Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. Input should be sought from all campuses. It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline:   English
Contact Information (phone and email):  476-4314 / peter-blakemore@redwoods.edu
Date:  10/27/08

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)
   Note: curricular changes should be addressed under 12 (Curriculum).

   ☐ No (go to next question)
   ☑ Yes  Describe the changes below:
      The administrative imperative to increase FTEs coupled with two retirements in the past year and inadequate resources at the branch campuses have strained the English program's ability to satisfy district needs (see especially item #7 Faculty Resource Needs below).
      The English department is exploring a possible HSU/CR remedial education partnership.

2. Program/Discipline Trends
   Refer to the data provided (data link is located at http://inside.redwoods.edu/Assessment/ProgRev/TrendData.asp) and describe the trends in enrollment, retention, success rates, and student demographics. If applicable, describe how changes in these areas are impacting your discipline and describe efforts within your area to address these impacts.

   For the 2007 Program Review, the English Department had no real data to answer this question about significant changes in enrollment, retention, success, and demographics. In the fall of 2008, data is now available, but using it is sometimes problematic because the data are difficult to access and sometimes contradict other state-mandated data that CR uses (ie. ARCC and BSI) and English Department classroom research. In addition, the utility of using retention rate as an indicator of program success seems questionable for reasons that will be made clear below. Persistence rate (fall-to-fall or fall-to-spring) might be suggested for the future as a better, more helpful indicator of programmatic success.

   Enrollment
Nonetheless, with the current data, some conclusions can be drawn. The English Department generates the second most FTES of any discipline (1925 FTES). This is a cumulative FTE total over the past 4 years. However, enrollment has dropped 4.6 percent in English courses between 2004-05 and 2007-08. Accessing data for a more meaningful year-to-year comparison was difficult, FTE data was available only on a semester basis, and the FTEs were not totaled for easy use. Although both the number of students enrolled in English courses and the number of English courses offered each year have decreased, it is not clear from the data whether or not the headcount has dropped because fewer sections are being offered. We do know that most sections are filled and waitlisted long before the first day of classes.

Department Retention and Success Rates
Program Review data shows an overall retention rate of 86% for the English department in 2007-08. This mirrors the retention rate for our transfer-level composition courses (84%) and for transfer-level literature courses (high 80s). When retention rate is contrasted with success rate at the Department level, however, a different picture emerges. For the entire English Department, data shows an overall success rate of 56% in 2007-08. The success rate in transfer-level composition courses ranges from 62-74% and in transfer-level literature courses averages in the high 80s. In the core curriculum of the Department, success rate seems to be dropping somewhat in Eng.1A (65%-62%), in Eng. 150 (63%-56%), and in Eng. 350 (60%-52%) from 2004-2008.

Retention and Success Rates in Basic Skills Classes
Data comes from three sources: Program Review data, Basic Skills Initiative data, and Department classroom research records for English 350 collected since 2005. Program Review data shows a retention rate of 91% for our developmental courses. Unfortunately this data again paints an overly rosy picture as many of our students disappear between census and finals without ever officially withdrawing. We didn’t actually retain them. Department classroom research defines retention differently and shows a retention rate of only 68% for English 350 students (retention=number of students who are actively still in the class and take the competency exam at the end of the semester divided by the number of students enrolled at census). We need a more meaningful measure of retention, and we need to know what happens to those students who disappear from our courses.

The success rate in English 350 of 52-56% mirrors the Department’s success rate of 56%. In contrast with the Program Review data for retention rate, which appears overly high, the success rate is perhaps deflated because students who disappear are recorded as Fs. For students who stay to take the finals in English 350 courses, for example, the pass rate was 73% in 2007. Several trends are apparent, based on Department research records. 1) The success rate for Spring semester is consistently much lower than for Fall, in some years as much as 18% lower. 2) The overall pass rate appears to be declining in English 350
(F05=62%, F06=58%, F07=50%) 3) However, the pass rate for the competency exam remains relatively constant ranging between 73-79%, regardless of the semester (F05=73%, S06=74%, F06=76%, S07=79, F07=73%).

Demographic Data
Institutional Research has supplied us with no demographic data.

Data Discrepancies
Having several sources of data to draw from has raised concerns about the accuracy of CR data. For 2004-05, the success rate for English 350 is variously reported by IR as 56% (PR data) or 69% (BSI data). Likewise for 2007-08, the success rate is reported as 52% (PR) and 48% (BSI). A discrepancy of 13% in data supposedly based on the same definitions, measures, and cohorts, renders the data meaningless, particularly when meaningful intervention with developmental students is measured in increments of 2-3% a year.

3. Labor Market Review (for occupational programs)
Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp. Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.
   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

4. Budget Resources
List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td>See below</td>
<td>See below</td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate? ☐ Yes ☒ No
If not, describe the impact of unaddressed needs on your discipline or program.
Although the English program does not have a budget per se, the entire program depends on consistent funding for our Writing Center—for the Writing Center Director and the tutors. Frequently the English program has had to argue for more tutors and in the process of repeatedly making the case, we have on occasion suffered the loss of highly qualified assistants due to the lateness of funding. The people who have most suffered from this problem are those who can least bear it, the underprepared students enrolled in our developmental writing classes, ENGL 350 and ENGL 150, both of which require a Writing Center lab component. The tutors working in the Writing Center have been trained specifically for that role through the program's ENGL 41 - English Skills Tutoring. In the past, when we have offered the course fall and spring term, we have a sizable number of peer tutors in training, since part of the requirement for ENGL 41 is to practice tutorials in the Writing Center. With the administrative retrenchment of the past 4 years, the English program has cut back to offering ENGL 41 in spring term only. Consequently, our need for senior, fully-trained Writing Center tutors is somewhat greater in the fall: we have calculated that to smoothly operate the Writing Center during the fall term we would need 6 tutors working 6 hours each per week for 13 weeks (at $9.33 per hour this would amount to approximately $4,366.00 for the fall term). For the spring term we would function smoothly with about a quarter reduction (approximately $3,200.00 for thirteen weeks worth of tutorial assistance). Most of all, our program needs this funding to be stabilized in some way so that we are not trying to juggle student needs at the beginning of the term in order to come up with adequate support. All of this becomes doubly important considering the Chancellor's current Basic Skills Initiative, which targets the very students that the Writing Center serves most effectively. The English program needs some commitment from administration to fund the Writing Center consistently.

5. Learning Resource Center Resources
Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate. □ Yes  □ No
If not, explain.
Learning Resource Center electronic resources should be expanded in order to accommodate the research component. This is especially important considering last year's curriculum revision of English 1A learning outcomes to include a substantial research project. Although the Learning Resources Center librarian has begun to improve the college's electronic resources by the addition of two very limited subscriptions to online journal databases, the current level will not prepare students for the sort of in-depth online research they will need for further general education at CR, nor will they be adequately exposed to research sources sufficient for most of the college coursework they will encounter after transfer. This holds doubly true concerning student preparation for the larger world of work. Additionally, with the current administrative drive to increase online course offerings, the lack of online resources will have a significant impact on students' abilities to achieve research and composition learning outcomes specified in the course.
outlines, especially for English 1A and 1B, which include specific learning outcomes related to research, critical thinking, analysis and composition. This is also true for literature courses. Obviously, the ill effects of inadequate online databases will be magnified for any online courses the English program develops in the future.

6. **Student Services Resources**

   Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>☐</td>
</tr>
<tr>
<td>Counseling</td>
<td>☒</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>☐</td>
</tr>
<tr>
<td>Career Services</td>
<td>☐</td>
</tr>
<tr>
<td>Disabled Student Programs and Services (DSPS)</td>
<td>☒</td>
</tr>
<tr>
<td>Extended Opportunities Programs and Services (EOPS)</td>
<td>☒</td>
</tr>
<tr>
<td>CalWorks</td>
<td>☐</td>
</tr>
<tr>
<td>Residence</td>
<td>☐</td>
</tr>
<tr>
<td>Halls</td>
<td>☐</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>☐</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>☐</td>
</tr>
</tbody>
</table>

*If a lack of support was indicated in the table above, describe your program/discipline need.*

*The English program would benefit from at least three improvements in the area of Student Services:*

*First, under the heading of Student Conduct, the program needs a clearer protocol and disciplinary system for student behavior issues. In the past, administration had designated a specific individual whose presence and immediate attention to disciplinary*
issues—along with his clear set of guidelines and professional approach to problems arising in classrooms and the Writing Center—often ameliorated difficult situations, or at least dealt with them in such a way that instructors and staff felt confident that a coherent system was in place. This is no longer the case. Rather than clarity, we now have uncertainty and confusion. A clear, well-defined, logical plan should be determined and then it should be well-publicized so that all faculty and staff know what to do before a problem with student conduct arises. In the event of an emergency, a clear line of action should be well defined and well understood.

Second, in the area of Counseling and Advising, the college, and especially the English program, needs an articulation officer and a stronger counseling system. The dearth of counselors and the lack of an articulation officer not only hurts the students who will seek to transfer, but these deficiencies also decrease the effective connections between College of the Redwoods and other institutions. With English as one of the top 5 majors at Humboldt State University, we ought to expect a large proportion of our students to be seeking pre-transfer coursework in the major. But because students do not receive the necessary advice regarding HSU's English major or how CR coursework could prepare them to enter it, the English program suffers from a good deal fewer enrollments than we should have. Obviously, beyond the interests of the CR English program itself, there is an overall negative net effect on College of the Redwoods enrollments. Defining and promoting clear connections between CR and other institutions statewide should be particularly important, especially with the administration’s drive toward increased enrollment. The English program can do its part by building stronger bridges and increasing communication with other institutions, but the college administration also needs to serve students through accurate counseling and advising regarding transfer opportunities and articulation.

Finally, the English program would benefit from a careful, rigorous analysis of our current placement system. Accuplacer, the existing electronic instrument for placing entering students, may rely on too simplistic a method for determining preparedness—more than one faculty member in the program is skeptical of Accuplacer's accuracy. The methods of determining Accuplacer's effectiveness are unclear. Detailed analysis of data and comparative analysis of other options for determining incoming students' placement should be pursued. When students are placed in classes they are not prepared for, they struggle and are less likely to persist. Students who choose to forego English coursework due to what they may see as too low of a placement put themselves at a higher risk for failure in courses they enroll in outside of English. When students are placed in classes below their abilities, their interests and the society's interests are not served, and if students choose not to take necessary developmental courses to improve their reading, writing, and critical thinking skills and then fail in other coursework because of it, the general interests of students and society are undermined. Taking placement seriously by carefully assessing it should be at the forefront of Student Services.

7. Faculty Resource Needs
Complete the Faculty Employment Grids below (data link is provided at http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp. Please list full- and part-time faculty numbers in separate rows:

### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load Taught by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>385.67</td>
<td>55.6</td>
<td>44.4</td>
<td>-3.9%</td>
<td>-6.6%</td>
<td>see below and attachment ENGLPRAU#7b.doc</td>
</tr>
</tbody>
</table>

### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load Taught by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>376.5</td>
<td>53.2</td>
<td>46.8</td>
<td>-2.6%</td>
<td>0</td>
<td>see below and attachment ENGLPRAU#7b.doc</td>
</tr>
</tbody>
</table>

a. Describe the status of any approved, but unfilled full-time positions. One retirement from spring 2008 has not been filled and another retirement will take effect at the end of spring term 2009. In addition, another full-time faculty member is out for the 2008-09 academic year due to sabbatical and medical leave. If we do not hire two full-time English faculty before next fall, we will have two unfilled full-time positions on the Eureka campus. The Del Norte campuses increased TLU's indicates the need for an additional full-time English faculty there as well. Though these positions are not yet approved, the Area Coordinator has apprised administration of the program's needs (see item #13 Communication below).

b. If you are requesting a Full-Time Faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   - The ratio of full-time to associate faculty
   - Current availability of associate faculty
   - Relation to program review recommendations
   - Effect on diversity of the faculty
   - Effect on academic offerings and ability to serve students and the
community

- Effect on the vitality and future direction of a program and/or the college
- Effect on student learning

c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

Members of the department and the Area Coordinator stay in close contact with HSU colleagues, and so we are aware of the number of recent Master's in Teaching Writing graduates who might be hired to fill Associate Faculty positions. The numbers at HSU are not promising for future needs. The supply of locally prepared teachers definitely does not meet our needs. Additionally, although the District advertises and even hosts local job fairs, many of the applicants who contact us do not meet minimum qualifications or equivalency for college-level teaching. Also, because of the college's choice to refer to part-time positions as "associate faculty"--a term which most academic professionals understand to mean tenure-track--the Area Coordinator frequently receives applications from individuals in faraway places expecting to be considered for full-time, tenure-track positions. It seems unlikely that these people would relocate to Humboldt, Mendocino, or Del Norte for part-time employment. Obviously, the relative remoteness of the District's Humboldt, Mendocino, and Del Norte campuses means that College of the Redwoods cannot expect to readily fill last-minute administration requests to add classes. In short, the pools of part-time English instructors that exist in the San Francisco Bay Area, Los Angeles, the Delta, and Sacramento do not exist anywhere in the District. The movement of professional, prepared teachers into these areas is inconsistent.

8. Staff Resources

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time classified staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
</table>

Do you need more full-time or part-time classified staff? ☐ yes ☐ no
If yes, explain why.
9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☑ Yes ☒ No

If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☑ Yes ☐ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
</table>

Equipment Repair
Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? This does not include classroom specific equipment repair described in the facilities section. ☑ Yes ☒ No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Learning Outcomes Assessment Update.
List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.
Program Outcomes (Not all disciplines have program-level outcomes) | Means of Assessment and Performance Criteria | Assessment Results Summary | Use of Results
---|---|---|---
See attachment "ENGLPRAU#11.doc" | | | |

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate:

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attachment &quot;ENGLPRAU#11.doc&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

12. Curriculum Update

Identify curricular revisions and innovations undertaken
a. in the last year.

**September 2007:**
ENGL-33

**October 2007:**
ENGL-150
ENGL-153
ENGL-17
ENGL-18
ENGL-20
ENGL-350
ENGL-353
ENGL-41
ENGL-47

**March 2008:**
ENGL-40
April 2008:
ENGL-52

May 2008:
ENGL-22

b. planned for the coming year.
ENGL-9 and ENGL-10 are both out of date (11/02) and will be revised during the fall 2008 term.

Complete the grid below. The course outline status report can be located at:
http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attachment ENGLPRAU#12-08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.
The last two courses in the program's offerings to be revised, ENGL-9 & ENGL-10, will be completed during the fall 2008 term.

13. Communication
Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.
The English program needs a clearer process for hiring full-time faculty to replace retiring. Although administration has had plenty of advance notice of retirements and has been apprised of the English program's needs, we are still uncertain of how to proceed. Even if administration is currently in the process of reassessing the faculty hiring process itself, some degree of communication regarding where administration is in that reassessment would be welcome. The current lack of communication is untenable and bodes ill for the future of the college. Timely, accurate information is essential to improving the college through collegial planning.

Our program has also experienced poor communication with the Bookstore. When we have worked to increase course sections during the summer or at the end of fall term for the following spring, we have frequently found that the Bookstore is incapable of providing texts, even with 8 or more weeks of advance notice. We have also found that the Bookstore does not actually order the number of required texts requested by faculty. As a result, students are registered for and are frequently attending classes for which they do not have the books. The problem is particularly damaging in our basic skills courses,
where students are already working harder to raise themselves to the level of college discourse and badly need course texts in order to prepare for classes from the beginning. The lack of communication sank to its lowest level yet in the fall of 2008 when more than half of the program's courses experienced problems with book orders and the practice of lowering the number of texts ordered against faculty members' wishes.

Finally, the English program would greatly benefit from designated equipment to connect Eureka, Del Norte, Mendocino and possibly even Klamath-Trinity instructors. In order to function as a single program within the broad land area covered by the District, the English Department requests that some dedicated phone system be housed in at least two, and possibly three, specific places on campus so that we can connect and plan the important work of the college together. With the current technology, we are frequently incapable of holding effective distance conferencing. Though we have begun to use the Distance Education classroom, LRC 105, to connect with colleagues in Del Norte and Mendocino, the room is often not available during program meeting times. A high-quality telephone conferencing system in two or three designated rooms, such as the Lakeview Room, LRC 107, or the Creative Arts Conference Room, would greatly benefit the program and the college generally.

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

15. Goals and Plans
If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.
☐ QIP Attached
If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).

The most important goal stated in last year's Program Review—to hire two new fulltime faculty members—was not realized. We also have not been able to establish clear funding sources so that we may plan for hiring Work Study students to work as peer tutors in the Writing Center. The other major goals stated in last year's review have been met: 1) we have created substantial processed for assessing the program on the level of individual classes and have begun the process of creating programmatic outcomes and assessments; 2) we have begun to establish strong connections with our neighboring institutions through individual and group faculty meetings between CR and HSU English programs and we have extended this further into the local schools through the CalPASS program.
The program has identified several goals for the coming year. They are:
1. Articulate and measure several program-wide outcomes.
2. Identify and begin assessing individual course learning outcomes.
3. Explore the possibility of offering high-quality on-line and hybrid courses.
4. Identify common interests and streamline course offerings with HSU.
5. Improve knowledge of and increase use of technology in the classroom.
6. Develop curriculum to increase student and community interest in English coursework.
### September 2007:
- ENGL-33

### October 2007:
- ENGL-150
- ENGL-153
- ENGL-17
- ENGL-18
- ENGL-20
- ENGL-350
- ENGL-353
- ENGL-41
- ENGL-47

### March 2008:
- ENGL-40

### April 2008:
- ENGL-52

### May 2008:
- ENGL-22

<table>
<thead>
<tr>
<th>Course</th>
<th>Last update</th>
<th>Next update</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-9</td>
<td>11/22/2002</td>
<td>2008</td>
</tr>
<tr>
<td>ENGL-10</td>
<td>11/22/2002</td>
<td>2008</td>
</tr>
<tr>
<td>ENGL-150</td>
<td>10/12/2007</td>
<td>2010</td>
</tr>
<tr>
<td>ENGL-153</td>
<td>10/12/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-17</td>
<td>10/12/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-18</td>
<td>10/12/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-1A</td>
<td>3/6/2007</td>
<td>2011</td>
</tr>
<tr>
<td>ENGL-1B</td>
<td>12/9/2007</td>
<td>2010</td>
</tr>
<tr>
<td>ENGL-20</td>
<td>10/12/2007</td>
<td>2008 (will be deactivated)</td>
</tr>
<tr>
<td>ENGL-22</td>
<td>5/9/2008</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-33</td>
<td>9/28/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-350</td>
<td>10/12/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-353</td>
<td>10/12/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-40</td>
<td>3/14/2008</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-41</td>
<td>10/12/2007</td>
<td>2011</td>
</tr>
<tr>
<td>ENGL-47</td>
<td>10/26/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-52</td>
<td>4/25/2008</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-60</td>
<td>5/11/2007</td>
<td>2012</td>
</tr>
<tr>
<td>ENGL-61</td>
<td>10/22/2007</td>
<td>2012</td>
</tr>
</tbody>
</table>
Section 7. Faculty Resource Needs

Part b.

The college should replace two full-time English faculty retirements in Eureka before next fall, add a third full-time faculty member in Del Norte, and replace the full-time faculty member who was shifted from Mendocino to Eureka to replace last year’s (fall 07) retirement in Eureka. This should be done before next fall in order to improve student learning, develop innovative curriculum that will benefit the community, and grow the program and increase FTES throughout the District. If the college does not replace full-time faculty retirements in English at Eureka, and does not replace the full-time transfer from Mendocino, and does not increase the number of full-time faculty at Del Norte, the English program, which acts as a gateway to community members entering the college generally, and which could function as a net increaser in FTES for the entire District, will have to struggle to replace consistent part-time faculty and will effectively be hobbled from increasing efficiency.

First, for the entire District-wide Program, the ratio of full-time to part-time faculty is well below the desired 70-30 goals set by the Chancellor. Additionally, the fluctuations from year to year and the declining FTES partly reflect our decreasing full-time faculty and a regular inability to locate qualified teachers as a last minute exercise in filling in gaps. The Del Norte English program has registered consistent increases in TLUS and FTES over the past 5 years. On the Mendocino campus, the Program is operating without any full-time English faculty and Mendocino faculty members report that the lack of a Humanities coordinator is seriously jeopardizing the overall effectiveness of the campus. In addition, the minor decreases in FTES occurring on the Eureka campus in the last two years actually divert attention from the process of forced reductions in section offerings pushed upon the program by earlier administrations. During the past several years, the English program’s composition sequence has typically filled in all of its classes and could fill more with additional faculty.

The availability of part-time faculty in the area is limited. As levels of preparedness in incoming students decline and the percentages of under-prepared students increase (as outlined in the Chancellor’s Basic Skills Initiative), the mentoring of inexperienced recent Master’s graduates from nearby Humboldt State University becomes that much more important and time-consuming. This need increases the amount of administrative oversight, which is compounded by the fact that HSU MA Teaching Writing graduates have minimal experience teaching courses at the developmental level. In effect, CR full-time faculty are often training newly graduated teachers from Humboldt State. The idea that a pool of teachers exists here due to our proximity to HSU is unreasonable. The CR English Department recognizes that we must foster closer connections with our colleagues at HSU, and, in fact, such ties have been established and working relationships have been initiated through numerous meetings between our two faculties over the past year. The current CSU system initiative focusing on shifting developmental coursework
into the community colleges, Cal-PASS and other programmatic connections show improvement in the area of aligning our two programs. However, even these promising developments will not rectify the simple reality that new teachers are new and need guidance and assistance, especially when basic skills and developmental students are involved.

Bringing in new faculty with fresh perspectives and innovation should increase student success and launch new curriculum to meet the changing needs of our community. The possibilities of interconnectedness in Basic Skills coursework across disciplines, targeting specific aspects relevant to these times and this community, such as sustainability, green economic development, environmental issues and diversity among local populations—all of these interests could be better served by the infusion of new ideas, fresh perspectives, and innovation that would come with hiring new English faculty across the District.
11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results</th>
<th>Summary Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 8/08, the English Department began the process of developing program outcomes. These outcomes should be completed by the end of the Fall 2008 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results</th>
<th>Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 350: Discriminate between general and specific levels of support as a reader and a writer.</td>
<td>ENGL 350 Competency exam (in-class essay) Performance Criteria: 350 Comp. Exam Rubric (5-0 Scale) Holistic Scoring</td>
<td>The results for the competency exam are gathered and examined at the end of each semester. They are as follows: Eureka: F2007: 73% S2008: 70% Del Norte: F2007: 73% S2008: 69%</td>
<td>Long term assessment results (2004-2008) indicate that pass rates remain relatively constant.</td>
<td>Results are distributed to English 350 instructors and discussed.</td>
</tr>
<tr>
<td>ENGL 350: Recognize that writing involves many steps, which include generation of ideas, organization of information, development of</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 350).</td>
<td>See Assessment Results above (ENGL 350).</td>
<td>See Summary above (ENGL 350).</td>
<td>See Uses above (ENGL 350).</td>
</tr>
<tr>
<td>ENGL 350:</td>
<td>Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph and in a basic essay.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 350).</td>
<td>See Assessment Results above (ENGL 350).</td>
<td>See Summary above (ENGL 350).</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>ENGL 350:</td>
<td>Apply basic grammar, usage, and punctuation rules in writing with special attention paid to sentence boundaries.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 350).</td>
<td>See Assessment Results above (ENGL 350).</td>
<td>See Summary above (ENGL 350).</td>
</tr>
<tr>
<td>ENGL 350:</td>
<td>Use proofreading and editing to produce writing which meets conventional standards of written communication.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 350).</td>
<td>See Assessment Results above (ENGL 350).</td>
<td>See Summary above (ENGL 350).</td>
</tr>
<tr>
<td>ENGL 150:</td>
<td>Demonstrate understanding of the choices involved in constructing a persuasive essay by planning an appropriate essay structure.</td>
<td>Means of Assessment : ENGL 150 Competency Exam (in class essay) Performance Criteria: 150 Comp. Exam Rubric (5-0 Scale) Holistic Scoring</td>
<td>Fall 2007 Results EKA/KT (227 total) 5-4 (1.7 %) 4-22 (9.6 %) 3-119 (52.4 %) 2-80 (35 %) 0-2 (0.8 %) MNDO (20 total) 5-3 (15 %) 4-5 (25 %)</td>
<td>Fall 2007 Summary: 1) The number of 5s (A-level work) is too low. 2)The number of 2s (D-level work) is too large. 3) In an effort to be extremely rigorous, the department seems to be scoring Competency Exams about one point too low on the rubric scale. Based on F 2007 results, the department concluded that we seemed to be scoring</td>
</tr>
<tr>
<td>ENGL 150: Compose and assess an arguable thesis relevant to a general college audience.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 150).</td>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Summary above (ENGL 150).</td>
<td>See Uses above (ENGL 150).</td>
</tr>
<tr>
<td>ENGL 150: Use concrete details and specific examples to develop and explain general ideas.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 150).</td>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Summary above (ENGL 150).</td>
<td>See Uses above (ENGL 150).</td>
</tr>
<tr>
<td>ENGL 150: Practice persuasive and analytical writing styles that facilitate clear communication of complex ideas.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 150).</td>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Summary above (ENGL 150).</td>
<td>See Uses above (ENGL 150).</td>
</tr>
<tr>
<td>ENGL 150: Synthesize concepts gained through</td>
<td>See Means of Assessment and Performance</td>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Summary above (ENGL 150).</td>
<td>See Uses above (ENGL 150).</td>
</tr>
</tbody>
</table>

3-11 (55 %) 2-1 (5 %) 1-0 (0 %) Del Norte No Data for F 07 SP 2008 Results EKA, KT, and MNDO combined (193 total) 5-10 (5.1 %) 4-42 (21.7 %) 3-83 (43. %) 2-57 (29.3%) 1-0 (0 %) 0-1 (0.05%) Del Norte No data on total # or specific scores. Overall 75% passing score applying the same standards for out-of-class papers as we do for the in-class Competency Exams. 4) Scoring Rubric dating back over 15 years may be outdated for present course SLOs. better align Competency Exam scores with overall student performance in the course. The resulting Sp 2008 scores more accurately reflect students’ mastery of course outcomes, more closely corresponding to their cumulative grades on course work.

In Fall 2008, a full-scale revision of the Competency Exam rubric was undertaken. This project (which will also include the development of a rubric for ENGL 150 out-of-class papers) will be completed by the end of the semester.
<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>ENGL 1A: Identify and evaluate the issue, claim, and major supporting arguments in a variety of non-fiction texts.</th>
<th>ENGL 1A: Write unified, well-developed, logical, coherent, and convincing analytical or argumentative essays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria above (ENGL 150).</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 150).</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
</tr>
<tr>
<td>ENGL 150: Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.</td>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Assessment Results above (ENGL 150).</td>
</tr>
<tr>
<td>See Summary above (ENGL 150).</td>
<td></td>
<td>See Uses above (ENGL 150).</td>
</tr>
<tr>
<td>See Assessment Results above (ENGL 150).</td>
<td>See Summary above (ENGL 150).</td>
<td>See Uses above (ENGL 150).</td>
</tr>
<tr>
<td>See Uses above (ENGL 150).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Recognize and use a variety of rhetorical strategies appropriate for the purpose and audience of the essay.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Formulate and defend a stance in response to issues and claims presented in visual, written, or oral arguments.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Support claims effectively with relevant, thoughtful, and sufficient evidence drawn as appropriate from written texts and from the writer’s own experience and knowledge.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Integrate and correctly cite the ideas of others through paraphrase, summary, and quotation into an essay that expresses the writer’s own voice, position, and analysis.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Locate data or other information, appropriate for a specific need, from a variety of print and electronic sources, including online subscription databases.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A: Craft effective sentences of varying structure and type to clarify the meaning, relationship, and importance of ideas.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ENGL 1A: Recognize and eliminate significant errors in grammar, usage, and punctuation through careful editing and proofreading.</td>
<td>See Means of Assessment and Performance Criteria above (ENGL 1A).</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

All faculty—associate and full-time— who teach developmental composition courses participate fully in the norming and holistic scoring of ENGL 350 and 150 Competency Exams—processes that require many hours of discussion about these assessments and their performance criteria (rubrics). Associate faculty in both these courses receive data reports on each semester’s Competency Exam results, and those teaching ENGL 350 receive even more comprehensive data about the common Reading assessment (the DRP) and success rates for the course.

A member of the associate faculty is serving as one of five ENGL 150 instructors currently revising the rubric for that course. In addition, associate faculty were included in the discussions of performance criteria for ENGL 1A essays that took place during the Spring 2008 semester. More generally, the August 20 English department work day was focused on the topic of assessment, and most associate faculty attended this meeting and contributed to the first stages of composing program outcomes. Regarding discussions of assessment with an institutional scope, two English instructors serve as the only associate faculty members of the CR Assessment Team.
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Arcata Site, Room 100C: Computer Lab

Check if any of the following are not adequate:
-  Ventilation / room temp
-  ADA access
-  Number of seats / work stations
-  Technology (computers, projectors, internet)

☒ Other (briefly describe):
8 new chairs w/ adjustable height and back. The back has completely fallen off these chairs.

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
• Newer computers with compatible Windows and Office Programming: $1500
• Amplifier: $250
• Wall mounted speakers: $285
• Newer printer (support 30 computer b/w): $800
• Padlock for cabinet: $5k

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: Not currently used for English, but may well be in the near future, especially with the evolving HSU/CR relationship.
Students: NA
Facilities, and Classroom Technology Form
Program/Disciplines:  English
Year:  2008
Submitted by:  English Department

List classroom or instructional space name/number:  Arcata Site, Room 160

Check if any of the following are not adequate:

☐ Ventilation / room temp  ☐ ADA access  ☐ Number of seats / work stations  ☒ Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
• New computer: $1500
• Amplifier: $250
• Wall mounted speakers: $285
• Presenter: $50
• Lock for Cabinet: $5

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections:  This semester 0 (but 1-2 in past and future semesters)  Students:  30-35 per section
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Arcata Site, Room 165

Check if any of the following are not adequate:

☐ Ventilation / room temp
☐ ADA access
☐ Number of seats / work stations
☒ Technology (computers, projectors, internet)
☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
• New computer: $1500
• Presenter: $50
• Network cable run to front of classroom: approximately 50 feet long

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 1 (English 1A) Students: 30-35
List classroom or instructional space name/number: **Del Norte: DM 23: Classroom**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

- New instructor computer: $1500
- Cordless keyboard and mouse: $100
- Electronically controlled screen (106“): $1370 approximately
- Lockable cart: $500

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 1  Students: 28
List classroom or instructional space name/number: **Del Norte: DM 28: Meeting Room / Polycom Room**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [X] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

- Computer with internet connection / monitor / keyboard / mouse: $1500
- Lockable cart: $500

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 0 (Note: This room is used for distance meetings by members of the department. This items are necessary to improve communication between the campuses. Del Norte faculty and staff should be able, for example, to make presentations, share files, and work on documents remotely while using the Polycom.)

Students: 0
List classroom or instructional space name/number: **Del Norte: DM 29: Classroom**

Check if any of the following are not adequate:

- Ventilation / room temp
- ADA access
- Number of seats / work stations
- Technology (computers, projectors, internet)
- Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

- Epson Powerlite Projector 822P: $950
- False ceiling plate: $150
- Epson universal mount: $165
- 100 ft. VGA cable: $150
- Spare projector bulb: $150
- 1 electronically controlled screen: $1370

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 1  Students: 28
List classroom or instructional space name/number: **Del Norte: DM 3 / E 3 (Adjunct Faculty Offices)**

Check if any of the following are not adequate:

☐ Ventilation / room temp  ☐ ADA access  ☐ Number of seats / work stations  ☒ Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

Two new computers: $3000

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 0 (Note: This room is used for associate faculty to prepare for instruction, answer email, etc.)

Students: 0
Facilities, and Classroom Technology Form  
Program/Disciplines: English  
Year: 2008  
Submitted by: English Department

List classroom or instructional space name/number: **Del Norte: DS1: Classroom**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)

☑ Other (briefly describe):
   **Waiting over 3 months for installation of electronically controlled screen and ceiling mounted projector (requires an electrician)**

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
- New computer: $1500
- Amplifier: $250
- Speakers with wall mounts: $285
- Presenter: $50
- Lockable cart: $500

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 1  
Students: 28
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by:

List classroom or instructional space name/number: Del Norte Writing Lab

Check if any of the following are not adequate:

Ventilation / room temp ✗  ADA access  Number of seats / work stations ✗ Technology (computers, projectors, internet)

(*) Other (briefly describe):
  Waiting for Eureka to program 2 new CPUs in Eureka with assistive technology for ADA compliance
  Waiting for installation of 1 scanner for ADA compliance

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

• 1 computer designated for instructor (1 short for class capacity) ($1000)
• Cordless keyboard and mouse: $100
• Electronically controlled screen (projection is split on wall and white board): $1000
• Lockable cart: $500

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 10 sections total (English 150, 350, and 52)
Students: 20 per section* / 200 total 150, 350, and 52)
Facilities, and Classroom Technology Form  
Program/Disciplines: English  
Year: 2008  
Submitted by: English

List classroom or instructional space name/number: **Eureka: Administration 103**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

1) The projector has no spare bulbs, and the current bulb is well into its 1000-hour life span. There are no department or division monies to replace these bulbs. We absolutely should have a spare in the warehouse. $300.00

2) There should be a presenter for the multimedia system. $50.00

3) There should be a photographic presenter to replace the aging overhead machines. Samsung SDP-900DXA Digital Presenter: $2,600.00

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections: 5 (Because this room is used for English 350, which is a five unit class, there is a limitation to the number of sections that can be scheduled.)

Students: 140
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English

List classroom or instructional space name/number: Eureka: Administration 107

Check if any of the following are not adequate:
☐ Ventilation / room temp ☐ ADA access ☐ Number of seats / work stations ☒ Technology (computers, projectors, internet)
☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
1) The projector has no spare bulbs, and the current bulb is well into its 1000-hour life span. There are no department or division monies to replace these bulbs. We absolutely should have a spare in the warehouse. $300.00
2) There should be a presenter for the multimedia system. $50.00
3) There should be a photographic presenter to replace the aging overhead machines. Samsung SDP-900DXA Digital Presenter: $2,600.00.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 11 Students: 308
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English

List classroom or instructional space name/number: Eureka: Forum 206

Check if any of the following are not adequate:

Ventilation / room temp  ADA access  Number of seats / work stations  Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
1) The projector has no spare bulbs, and the current bulb is well into its 1000-hour life span. There are no department or division monies to replace these bulbs. We absolutely should have a spare in the warehouse. $300.00
2) There should be a presenter for the multimedia system. $50.00
3) There should be a photographic presenter to replace the aging overhead machines. Samsung SDP-900DXA Digital Presenter: $2,600.00
4) A rack set of laptops (to turn this into a writing classroom) and a wifi hub to support this system. Note: currently there is only one writing classroom available to English faculty, and that is the multipurpose room in the library, and it's frequently overbooked. The campus needs to have a portable rack system so that the English faculty can assist students more directly in research, writing, and Blackboard. This system would be invaluable to Eureka students and faculty. Cost: approximately $30,000.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 11  Students: 308
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English

List classroom or instructional space name/number: **Eureka: Forum 208**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [x] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
1) Whiteboard mounted to replace the chalk board:
2) New electric screen (96” x 96”): $1370

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 7
Students: 196
Facilities, and Classroom Technology Form  
Program/Disciplines: English  
Year: 2008  
Submitted by: English

List classroom or instructional space name/number: Eureka: Writing Center, LRC 102

Check if any of the following are not adequate:
- [X] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):
  
The Writing Center needs eight new task chairs: about $70 each/$560 total

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
The ventilation in room 102 of the LRC has never worked properly. The temperatures sometimes rise into the eighties. With no air circulation in a room that may have up to 40 people including students, instructors, and tutors involved in academic pursuits needs to be not just addressed, but fixed. The second year the Writing Center was open, 2004, a survey was taken of the students' responses to the Writing Center. The number one complaint, far and above any others, was the hot, stuffy atmosphere, which caused students to wish that they were not required to be there and to ask if they could go somewhere else to receive credit in the Writing Center.

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 24  
Students: Approximately 550
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Klamath/Trinity Site: Room 3

Check if any of the following are not adequate:
☐ Ventilation / room temp  ☐ ADA access  ☐ Number of seats / work stations  ☑ Technology (computers, projectors, internet)
☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
• Cordless keyboard and mouse: $50
• Amplifier: $250
• Speakers and wall mounts: $285
• Lockable cart: $500

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 2  Students: 56
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Klamath/Trinity Site: The Writing Lab

Check if any of the following are not adequate:
☐ Ventilation / room temp  ☐ ADA access  ☐ Number of seats / work stations  ☒ Technology (computers, projectors, internet)

☒ Other (briefly describe):
  • Waiting for CR to image and upload software programs

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
  • Wall mounted speakers: $285
  • DVD/VHS player: $100

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 4  Students: 100
List classroom or instructional space name/number: **Mendocino: Room 104**

Check if any of the following are not adequate:
- [ ] Ventilation / room temp
- [ ] ADA access
- [x] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
- 12 new computers: $18000
- Needs wifi hub for students with their own laptops

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
- Sections: 3-4 of English 52
- Students: 20
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: **Mendocino: Room 111**

Check if any of the following are not adequate:

☐ Ventilation / room temp  ☐ ADA access  ☐ Number of seats / work stations  ☑ Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
Wifi hub needed

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 2 (Eng. 1 & 20)  Students: 40
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: **Mendocino: Room 112**

Check if any of the following are not adequate:
- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [x] Technology (computers, projectors, internet)
- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
Photographic overhead projector: Samsung SDP-900XA Digital Presenter: $2600
Media cart: $500
DVD/VHS player: $100
Audio amplifier: $250
Needs wifi hub

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 2 (Eng. 350 & 1B) Students: 35
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Mendocino: Room 114

Check if any of the following are not adequate:

☐ Ventilation / room temp
☐ ADA access
☐ Number of seats / work stations
☒ Technology (computers, projectors, internet)
☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
needs wifi hub

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 1 (Eng. 150) Students: 20
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: **Mendocino: Room 300**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [X] ADA access
- [ ] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)

- [ ] Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
New computer: $1500
Wifi hub

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 1 (Creative Writing: community ed.)
Students: 24
Facilities, and Classroom Technology Form
Program/Disciplines: English
Year: 2008
Submitted by: English Department

List classroom or instructional space name/number: Mendocino: Room 303

Check if any of the following are not adequate:

☐ Ventilation / room temp  ☐ ADA access  ☑ Number of seats / work stations  ☑ Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:
New computer: $1500
wifi hub

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 1 (Creative Writing: Community ed.)
Students: 24