ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: LANGUAGE ARTS

NAME OF PERSON SUBMITTING THIS REVIEW: Chris Connell

DATE OF SUBMISSION: 10-15-10

MANAGEMENT AREA (check one):

- ☐ Administrative Services
- ☒ Instruction
- ☐ Student Services

ASSESSMENT OF PAST PROGRESS

Describe your progress on your previous year's objectives:

Objective 1: Create and implement pre-requisites for ENGL 331, 010, 101, 102, 103	**Summary of Progress:** Pre-reqs created. Failed implementation due to unsure staffing: instituting pre-reqs in English will probably mean additional courses in ENG 331 and 010, and unclear reductions in sections of ENGL 101 and 102; there is neither adequate funds in the budget to pay for additional assoc faculty salaries, nor is there adequate personnel to staff extra courses.
Connection to other plans: Ed Plan;	**Resources/Budget Used:**

Objective 2: Creation of thematic courses for ENG 101, and rewrite or create literature courses. For example, ENG 101 with themes in environment or social justice; literature courses such as "Novel and Fiction," Classical and Epic Literature, etc.	**Summary of Progress:** Not completed. Will be reassessed. See below
Connection to other plans: **Ed Plan**	**Resources/Budget Used:** n/a

Objective 3: Offer 4th Semester Spanish course.	**Summary of Progress:** Completed. Fourth semester Spanish was offered and run in Spring 2010. Title V for SPAN 204 was created and approved.

Connection to other plans: **Ed Plan**	**Resources/Budget Used:** None, due to course cancellation of full-time faculty member in language arts

Objective 4: **Summer language school in Mexico**	**Summary of Progress:** Failed. Information gather and presented to students, but no students elected to enroll, perhaps due to travel and tuition costs. See below.
Connection to other plans: **Ed Plan**	**Resources/Budget Used:** None

Objective 5: **Produce student Newpaper and Literary Journal**	**Summary of Progress:** Mixed progress. Class to support production of a newspaper was cut due to budget restrictions. However, a spontaneous student newspaper appeared in late Fall 2009 and Spring 2010.
Connection to other plans:	**Resources/Budget Used:** Unknown

CURRENT YEAR PROGRESS AND OBJECTIVES

What objectives and tasks will you take on for this year? (You may continue objectives from the prior year.) Will your allocated resources be sufficient given your objectives?

Objective 1: **Implement pre-requisites for ENGL 331, 010, 101, 102, 103**	**Action Plan (include who is responsible):** Pre-reqs have been created; They are pending approval of Curriculum Committee as implementation will mean increased huiman resources and budget for staffing. It is unknown what the effect will be on staffing, however there is likely to be an increase in the numberof students (and therefore sections) in ENGL 303 and 010; there would likely be a decrease in sections of ENGL 101, but it is not know wo what extent; if student enrollment continues to increase as a result of the poor economy/job market, more section in all areas will be needed. Without pre-reqs there is little encouragement for some students to build a solid foundation in English language skills that will help them in English courses as well as other courses that

	require an substantial amount of writing or reading at the college level. Additional staff must be found, and appropriate funds budgeted for staffing. Respobility: Chris Connell; Joan Parkin; Tom Heaney
Connection to other plans: ED Plan; Strat plan 2.2.1; 2.2.3	**Resources/Budget Needed:** Not sure; perhaps 2-3 assoc. faculty salaries per semester ($5,000 -$7500/semester; $10,000 to $15,000 per academic year). This is an Instruction Office Budget

Objective 2: **Offer French 101 Fall 2011 and one section of French 102 Spring 2012**	**Action Plan** (include who is responsible)**:** Offer one section of French 101 in fall. If enrollment is adequate to maintain class it may be necessary to offer French 102 in the Spring. There is increasing demand for humanities on campus; student have an interest in language. Spanish has always been a first choice, but French offers an alternative to students. Foreign Language acquisition represents advanced synthetic and critical thinking skills, and is a practical knowledge set as well. (Joan Parkin).
Connection to other plans: Ed Plan; SP 2.4.1	**Resources/Budget Needed:** 1-2 assoc. faculty salaries ($2500-$5,000) to cover the Full-Time faculty member who would teach French. This is an Instruction Office Budget

Objective 3: **Creation of thematic courses for ENG 101, and rewrite or create literature courses. For example, ENG 101 with themes in environment or social justice; literature courses such as "Novel and Fiction," Classical and Epic Literature, etc.**	**Action Plan** (include who is responsible)**:** Create Title V's for ENGL 101 course that may include thematic approaches to teaching English Composition. After careful assessment there are some challenges with this type of course—specifically creating skewed student populations based on theme and students' interests. However, certain areas would function very well and provide a different kind of variety for students. Responsibility: Chris Connell. Joan Parkin.
Connection to other plans: SP 2.3.2	**Resources/Budget Needed:** No resources necessary to create Title V outlines; probably no addition staffing cost as these sections would be taught instead of current

	ENGL 101 sections.

Objective 4: **Create consistent rubrics and content for various sections of ENGL 010, 101.**	**Action Plan** (include who is responsible)**:** All sections of ENGL 010 and 101 at FRC follow a similar pattern: personal essays, analytical essays, argumentative essay, research paper (possibly included in argumentative essay) and 6,000-8,000 words of writing per student. Courses use various texts and sources for readings. However, there is concern that all sections should perform some things identically: instructors should choose from a set of several appropriate texts; MLA citation style is taught consistently; all students must produce an argumentative paper; all students must learn how to use supporting sources appropriately. This will be a project of the English dept this year. Responsibility: Chris Connell. Joan Parkin
Connection to other plans: Ed Plan; SP 2.2.1; 2.3.2	**Resources/Budget Needed:** N/A

Objective 5: **Education Abroad**	**Action Plan** (include who is responsible)**:** Language school or cultural trips abroad to support language learning. In the case of Spanish, language school in Mexico, Spain, or another country; French in Paris, etc. The cultural benefits are enormous, and language learning is intensified by a stay of 1 week or more in a foreign country. FRC can serve not only its students but also community members and residents of the state of California by offering language courses in foreign countries. In the case of language learning in Mexico, I already have has already been researched possibilities and have relationships with schools. It is easy to set up courses with Instituto Baden-Powell, an Instituto Cervantes (Spanish Gov't and University of Salamanca) certified language school in Morelia, Michoacán, México. In addition there are organizations such as EF tours that specialize in cultural trips for students. Language study abroad can be offered as FTE

	generating courses, or as community services courses. However, for regular FRC students, the units earned in a regular course could be quite an attraction. Responsibility: Chris Connell
Connection to other plans: SP 2.2; 2.3.1	**Resources/Budget Needed:** Full-time faculty overload for one course or partial course at E-18 is $3,000. Travel costs for faculty member to Morelia Mexico Morelia, Mexico is $500. (free lodging there).

Objective 6: **Summer language school**	**Action Plan** (include who is responsible)**:** Summer language programs with a duration of one to several weeks. As international economies and politics become more intertwined, the need for U.S. citizens trained in language becomes more crucial. Language acquisition takes time, but intensive courses are known to foster language learning quickly. Courses could be FTE generating or work on a community service model. Such a program could offer an attractive way to learn language in the mountains during summer. FRC could utilize the student apartments and facilities, helping to off set costs. Almost any language could be included if there were appropriate instructional staff. But languages to consider would be: Spanish, French, German, Arabic, Japanese, Chinese. Responsibility: Chris Connell, CIO
Connection to other plans: SP 2.3.1	**Resources/Budget Needed:** Unclear. Associate faculty salary or Full-Time faculty summer salary. In addition any maintenance requirements for apartments/classrooms. Approx. costs would be $1,000 per unit of instruction. Five 2 unit courses = $10,000. There are other funding mechanisms if institute were not an FTE generating project.

Objective 7: **Continue Town Hall Debates, class-based theater productions.**	**Action Plan** (include who is responsible)**:** For several years now the Town Hall Debates

	have been popular and well attended by community members and students alike. The debates address serious social issues and provide an outlet for instruction and information. In addition, English classes have started doing "reader's theater," which were warmly received. Ione debate per year and one reader's theater per year would be a reasonable goal. The events require rental of Town Hall Theater plus supplies. Responsibility: Joan Parkin.
Connection to other plans: Ed Plan; SP 2.3.1	**Resources/Budget Needed:** $230 for rentals and supplies.

Objective 8: **Student trip to Ashland, OR Shakespeare Festival.**	**Action Plan** (include who is responsible)**:** FRC prides itself on its liberal arts education; however, the college offers little in the way of off-campus learning opportunities to enhance the level of humanities/literature education. Travel to the Oregon Shakespeare Festival in Ashland Oregon provides a perfect opportunity ofr students to extend their knowledge of Shakespeare, performing arts, historical perspective, and the role of literature, humanities, and culture in daily life. Ideally, such a trip would allow student to take in 2-3 plays (including one contemporary play), attend a backstage tour, and attend a learning session with the director/actors of a production.
Connection to other plans: Ed plan; SP 2.3.1	**Resources/Budget Needed:** Van cost $416. 2 nights lodging $960; food for 12 students $1080. Alternatively Students could pay their own lodging and food, unlike student athletes.

BUDGET CHANGE REQUESTS FOR NEXT YEAR

Please provide rationale for budget *changes* (attach budget request sheets for entire annual budget).

Budget Request(s):		**Rationale** (include connection to other plans)**:**
Amount	**Account Code**	
$3000	1120	Faculty compensation (3 units summer school/overload) for managing summer

		language course in Mexico.
$10,000	1315	Assoc. faculty staffing for 5 2 unit classes for a summer language institute.
$200	5070	Support language department events; for example, town hall theater debate, reader's theater, language club, etc.
$30	5940	Support language department events; for example, town hall theater debate, reader's theater, language club, etc.
$500	5100	Travel to Summer Foreign Language School in Mexico
$250	5100	Ashland Shakespeare Festival
$2456	5101	Ashland Shakespeare Festival

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on data provided:

1. Describe the current status of the Program/Depart/Service Area.

Two full-time faculty; several part-time assoc. faculty. Some faculty also teach English in ISP. Staffing is beginning to become a problem. There are a very high number of students enrolled in Language Arts courses both in Fall 2009 and 2010: 888 and 819, respectively. The non-duplicated headcount (unique ID) for the two semesters in 714 and 689 respectively. These numbers appear to include language arts courses taught off campus as well as in ISP.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Increased numbers of students on campus and growth in ISP have at times created problems providing adequate staffing for all classes. Creation of pre-requisites has made the staffing issue more difficult, as there are not enough qualified instructors, especially in remedial areas. Class size in slowly creeping upwards, which is detrimental to the effective teaching of composition, particularly at the level of ENGL 010 and 101.

Increased numbers are students are taking Spanish 101 and 102; in Spring 2010 the first group of student in at least 20 years completed all four semesters of Spanish study. In Spring 2010 an additional full section of Spanish 101 was taught. However, the planned Spanish 102 class for Fall 010 was not offered because of a lack of enrollment: scheduling was less than ideal, and many students apparently did not desire to carry instruction into the fall semester; however, two sections of Spanish 101 are offered in Fall 2010.

The average success rate for students in ENGL 101 (Spring 2009 through Summer 2010) is 63%. Retention of students in ENGL 101 for the same time period was 80%. Both figures are above state average; however given our small student body represent significant numbers. For ENGL 102 and 103 the success rates are 79% and 77% respectively. Retention for those classes were 88% and 96% respectively. Any conclusions should be regarded with caution, but it may be possible to state the

following: 1) once students have adequate preparation for higher level work their success rates and retention rates go up; 2) Students in ENGL 102 and 103 are to some degree self-selecting and shows that students attending for their 2n semester onwards are more motivated learners. However, in ENGL 010 and 303 show an opposite trend, with success at 48% and 53% respectively and retention at 74% and 83%. While retention figures were good, success rate indicates the difficulty underprepared/undermotivated students have with achieving success. The figures argue for the necessity of hiring an English instructor with expertise in Basic Skills English.

3. Briefly explain significant changes expected during the upcoming year.

- Increased staffing will be needed in order to implement pre-requisites and to meet student demand. If student numbers decrease, extra staffing may not be so urgent.

- Hire another full-time English faculty member. The difficulty of finding additional qualified part-time faculty in Plumas County indicates that a full-time faculty member is in order. Preferably, a new full-time faculty member would have an expertise in Basic Skills English.

- Initiate language school abroad in summer 2011 or summer 2012.

- Look into summer language institute for summer 2011. It may not be possible to provide adequate funding given California budget crisis.

APPENDIX

Attach supporting documents as appropriate. Please see Instructions for examples of supporting documents per Management Area.

Course	200930	200950	200970	201010	201030	201050	201070	Grand Total
ASL130			1				1	2
ASL132	1				1			2
ENGL010	7		7		4		4	22
ENGL101	11	2	11		6		12	42
ENGL102	4	2	5		3		3	17
ENGL103	1		3		2		1	7
ENGL119	2		1		2			5
ENGL120	2	1	1		2		2	8
ENGL128	2		1		1		1	5
ENGL170	3				1			4
ENGL172	1				1			2
ENGL228	1							1
ENGL245	1	1						2
ENGL246					1			1
ENGL254					1		1	2
ENGL256			1					1
ENGL257							1	1
ENGL277	1		3		2		1	7
ENGL291	2		1					3
ENGL303	2		2		1		1	6
ENGL401	2		1					3
SPAN101			2		2		4	8
SPAN102	1				1			2
SPAN201			1					1
SPAN291					1	1		2
THEA114					2			2
Language Arts Total	**44**	**6**	**41**		**34**	**1**	**32**	**158**

10	Winter
30	Spring
50	Summer
70	Fall

As of 9-15-2010

Course	200930	200950	200970	201010	201030	201050	201070	Grand Total
ASL130			24				23	47
ASL132	10				11			21
ENGL010	192		135		92		90	509
ENGL101	233	48	244		135		324	984
ENGL102	106	47	68		63		66	350
ENGL103	41		44		33		36	154
ENGL119	35		27		22			84
ENGL120	61	44	36		66		77	284
ENGL128	45		28		39		26	138
ENGL170	36				23			59
ENGL172	4				6			10
ENGL228	29							29
ENGL245	19	57						76
ENGL246					21			21
ENGL254					1		10	11
ENGL256			11					11
ENGL257							11	11
ENGL277	17		29		36		16	98
ENGL291	6		20					26
ENGL303	30		60		38		45	173
ENGL401	5		5					10
SPAN101			62		54		90	206
SPAN102	19				15			34
SPAN201			7					7
SPAN291					5	1		6
THEA114					6			6
Language Arts Total	**888**	**196**	**800**		**666**	**1**	**814**	**3365**

10	Winter
30	Spring
50	Summer
70	Fall

As of 9-15-2010

APR Area	200930	200950	200970	201010	201030	201050	201070	Grand Total
Language Arts	714	171	640	-	525	1	689	1,796

Unique ID's enrolled in at least one course by APR area by term for Census Date
Grand Total is total number of unique ID's from 200930 - 201070

As of 9-15-2010

Course	200930	200950	200970	201010	201030	201050	Grand Total
ASL130	0%	0%	77%	0%	0%	0%	77%
ASL132	78%	0%	0%	0%	34%	0%	44%
ENGL010	44%	0%	67%	0%	33%	0%	48%
ENGL101	65%	100%	69%	0%	51%	0%	63%
ENGL102	82%	100%	84%	0%	69%	0%	79%
ENGL103	68%	0%	89%	0%	76%	0%	77%
ENGL119	89%	0%	90%	0%	50%	0%	80%
ENGL120	95%	97%	94%	0%	68%	0%	84%
ENGL128	59%	0%	79%	0%	51%	0%	61%
ENGL170	67%	0%	0%	0%	59%	0%	63%
ENGL172	100%	0%	0%	0%	25%	0%	50%
ENGL228	79%	0%	0%	0%	0%	0%	79%
ENGL245	44%	94%	0%	0%	0%	0%	69%
ENGL246	0%	0%	0%	0%	66%	0%	66%
ENGL254	0%	0%	0%	0%	100%	0%	100%
ENGL256	0%	0%	89%	0%	0%	0%	89%
ENGL277	63%	0%	100%	0%	83%	0%	81%
ENGL291	100%	0%	95%	0%	0%	0%	96%
ENGL303	69%	0%	51%	0%	46%	0%	53%
ENGL403	0%	0%	0%	0%	0%	0%	0%
SPAN101	100%	0%	69%	0%	32%	0%	49%
SPAN102	83%	0%	0%	0%	82%	0%	83%
SPAN201	0%	0%	100%	0%	0%	0%	100%
SPAN291	0%	0%	0%	0%	67%	0%	67%
THEA114	0%	0%	0%	0%	31%	0%	31%
Language Arts Total	**67%**	**98%**	**74%**	**0%**	**54%**	**0%**	**65%**

Success % = [Number of students who received grade of (A, A-,B+,B,B-,C+,C, P, CR)] / [Number of students receiving a grade or drop after census date (excludes I, Ix, IP, RD, NG)]

10	Winter
30	Spring
50	Summer
70	Fall

As of 9-15-2010

Course	200930	200950	200970	201010	201030	201050	Grand Total
ASL130	0%	0%	95%	0%	0%	0%	95%
ASL132	100%	0%	0%	0%	34%	0%	49%
ENGL010	74%	0%	98%	0%	48%	0%	74%
ENGL101	83%	100%	89%	0%	61%	0%	80%
ENGL102	94%	100%	89%	0%	76%	0%	88%
ENGL103	98%	0%	100%	0%	89%	0%	96%
ENGL119	100%	0%	90%	0%	57%	0%	88%
ENGL120	100%	100%	100%	0%	73%	0%	89%
ENGL128	98%	0%	100%	0%	81%	0%	92%
ENGL170	89%	0%	0%	0%	66%	0%	78%
ENGL172	100%	0%	0%	0%	38%	0%	58%
ENGL228	93%	0%	0%	0%	0%	0%	93%
ENGL245	67%	94%	0%	0%	0%	0%	81%
ENGL246	0%	0%	0%	0%	69%	0%	69%
ENGL254	0%	0%	0%	0%	100%	0%	100%
ENGL256	0%	0%	100%	0%	0%	0%	100%
ENGL277	100%	0%	100%	0%	94%	0%	97%
ENGL291	100%	0%	100%	0%	0%	0%	100%
ENGL303	97%	0%	94%	0%	61%	0%	83%
ENGL403	0%	0%	0%	0%	0%	0%	0%
SPAN101	100%	0%	79%	0%	56%	0%	67%
SPAN102	94%	0%	0%	0%	88%	0%	91%
SPAN201	0%	0%	100%	0%	0%	0%	100%
SPAN291	0%	0%	0%	0%	83%	0%	83%
THEA114	0%	0%	0%	0%	31%	0%	31%
Language Arts Total	**88%**	**99%**	**93%**	**0%**	**65%**	**0%**	**82%**

Retention % = [Number of students who received grade of (A, A-,B+,B,B-,C+,C, P, CR, D+,D,F,NC,NP)] / [Number of students receiving a grade or drop after census date (excludes I, Ix, IP, RD, NG)]

10	Winter
30	Spring
50	Summer
70	Fall

As of 9-15-2010

2011-2012 BUDGET PROPOSAL

RESPONSIBILITY: English Dept Chair Chris Connell

FUND CODE: **1100 GENERAL - UNRESTRICTED**
ORGANIZATION CODE: **22070 Language Arts**

FEATHER RIVER COMMUNITY COLLEGE DISTRICT

ACCOUNT CODE	ACCOUNT TITLE (Please provide specific detail supporting *Proposed Budget Request*.)	Strategic Planning Goals & Objectives Policy Area (If Applicable)	2009-10 ENDING BUDGET	2009-10 ACTUAL	2010-11 ADJUSTED FINAL BUDGET	2011-12 PROPOSED BUDGET REQUEST
1120	Overload for faculty supervising summer language school abroad	2.2; 2.3.1	$ -	$ -	$ -	$ 3,000
1315	10 units of associate faculty pay for summer language institute at FRC	2.3.1	$ -	$ -	$ -	$ 10,000
4325	non-instructional supplies printer cartridge		60	60	60	60
5100	Employee travel to support language school abroad (Mexico)	2.3.1	0	0	0	500
5100	employee travel class trip to Ashland Shakespeare festival	2.2; 2.3.1	0	0	0	250
5101	Student Travel to Ashland Shkespeare Festival	2.2; 2.3.1	0	0	0	2,456
5070	facilities rentals for town hall debate/reader's theater	2.2; 2.3	35			200
5940	publishing for departmental events	2.2; 2.3	27			30
	Total					16,496

Strategic Planning Goals & Objectives 2008 - 2011

Policy Area 1: Effectiveness of Instruction/Student Development
Policy Area 2: Sustainability/Economic Stability
Policy Area 3: Enrollment Management
Policy Area 4: Decision-Making and Communication
Policy Area 5: Campus Environment
Policy Area 6: Facilities