awareness of social and socio-cultural issues, (3) challenge learners to apply what the know to new circumstances, (4) enhance their communication and social skills among a diverse community of clients, and (5) enhance learner satisfaction and motivation. Our students consistently report high levels of learning satisfaction come time to report on their Service-Learning projects. Each semester reveals organizations who add a note of special

	appreciation to the hours-verification memo that is returned to the professor.

g. If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Other considerations	None to report at this time.

h. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:		Details
☑	Improve overall enrollment.	Work at advertising our courses to counseling and across campus, especially new courses or those at risk of lower enrollment.
☐	Improve FTES/FTE ratio.	
☑	Improve ratio of full-time to adjunct FTE.	We would like to hire another FT faculty member and have submitted that request numerous times to-date. Budget constraints seem to be the largest obstacle.
☐	Increase enrollment of underrepresented groups.	
☑	Improve coordination with other programs on campus.	The Humanities Division Chair and DOM have plans to conference with staff at the Marina Ed Center to facilitate a better plan of scheduling courses/rooms/instructors.
☑	Improve involvement with the community.	Ideas are being discussed for student projects that might take them into local high schools to speak to prospective MPC attendees. It would be a kind of Public Speaking practicum element to Spch 1.
☐	Other	

8. Student Learning

a. What delivery modes are used in your program?

☑ Traditional classroom
☐ Distance learning
☑ Lab
☑ Other: Web-assisted instruction.

b. Student Learning Outcomes and Assessment

i. **Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.**

☑ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	

☐ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates	SLOs

☐ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs.

CTE Major	SLOs
Speech Communication	

ii. **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections summary	We became, by necessity, more reflective about instruction. We have worked to improve student learning by adding or revising assignments and activities.

iii. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

Course alignment process	There is a numerical sequence, but not necessarily a conceptual or curriculum sequence. Learners may begin with Spch 3 or 4, for instance, and make their way back to Spch 1.

iv. **How is consistency maintained between multiple sections of single courses?**

Consistency	Departmental standards communicated to instructors and Green Sheet guides in the Division office. Consistency is also considered when faculty undergo evaluations.

c. **Student Achievement**

i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
SPCH	90.3%	90.2%	88.8%	89.6%	90.9%	90.4%	88.6%	93.4%	88.4%	89.3%
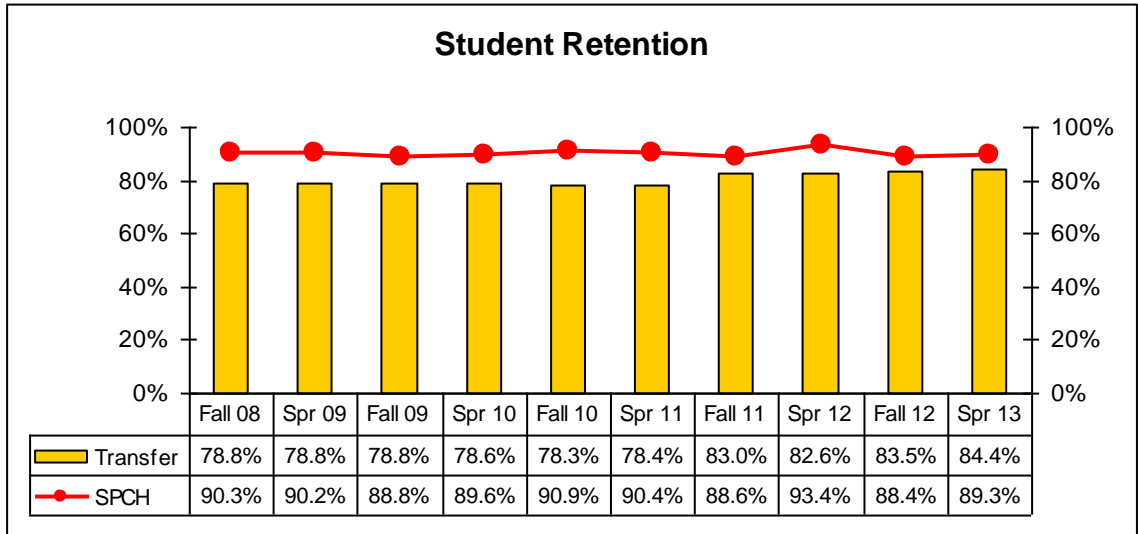
Ref: Transfer data from Chancellor's Data Mart

Comments	The rise and fall of trends across years are in general parallel between the department and the college. However, Speech Communication Department retention rates are consistently 10 to 15 percentage points above the college average across all years recorded above.

ii. **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% Withdrawn
MPC	58419	30991	20104	36621	73.5%	6249	11033	3914	10.7%	31610	15.9%
SPCH	1,239	964	468	28	78.8%	129	244	7	11.1%	345	10.1%
Comments	The Speech Communication program demonstrates a 5 percent greater rate of success as compared with the college over the last four years. A lower percentage of students withdrew from SPCH courses than the college at large.										

iii. **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity: Measuring statistical significance here among groups is going to require more than what is provided in these charts. Comparison groups are not even provided for this analysis. What is the question truly looking for, I wonder?						
White	1,012	82.1%	106	8.6%	114	9.3%
African-American	92	67.2%	30	21.9%	15	10.9%
Asian*	272	86.9%	15	4.8%	26	8.3%
Latino	563	76.3%	93	12.6%	82	11.1%

Native*	19	79.2%	1	4.2%	4	16.7%
Two or more	90	84.1%	5	4.7%	12	11.2%
Unknown	15	75.0%	5	25.0%	0	0.0%

Program's Students by Gender: Females have experienced a 4% greater level of success than males.

Male	1,172	76.7%	202	13.2%	155	10.1%
Female	1,515	80.5%	177	9.4%	190	10.1%

Program's Students by Age: Greater success rates were experienced by students under 18 years of age, but they only comprised 3% of the total number of students. The next most successful age group were the 18-25 year olds, nearly 20% less successful overall that their younger counterparts. What might that say about high school graduates (presuming those in this bracket were graduates)? Really, the kind, depth, and variety of data provided here limits what can be reliably inferred from it. I <u>have</u> to wonder, what is the question really seeking?

Under 18	30	90.9%	1	3.0%	2	6.1%
18-25	2,121	79.1%	309	11.5%	253	9.4%
25-45	442	77.7%	55	9.7%	72	12.7%
Over 45	106	76.3%	15	10.8%	18	12.9%
Comments	It appears that age is a factor in withdrawal rates. Perhaps older students are more likely to withdraw due to work and family obligations.					

*Asian incl. Filipino and Pacific Islander
*Native incl. American Indian / Alaska Native

iv. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	We are unaware, as yet, of any reliable data indicating a specific hindrance or variable that can be controlled by this department. Motivation may be a factor, certainly. As might prior preparation for studies in higher education. Reading and writing ability may also play a factor.

v. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
Comments	NA.		

vi. **If your program is an occupational program, discuss the following:**

Percent of program completers since	NA.

the last program review	
Number of certificates and degrees awarded	
Job placement rates	

d. Student Services

i. Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)		X		
Admissions & Records		X		
Assessment Center (for ENGL/ESL/MATH placement)			X	
Business Skills Center			X	
Counseling		X		
English & Study Skills Center		X		
Information Services (College Center)			X	
Library & Technology Center	X			
Math Lab			X	
Reading Center		X		
Supportive Services & Instruction		X		
Career/Transfer Center			X	
Child Development Center			X	
Cooperative Work Experience			X	
Extended Opportunity Programs & Services (EOPS)		X		
Job Placement			X	
Student Financial Services			X	
Student Health/Psychological Services			X	
Women's Programs/Re-Entry & Cultural Center		X		
Other: fresh air on the beach		X		

iv. *Facilities, Equipment and Supplies*

ii. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?

Comments	We're in a new building with new rooms and equipment. It has been a positive change, overall. The exceptions have been (1) the screen is to one side of the room rather than the middle, (2) the clock faces the students instead of the instructors, (3) the in-class phone is next to the door and furthest away from the one person who might actually

	need it in an emergency, the instructor. The rooms need further sound-proofing; noise from adjacent rooms is distracting.

iii. What specific facilities/equipment/supplies needs do you have that are not being met?

Comments	Switch-out the phones and the clocks. Simplify the light-switch system so that it doesn't take a dozen flips to get that entire set of lights off or on.

iv. If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	NA

g. Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.

	Identify any plans your program has to:	Details
☐	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
☐	Change status of one or more courses in specific GE requirement areas.	
☒	Improve student attainment of SLOs or objectives that support them.	This department continues to reflect on ways to improve student attainment of SLOs. The Instructor Reflection process will help us review and revise instructional methods to further enhance learning.
☐	Improve consistency among multiple sections.	
☐	Improve alignment among sequences of courses.	
☐	Improve retention rates.	
☐	Improve success rates.	
☐	Support student equity.	
☒	Improve facilities and/or equipment	The department will encourage changes in the rooms to further enhance instruction.
☐	Increase or reduce supplies.	

5. *Staffing*

a. Describe your faculty and staff's workload.

Each full-time instructor (1) teaches 5 courses per semester, usually two over the summer and sometimes one during the winter/early spring session. Each part-time instructor teaches between 1 and 3 courses,

the average being 2.

b. Describe your faculty and staff's recent staff development activities.

Flex day training and development activities; division development activities; auditing faculty-taught courses within the Humanities Division.

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

Results unavailable.

d. Discuss the adequacy of your staffing to meet your program's mission.

As mentioned already, we could use another FT faculty member. We could also use another PT faculty member simply to increase flexibility and options in scheduling.

e. Program Improvement Plan:

Identify any plans your program has to:	Details
☑ Take steps to improve faculty and staff satisfaction.	Lobby to ensure the state budget is passed; encourage the administration to manage college funds well enough so we don't end up with another $2.5 million deficit that backs up to a red flag from state accreditation.
☑ Seek out opportunities for training and development.	Would LOVE to… given the funds for it!
☑ Adjust staffing to meet program's mission.	See notes above regarding a PT faculty hire. We actually have two FT faculty, but due to one serving in administration for the Humanities Division the Speech Department lost that capability and did not receive a replacement, which cut the instructional capability of the department by 50% within one year of the previous FT hire. The Department would like to hire another FT faculty member. However, given the limbo-status of an admin position where filling faculty needs is concerned, such a replacement is not likely.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- Course offerings and scheduling
- The program's vitality
- Student learning
- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Hire an additional PT faculty member.	Intended to improve staffing issues.	Spring semester 2014	D.S. Fox, Ph.D.	Going rate/hour of instruction.

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Add a course in Instructional Communication.	Intended to improve course offerings and scheduling: specifically to address the growing need for teacher preparation training.	Spring/Fall 2014	D.S. Fox, Ph.D.

Academic Affairs Program Review Self Study

Name of Program:	World Languages - All

1. *Mission*

   a. **College Mission:** *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

Check the boxes which best describe how your program supports the college's mission.

X Transfer to a four-year university

X Courses meet MPC AA/AS GE requirements

X Courses meet IGETC/CSU GE requirements

X Program supports four-year lower division requirements

X Develops occupational skills

X Program offers MPC Certificate and/or degree

☐ Program influenced by advisory committee reports/recommendations

☐ Program need evident through labor market information

☐ Supports students' development of basic skills

X Supports life-long learning

   b. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission	The World Languages department mission is to provide excellent language instruction; serve a diverse community; promote understanding and intercultural awareness; prepare students for achievement of Associate degrees, transfer to four-year colleges and universities; and prepare students for the job

	market.
Mission's relationship to college mission	The common denominator is the commitment to foster student learning and success

      c. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan	There are no plans to change the mission of the World Languages Department at this time.

2. *Program Overview*

      a. *Course Offerings and Scheduling*

      a. **Printed below are the courses contained in the MPC catalog, the frequency of these offerings, and the number of sections offered for the past five years. Provide a brief narrative explaining what this information indicates about the health of the program and how the program meets its mission.**

Courses	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13
SIGN 1A	4	4	2	4	4	2	4	6	2	4	6	2	5	6	1
SIGN 1B	2	2		2	2		2	2		2	2	1	1	3	1
SIGN 2A	1	1		1	1					1			1		
SIGN 2B															
ARAB 1A	1			1	1		1			1			1		
ARAB 1B		1						1			1				
CHIN 1A	1			1			1			1			1		
CHIN 1B		1			1			1			1				

Course															
FREN 1A	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1
FREN 1B	1	1		1	1		1	1		1	1		1	1	
FREN 2A	1	1		1	1		1			1	1			1	
FREN 2B		1		1	1			1						1	
FREN 50							1				1				
GERM 1A	1	1		1	1		1	1		1	1		1	1	
GERM 1B	1	1		1	1			1			1			1	
ITAL 1A	2	1	1	1	1		1	1		2	1		2	1	
ITAL 1B		1		1	1		1	1			1			1	
JPNS 1A	1	2	1	2	2		2	2		2	2		2	2	
JPNS 1B	1	1		1	1		1	1		1	1		1	1	
SPAN 1A	7	7	2	6	6	2	8	8	2	7	7	2	7	7	2
SPAN 1B	2	2		3	3		2	2		2	2		2	3	
SPAN 2A	2	2		1	1		1	1		1	1		1	1	
SPAN 2B				1	1			1						1	
SPAN 35A															
SPAN 50	1						1								
SPAN 225A	2	1		1	1		1	1		1	1		1	1	
SPAN 225B															
TOTALS	32	33	7	33	31	5	32	34	5	30	33	6	30	33	5

Comments: In the last five years the WL department has continued to offer eight

	languages and a variety of courses and sections to meet student needs.
	The number of course offerings and sections since 2008 has remained constant for the fall and spring semesters: 32.2 sections; indicating that the program remains healthy.

ii. **Comment on the scheduling of your courses or delivery of services as they apply to your program.**

Comments:	Scheduling of classes is based on student enrollment history. Currently, all five-unit courses meet five hours a week in the classrooms. Courses are offered twice a week, two and one half hours a day (morning, afternoon and evening from 8:30 a.m. to 9 p.m.) with the addition of one Spanish 1A section which is offered on Saturdays for five hours.
	Historically, this scheduling pattern has been both practical and necessary for full-time students who work part-time, and for part-time students who work full time (typically the language course is their only class).
	Unlike colleges and universities which schedule one-hour classes four or five days a week, our current two-day per week class schedule offers students flexibility when choosing other classes.

iii. **If your program offers one or more majors or certificates, can a student complete the majors or certificates in the amount of time published in the catalog?**

▢ Yes.
☒ No. If no, please explain.

Comments:	French 2B, Spanish 2B, French 50 and Spanish 50 are required to obtain the World Languages major. These four courses, which are regularly scheduled, are often canceled due to low enrollment, making it hard for students to complete the major in the time published in the catalog.

iv. **Does the scheduling pattern you use meet the diverse needs of students?**

☒ Yes.
▢ No.

How do you know? Please comment.

Comments:	The health of the program, as indicated by its course offerings and scheduling, reflects the department's success in meeting the diverse needs of both full-time and part-time students, whom instructors poll from semester to semester regarding their preferences and availability.

v. **Program Improvement Plan: Identify any plans your program has to:**

X Add or delete courses from catalog.

Courses to be added:	French 225A, Basic Conversational French, and Online SIGN 10, Structure and Culture are being added to the spring 2014 schedule. SIGN 1AL, Optional Lab for SIGN 1A; SIGN 15, Sign Language Myths and Realities (NOTE – SIGN 10 will be on the spring 2014 schedule, but the other two will not debut in Spring 2014 even though they will be approved.)
Courses to be deleted:	None.

X Revise scheduling of courses.

Revision plans:	Japanese 1A will be offered in the morning; Spanish 2A in the evening and Spanish 2B in the afternoon in an effort to increase enrollments. The Spanish program is considering re-offering Spanish for Spanish Speakers, 35A and 35B, due to the growth of the Latino student population. SIGN 1A will be revised to include SIGN 15 as an advisory course.

X Provide other avenues for course offerings (distance ed, late start classes, off-campus, etc.)

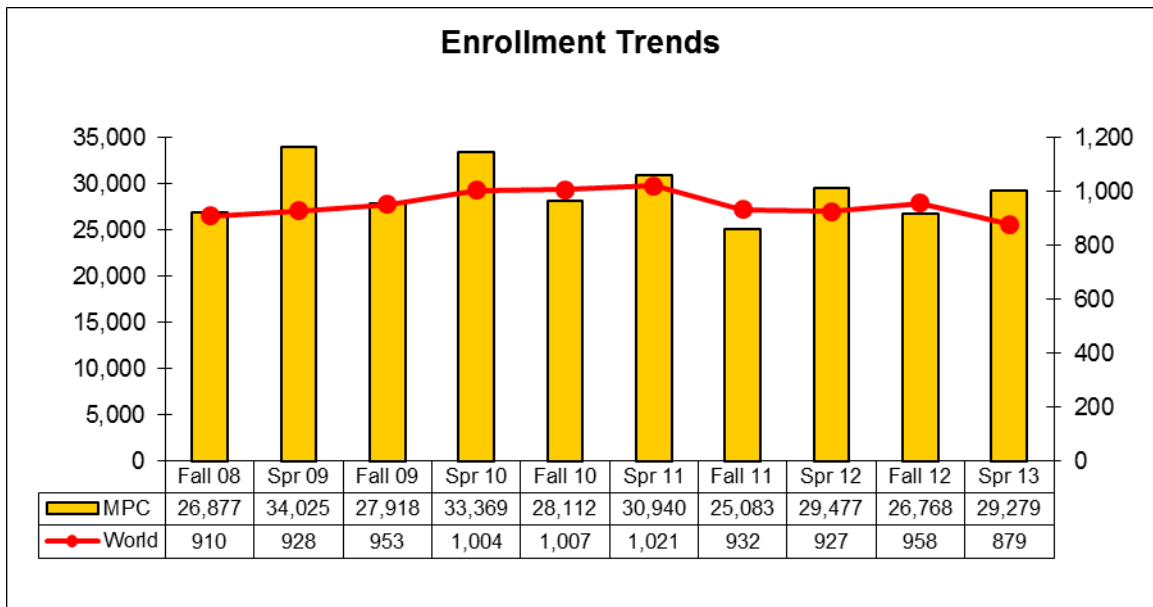|	
Other avenues:	Online ASL classes are in progress. SIGN 10 – Structure and Culture of ASL is a new online class that will be offered for the first time in Spring 2014.

▢ Other:

Other plan:	None.

3.   *Program Vitality*

a.   **Printed are 5 year enrollment trends for this program and for the college. Explain significant increases or decreases in your program in relation to the college.**

Enrollment Trends

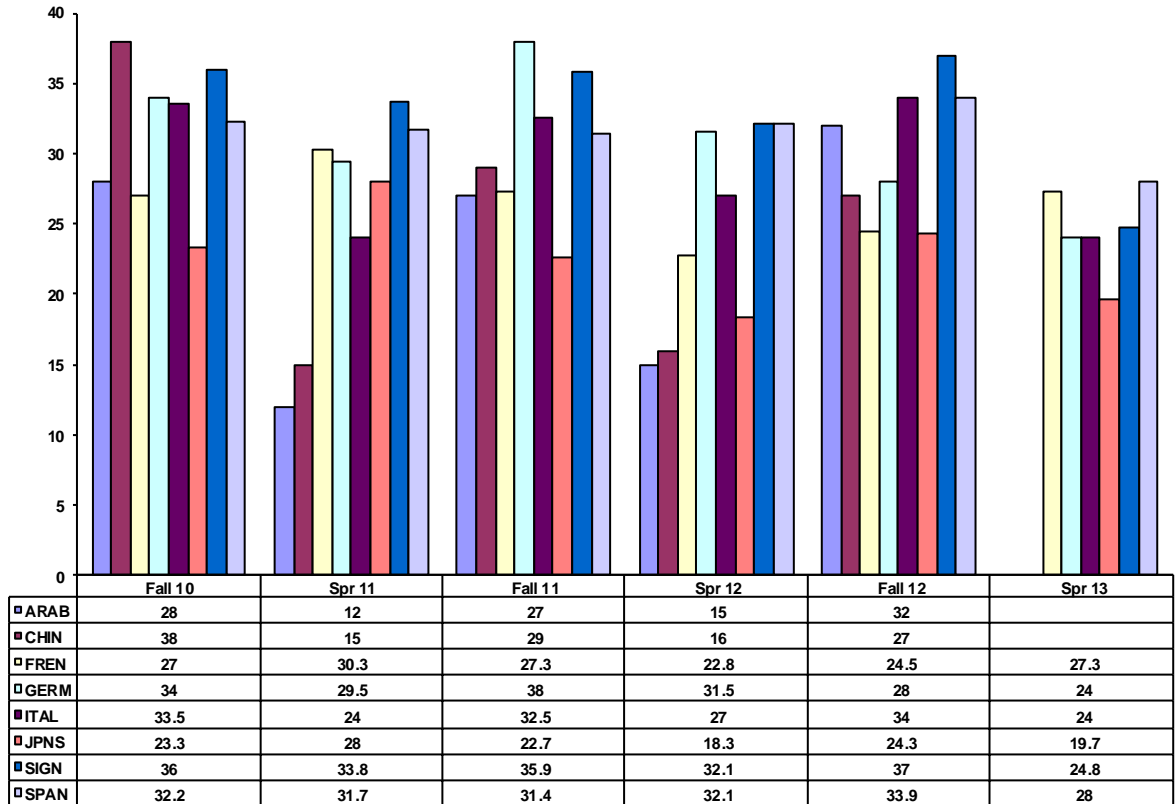|	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
MPC	26,877	34,025	27,918	33,369	28,112	30,940	25,083	29,477	26,768	29,279
World	910	928	953	1,004	1,007	1,021	932	927	958	879

Ref: MPC is all credit and noncredit

Comments:	By looking at enrollment trends, World Languages Department enrollments tend to reflect the enrollment in the college as a whole 60% of the time.

Average Enrollments by Language

	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
ARAB	28	12	27	15	32	
CHIN	38	15	29	16	27	
FREN	27	30.3	27.3	22.8	24.5	27.3
GERM	34	29.5	38	31.5	28	24
ITAL	33.5	24	32.5	27	34	24
JPNS	23.3	28	22.7	18.3	24.3	19.7
SIGN	36	33.8	35.9	32.1	37	24.8
SPAN	32.2	31.7	31.4	32.1	33.9	28

b. **Printed are the FTES and FTE for your program, as well as the college's and your program's ratios between FTES and FTE. Comment on any fluctuations that may have occurred.**

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
FTES – Credit	173.68	178.40	185.46	194.67	159.82	173.09	159.98	155.52	156.83	144.33
FTES – Noncredit	0	0	0	0	0	0	0	0	0	0
FTE – Full-time							4.95	4.72	3.63	4.29
FTE – Adjunct							6.44	6.44	7.10	8.42
Program FTES/FTE							14.05	13.94	14.62	11.36

Comments:	The most notable fluctuation occurred in Spring 2013. The department

	has no explanation for the decrease in FTES/FTE.

c. **Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.**

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
Male	49%	43%	53%	46%	52%	44%	56%	44%	56%	43%	57%	45%
Female	51%	57%	47%	54%	48%	56%	44%	56%	44%	57%	43%	55%

	Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13	
	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog	MPC	Prog
White	58%	53%	58%	53%	52%	48%	51%	46%	50%	43%	45%	43%
AfAm	4%	6%	4%	5%	5%	5%	5%	4%	4%	6%	5%	4%
Asian*	11%	11%	10%	11%	10%	10%	10%	10%	9%	10%	11%	10%
Latino	24%	26%	24%	27%	26%	29%	23%	30%	26%	32%	30%	33%
Native*	1%	1%	1%	1%	1%	2%	1%	2%	1%	1%	1%	0%
Two or more	2%	4%	2%	3%	3%	5%	2%	6%	3%	6%	4%	7%
Unk	0%	0%	0%	0%	4%	1%	9%	2%	6%	3%	4%	3%

Asian incl. Filipino and Pacific Islander
Native incl. American Indian / Alaska Native

Comments:	Male enrollment in WL is consistently lower than that of the college. Female enrollment is significantly higher than that of the college.
	Latino enrollment in WL closely matched college enrollment from fall 2010 through Fall 2011, but has steadily increased from spring 2012 through spring 2013.
	White enrollment is generally 5% lower in WL than college enrollment, whereas African-American and Asian enrollments closely parallel those of the college.

d. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

External factors	Budget, Economy, Job Market In the last five years the state of California has increased tuition at least twice in five years from $26 a unit to $46, making the cost of taking a five unit World Language course more expensive. This increase may explain declining enrollment in the program over the last five years as students opt to take courses that might provide additional job training in an unstable economy (from 1,021 students in spring 2011 to 879 in spring 2013). Changes in technology Since the last program review the language lab has closed, resulting in a loss of hands-on, technical assistance to students. This closure was partially due to a change in curriculum in which several languages (French, Spanish, and Italian) have adopted course materials containing an online component, accessible to students at any time and from any location. Moreover, World Languages in-class instruction increased from four to five lecture hours. Education Center at Marina The department has increased its offerings at the Marina Campus in ASL and Spanish. Courses currently offered: ASL 1A and 1B, Conversational Spanish 225 A/B, and Spanish 1A and 1B.

e. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination	The World Languages department coordinates with the following programs on campus: • Academic Support Center: Provides tutoring services in Arabic, ASL, Chinese, French, German and Spanish. • Instructional Technology: Provides support to students and faculty using MPC Online. • Learning Technology Center: Faculty regularly refers students to LTC to use computers equipped with

	microphones to do the online component of courses. Faculty also uses LTC rooms to conduct technology orientations in a lab-like setting.
	• Student Counseling Center: Counselors visit classes to provide information to students regarding counseling services available. There is constant communication between the department and counselors regarding placement, prerequisite challenge exams and World Languages majors (French and Spanish).
	• Supportive Services: Assists students with particular needs such as special accommodations in class or test taking.
	• Office of Academic Affairs: The department reviews the schedule of courses and the college catalogue to assure accuracy of Spanish translations.
	The World Languages department's ongoing collaboration with these programs ensures consistency between programs and institutional effectiveness.

f. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement	Several faculty members attend the Foreign Language Association of Monterey County (FLAMCO) meetings, the Monterey Bay Foreign Language Project held at CSUMB, and World Language Day at the Defense Language Institute to participate in local events, meet new language faculty and share resources. When MPC celebrated its 65th anniversary in October 2012, faculty representing five languages invited community members to watch and participate in language and cultural activities. In 2010 two French instructors led a group of students and community members on a ten-day trip through France to enhance their awareness of the French language and culture. DEAF JAM- In Spring 2013, World Languages offered a free showing of *Deaf Jam*, a film by Judy Lieff. The showing was

	marketed to the local Deaf community as well as to students at MPC, CSUMB, and Cabrillo College, and was well-attended. Many high school, CSUMB, MIIS and NPS students attend MPC language classes in conjunction with their regular course of studies. Several adjunct faculty also teach at other local educational institutions.

g. **If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

Other considerations	To increase our program's vitality, the department plans to more actively engage in recruitment, such as visiting local high schools and sending out flyers and postcards advertising course offerings.

h. **Program Improvement Plan (If any boxes checked, describe plans):**

	Identify any plans your program has to:	Details
X	Improve overall enrollment.	Community recruitment.
▢	Improve FTES/FTE ratio.	
X	Improve ratio of full-time to adjunct FTE.	Increase number of full-time faculty members from four to five.
▢	Increase enrollment of underrepresented groups.	
▢	Improve coordination with other programs on campus.	
▢	Improve involvement with the community.	
▢	Other	

4. *Student Learning*

a. **What delivery modes are used in your program?**

X Traditional classroom
▢ Distance learning

▢ Lab
▢ Other:

    b.   **Student Learning Outcomes and Assessment**

        i.   **Have SLOs been created for all courses, certificates, and degrees in your program? Check all that apply.**

☒ SLOs have been created for all COURSES. If this box is not checked, please list all courses for which SLOs have not been developed.

Courses in need of SLOs	None

▢ CERTIFICATES. Please list specific certificates offered through your program and their respective SLOs.

Certificates SLOs	

▢ CTE MAJOR(S). Please list your program's CTE major(s) along with their respective SLOs

CTE Majors	None

.

        ii.   **After reviewing "Instructor Reflections" and each semester's "Program Reflections" forms, summarize what changes occurred as a result of the continuous dialogues.**

Reflections Summary	As a result of semester reflections, these are some changes that have occurred in the WL department:
	a. Instructional Approaches
	• New textbooks have been adopted for the Spanish program; and emphasis on a more thorough utilization of the online Supersites has been placed for Spanish and French.
	• The use of the Communicative method, which is an immersive method requiring that 90-95% of teaching take place in the target language for teaching, has been

	reestablished as the teaching approach for the department.
	b. Consistency between sections All faculty has been reminded to follow the same academic standards through the distribution of the World Languages Department policies. **e. Alignment of course objectives or SLOs** More specific content objectives have been added to SLOs on course syllabi. **g. Availability of course offerings** A new Spanish 1A section has been added to the Fall and Spring schedules on Saturdays to meet the needs of the community. The MPC Education Center in Marina now offers Span1A and Span1B, in addition to SIGN1A and SIGN1B. SPAN1A, SIGN 1A, and SIGN 1B are also offered in Marina during the summer term.

iii. **If there is a sequence of courses in your program, what process or framework is used to ensure alignment within sequence of course?**

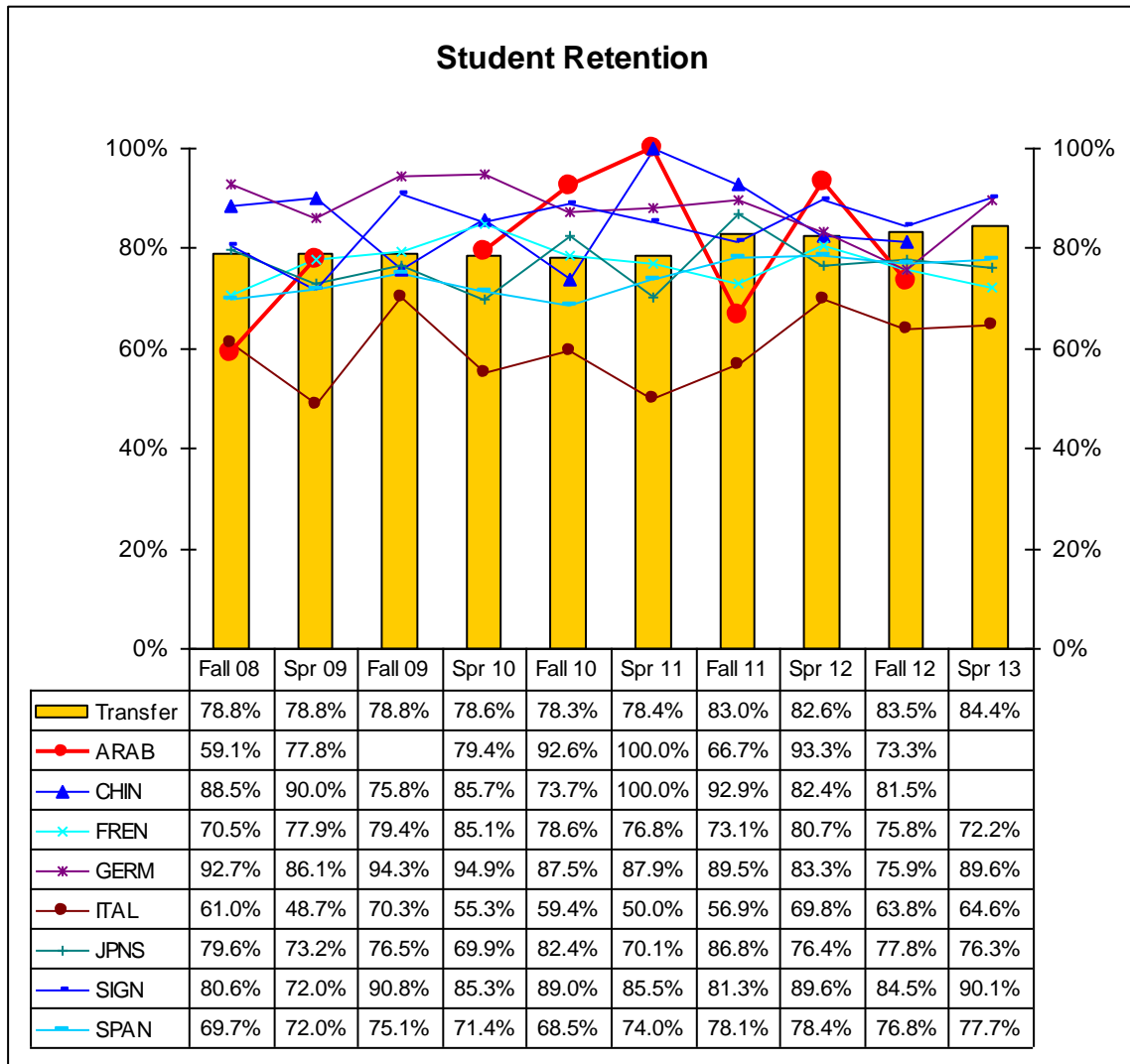|	
Course alignment process	Scheduling of classes and their sequence are based on student enrollment history. All WL 1A and 1B courses, except for Arabic and Chinese, are offered every fall and spring semester. 2A and 2B levels are offered at least once a year. The department strives to offer a practical and flexible schedule for full-time students who work part-time, and for part-time students who work full time. Thus, they are able to complete their program sequencing and achieve their educational goals in a timely manner. Given the current course offerings, students can complete Spanish and French major requirements in two years.

iv. **How is consistency maintained between multiple sections of single courses?**

Consistency	Consistency is maintained by using the same curricula (syllabi, textbooks), the same teaching methodology (instruction in the target language), and there is coordination among instructors (sharing of resources).

c. **Student Achievement**

    i. **Printed are the retention rates for the program area (GE/transfer, CTE, or basic skills) and program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
Transfer	78.8%	78.8%	78.8%	78.6%	78.3%	78.4%	83.0%	82.6%	83.5%	84.4%
ARAB	59.1%	77.8%		79.4%	92.6%	100.0%	66.7%	93.3%	73.3%	
CHIN	88.5%	90.0%	75.8%	85.7%	73.7%	100.0%	92.9%	82.4%	81.5%	
FREN	70.5%	77.9%	79.4%	85.1%	78.6%	76.8%	73.1%	80.7%	75.8%	72.2%
GERM	92.7%	86.1%	94.3%	94.9%	87.5%	87.9%	89.5%	83.3%	75.9%	89.6%
ITAL	61.0%	48.7%	70.3%	55.3%	59.4%	50.0%	56.9%	69.8%	63.8%	64.6%
JPNS	79.6%	73.2%	76.5%	69.9%	82.4%	70.1%	86.8%	76.4%	77.8%	76.3%
SIGN	80.6%	72.0%	90.8%	85.3%	89.0%	85.5%	81.3%	89.6%	84.5%	90.1%
SPAN	69.7%	72.0%	75.1%	71.4%	68.5%	74.0%	78.1%	78.4%	76.8%	77.7%

Ref: Transfer data from Chancellor's Data Mart

Comments	College retention rates from Fall 2008 to Spring 2011 remained steady (78%) and increased slightly beginning in Fall 2011 (83%), where they have remained. Whereas college retention rates are fairly consistent from semester to semester, World Languages retention rates, for the most part, have a higher retention rate in the fall semester and a lower retention rate in the spring semester. ARAB, CHIN and GERM retention rates, however, tend to be higher than college retention rates in the spring. Overall, FREN and SPAN retention rates tend to parallel those of the college. ITAL retention rates are typically lower than the college.

ii.   **Printed are the grade distribution and success rates (passing grades) for the college and program over the last 4 years. Discuss similarities and differences between the program's and college's grade distribution and success rates.**

	A	B	C	P	% Success	D	F	NP	% Non-Success	W	% W
MPC	58,419	30,991	20,104	36,621	73.5%	6,249	11,033	3,914	10.7%	31,610	15.9%
World	2,100	1,621	889	415	67.2%	324	443	93	11.5%	1,589	21.3%

Comments	Not surprisingly, the success rate in World Languages is approximately six percent lower than that of the college, whereas the non-success rate in World Languages is one percent higher. The withdrawal rate is also higher by five percent. These figures are explained by the relative difficulty of World Language courses, all of which are five units and require a serious time commitment, both in and out of class, to succeed.

iii.   **Printed are the retention and success rates by age and gender over the last 4 years, ethnicity over the last 3 years. Address any significant differences in performance among ethnic, age, or gender groups.**

	# Success	% Success	# Non-Succ.	% Non-Success	# Withdrawn	% Withdrawn
Program's Students by Ethnicity						
White	1,779	67.2%	300	11.3%	568	21.5%
African-American	170	61.8%	42	15.3%	63	22.9%
Asian*	438	75.1%	52	8.9%	93	16.0%
Latino	1,075	64.9%	223	13.5%	358	21.6%
Native*	43	69.4%	8	12.9%	11	17.7%
Two or more	186	64.6%	34	11.8%	68	23.6%
Unknown	50	61.7%	12	14.8%	19	23.5%
Program's Students by Gender:						
Male	2,010	62.2%	425	13.1%	799	24.7%
Female	2,992	71.1%	433	10.3%	785	18.6%
Unknown	23	76.7%	1	3.3%	6	20.0%
Program's Students by Age:						
Under 18	438	75.3%	79	13.6%	65	11.2%
18-25	3,083	66.0%	589	12.6%	1,002	21.4%
25-45	1,010	66.4%	134	8.8%	376	24.7%
Over 45	494	70.8%	57	8.2%	147	21.1%

*Asian incl. Filipino and Pacific Islander; *Native incl. American Indian / Alaska Native*

Comments	Ethnicity
	White students constitute the majority of enrollment in the World Languages Department, with Latino students a close second. Asian students (the third largest category) are more successful than any other ethnic group. African-American students tend to have the highest non-success rate and a high withdrawal rate.
	Gender
	Our program has more female than male enrollees, and females have higher success rates.

	<u>Age</u> The largest group falls into the 18-25 age bracket, followed by students in the 25-45 age bracket. Retention and success rates are higher in the under 18 age group, followed by the over 45 group.

iv. **Describe factors that may hinder students from successfully completing courses and/or certificates associated with your program. If applicable, what strategies has your program implemented to address these barriers? Have these strategies been successful?**

Comments	There is a positive correlation between buying the required course materials, regular class attendance and student success. Factors that may hinder students from successfully completing courses include: • Limited financial resources preventing purchase of required materials; • Employment difficulties or personal issues preventing regular attendance • Self-discipline and motivation to succeed. Department efforts to address these factors: • Materials are placed on reserve at the library; • Students are encouraged to "rent" the materials; • Some classes offer loose-leaf versions of the textbook, which are more affordable than hardback versions; • Students are encouraged and in some cases required to form study groups to meet outside of class. Student feedback indicates that regular practice outside of class has positive effects on achievement; • Instructors go out of their way to accommodate

	students' personal situations, and often refer them to various supportive services available on campus.

v. **If the program offers both traditional and distance education courses, compare the retention and success rates of these sections with on-campus sections of the same course(s).**

Course	Type of Section	Retention Rates	Success Rates
Comments	Not applicable.		

vi. **If your program is an occupational program, discuss the following:**

Not applicable.

Percent of program completers since the last program review	
Number of certificates and degrees awarded	
Job placement rates	

d. **Student Services**

i. **Indicate how often your faculty and staff refer students to the following services. (Completing the Faculty/Staff Satisfaction survey will provide data for this question.)**

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)	x			
Admissions & Records	x			
Assessment Center (for ENGL/ESL/MATH placement)			x	
Business Skills Center				x
Counseling	x			
English & Study Skills Center		x		

Information Services (College Center)	x			
Library & Technology Center	x			
Math Lab				x
Reading Center				x
Supportive Services & Instruction	x			
Career/Transfer Center			x	
Child Development Center		x		
Cooperative Work Experience			x	
Extended Opportunity Programs & Services (EOPS)		x		
Job Placement				x
Student Financial Services	x			
Student Health/Psychological Services	x			
Women's Programs/Re-Entry & Cultural Center	x			
Other: Division Office	x			

e. *Facilities, Equipment and Supplies*

i. **What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected instruction and/or student learning?**

Comments	The last Program Review for Facilities focused mainly on updating the World Languages Lab where students earned one unit for two hours of weekly attendance. Since then, the languages lab has closed as a result of curriculum revision and changes. Classes now consist of five lecture hours rather than four and every class meeting meets for 2.5 hours twice a week instead of 2 hours twice a week. In the classrooms, instructors need to prepare longer lesson plans due to the increase in contact hours, and students are required to stay on task and alert for a longer period as well. Outside of the classroom, students of five of the eight languages offered in the department are required to complete online assignments which are a major component of the particular language curriculum. There have been no major changes regarding equipment and supplies; instructors continue to teach in smart classrooms with multi-media technology.

  ii. **What specific facilities/equipment/supplies needs do you have that are not being met?**

Comments	The department's needs are being met in this regard.

 f. **If there are any other measures or considerations you would like to include regarding student learning, please explain.**

Comments	Rapidly changing technology and social media have impacted students' ability to concentrate and to socialize with their peers in class. This change is significant because the Communicative Approach to language learning emphasizes pair and group work in class. Therefore, instructors must adapt to accommodate new learning styles. In many cases, student access to new technology has had a positive effect. For example, in ASL classes students now can refer to online dictionaries that contain video entries which are far more informative than traditional static images of signs. Students are able to use their smart phones, tablets, and laptops to complete video assignments, providing them with a way to record and analyze signed discourse that is analogous to traditional foreign language text analysis and writing. The closure of the language lab means that students must now work independently at home or in study groups on speaking and recording assignments. Not all instructors are convinced that the quality of students' oral performance in the language has improved since this change.

 g. **Program Improvement Plan: Check the appropriate box(es), identifying any plans your program has to improve instruction, processes, and/or student learning.**

	Identify any plans your program has to:	Details
☐	Complete and/or revise SLOs for courses, certificates, and/or degrees.	
☐	Change status of one or more courses in specific GE requirement areas.	
X	Improve student attainment of SLOs or objectives that support them.	Instructors will continue to focus on improving students' communication skills in the language (oral and signing proficiency) via more conversation practice in class.
X	Improve consistency among multiple	The department will meet more frequently

	sections.	with all faculty to discuss consistency of content and methodology.
▢	Improve alignment among sequences of courses.	
X	Improve retention rates.	Continue to emphasize Early Alert services; contact and meet with and encourage individual students who may be struggling.
▢	Improve success rates.	
▢	Support student equity.	
▢	Improve facilities and/or equipment	
▢	Increase or reduce supplies.	

5. *Staffing*

a. Describe your faculty and staff's workload.

Full-time instructors teach three, five-unit courses per semester, with an occasional overload, as needed. Adjunct faculty teach either one or two courses.

b. Describe your faculty and staff's recent staff development activities.

Many faculty attend local, regional and national workshops and conferences, such as FLAMCO (Foreign Language Association of Monterey County), the Monterey Bay Foreign Language Project at Cal State Monterey Bay, CLTA (California Language Teachers' Association), MLA (Modern Language Association), ASLTA (American Sign Language Teachers Association), and ACTFL (American Council on the Teaching of Foreign Languages).

c. Complete the Faculty and Staff Satisfaction Survey. Discuss your findings from this survey.

The Faculty and Staff Satisfaction Survey was conducted for the entire Humanities Division and regarding satisfaction with Course Outline, Classrooms, Technology and Supplies. The results indicate that a majority of respondents are either "Very Satisfied" or "Fairly Satisfied" with the first three sections above, and 100% feel that they have adequate supplies to do their job.

The World Languages level of satisfaction in these areas is accurately reflected in the overall results, above, as the department concurs with these findings.

d. Discuss the adequacy of your staffing to meet your program's mission.

The World Languages department mission is to serve a diverse community; promote understanding and intercultural awareness; prepare students for achievement of Associate degrees, transfer to four-year colleges and universities; and prepare students for the job market.

It continues to be difficult to find available, qualified instructors to teach on a part-time basis, especially during the day. It is also a challenge to retain qualified adjunct instructors. As a result, the Department is continually involved in advertising and hiring processes, especially in American Sign Language and Spanish. These limitations also affect the Department's ability to offer needed courses because there are no available instructors.

e. Program Improvement Plan:

Identify any plans your program has to:		Details
X	Take steps to improve faculty and staff satisfaction.	Improve communication and foster more interaction among full-time and part-time faculty.
X	Seek out opportunities for training and development.	Organize technology and methodology workshops conducted by full-time and part-time faculty.
X	Adjust staffing to meet program's mission.	Request additional full-time faculty for Spanish and American Sign Language.

6. *Summary*

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission

- Course offerings and scheduling

- The program's vitality

- Student learning

- Staffing issues

Budget Dependent

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost
1	Full-time Spanish Instructor	Full-time Spanish Instructor needed to provide uniformity, reliability, and predictability.	August 2015	Administration	$51,971.00 - $70,474.00
2	Full-time American Sign Language Instructor	Full-time ASL Instructor needed to provide uniformity, reliability, and predictability.	August 2015	Administration	$51,971.00 - $70,474.00

Budget Independent

PIP Item	Rationale	Timeline	Responsible Person
Improve student attainment of SLOs or objectives that support them.	The program's mission and student learning: Student communication skills in the target language (oral and signing proficiency) is the focus of all language courses.	Ongoing	All WL faculty
Improve consistency among multiple sections.	Course offerings and scheduling; student learning: Consistency of course content and methodology ensures uniform student learning outcomes.	Ongoing	All WL faculty
Improve retention rates.	The program's vitality: Strengthening student retention will assure program health and growth, which in turn, benefits the college.	Ongoing	All WL faculty