



Department Annual Report & Discipline Review

2013-2014

Department: English

Discipline(s): Composition

Literature

English as a Second Language

Reading

Document Prepared By:

Reading

ESL

Literature

Composition

Jan Chapman	Colleen Becker	Jim Hayes	Megan Coakley
Vikki Cooper	Karin Gallagher	Andrew Luskkey	Katie Kalisz
Christina McElwee	Alyssa Jewell		Susan Mowers
			Tony VanderArk
			Janice Balyeat

Department Information

Annual Updates

Review & Documentation:

Current year goals

Global Departmental Goals

- To improve student achievement across all of our gateway classes through the consistent delivery and assessment of our curriculum across all English classes, supporting the GRCC Completion Agenda. (If students don't get through English classes, they often drop out).
 - Goal ongoing, but improvement seen across the board; in some cases substantial improvement is seen. (Please see data included below).
- To improve student achievement in all of our English courses, but particularly in our gateway courses, by better understanding ourselves and our students: EN097/100/101/102/RD097/098. PD goal is on-going.
- To plan the TYCA conference, to be hosted in fall 2014
 - This committee has worked hard this past year, and substantial planning has been completed. We have secured two important presenters: Bonnie Jo Campbell and Jack Ridle. We are delighted! We are encouraging all English faculty to present.
- To participate in the Who Cares? Why bother? Writing conference
 - Our department-wide participation in this extraordinary conference has increased with more full-time and adjunct English faculty included. We'd like to continue that trend.

Specific Program Goals

Composition Program:

- To improve student achievement by addressing the weakest area of student writing performance based on our Composition Exit Outcomes Rubric. Maintain Bb site with strategies for teaching English conventions. To address weak proofreading/editing skills in students, make EN120 a required co-requisite based on Sentence Skills Test of ACCUPLACER. Goal met. Pilot begins fall 2013 for EN101 and summer 2014 for CJ259 (Report Writing).
- To improve completion and retention of high scoring developmental writing students, our department is participating in a state-wide initiative called A-COMP, where certain students enroll in EN0-97 and EN101 in the same semester. Initial

phase completed. Pilot begins fall 2013. National data on this model shows high levels of success.

- A-Comp Update: In the Fall 13 semester we launched A-Comp (Accelerated Composition). We tried two variations: 2 EN 101 sections feeding into an EN 097 taught by the same person; 2 EN 101 sections (taught by Person A) feeding into an EN 097 (taught by Person B). Between the two 097 sections, there were 11 students, which is significantly lower than expected. This was due, in part, to unfamiliarity with the program along with technological and scheduling confusion. For W14, we have two EN 101 sections (taught by two different faculty) feeding into an EN 097 (taught by a third faculty member). Enrollment for the EN 097 is around 18. We have also created and provided promotional material to other departments on campus. For Fall 14 we are attempting to repeat the Fall 13 model. We have been more proactive about anticipating potential difficulties and have communicated more with the departments involved. We are also creating a handbook for any faculty to use to make a smoother transition to A-Comp.

Reading Program:

- To revise the reading curriculum to be based on Reading Apprenticeship principles and embedded assessments. **Goal met.** Common assessments begin fall 2013.
- To design and implement RD095 for those low readers presently in RD097 and failing at an alarming rate. Goal met. Pilot begins fall 2013.
- To continue the Literacy Empowerment Program to assist our reluctant readers in reading aloud. Goal met. Program ongoing, although it may be changed with the implementation of RD095.
- To complete extensive Program Review for our reading program and include all reading faculty in this work. **Goal met.**

Literature Program:

- To create an exit outcomes rubric and pilot it with EN262 final essays. Goal met.

ESL Program:

- To create an exit outcomes rubric and pilot it with ES114 final essays. Goal met.

Goals for next year

- Work continuously on improving student achievement in all our courses, but particularly our gateway courses.
- Monitor and evaluate our three new initiatives: RD095, A-COMP, and EN120. Revise as needed.
- Continue all assessment projects for all programs: composition, reading, ESL, and literature.

- **A-Comp Update:** In the Fall 13 semester we launched A-Comp (Accelerated Composition). We tried two variations: 2 EN 101 sections feeding into an EN 097 taught by the same person; 2 EN 101 sections (taught by Person A) feeding into an EN 097 (taught by Person B). Between the two 097 sections, there were 11 students, which is significantly lower than expected. This was due, in part, to unfamiliarity with the program along with technological and scheduling confusion. For W14, we have two EN 101 sections (taught by two different faculty) feeding into an EN 097 (taught by a third faculty member). Enrollment for the EN 097 is around 18. We have also created and provided promotional material to other departments on campus. For Fall 14 we are attempting to repeat the Fall 13 model. We have been more proactive about anticipating potential difficulties and have communicated more with the departments involved. We are also creating a handbook for any faculty to use to make a smoother transition to A-Comp.
- **Monitor and evaluate our EN100 AtD pilot. Revise as needed.**

Update: Several Examples of What's New:

- We decided to create more of a “tag team” approach among pilot teachers and ITS tutors in order to better support students’ editing/revising/polishing efforts. To do this, we did the following: at the start of the semester, we quickly identified each student’s strengths and weaknesses by evaluating/marking up one of the two copies we made of the entering writing sample. We saved the other copy - a clean copy - for the end of the semester EN 100 Pilot Assessment. Next, we met with our ITS tutors to discuss writing samples and translate grading marks. Then, we placed the marked up samples in files to be stored in the Writing Lab to be accessed by the tutors early in the semester and in between papers assignments during the semester so students and their tutors would always have a guide to the tutorial sessions and would consistently be working on various aspects of students’ writing. This worked extremely well for students as they were able to start working on correcting some of their writing errors before needing to write their first graded pieces; this worked well for tutors too as it gave them a framework for conducting initial tutoring sessions. We will continue this practice.
- We have become more consistent in our approach: attendance policies for tutor sessions (eight-nine thirty-minute sessions for the semester), reflection writing (informal/formal papers), number of papers (four in addition to the entry and exit samples), just to name several, with the goal of making any outcomes more clear.
- We decided students would not be able to hand in any essays that did not include AT LEAST ONE Tutor Reflection Form attached to them as documentation that, indeed, they worked on their essays for at least a half hour with a tutor. This mandate worked extremely well. ALL STUDENTS regularly met with Writing Lab tutors all semester as a result – a vast improvement as in the past, we struggled with getting students to comply. It helped that students read a brief explanation of the EN 100 Pilot class requirements online as they signed up for class, so they knew what to expect. As EN 100 Pilot Professor Tom Mulder explained, working regularly with the Writing Lab tutors “help[s] students’ revision and editing skills, and promote[s] their commitment to a several step writing process.” Tom continued, “Having student-tutors assigned to each class, too, is mostly beneficial. Both

tutors and students benefit from this peer support and preferred treatment when scheduling appointments with the tutor or advancing to the front of line when visiting the assigned tutor in the language lab. Students sometimes connect with their classroom tutors, which can increase their motivation to succeed and perform.”

- Continue PRG with focus on improving student achievement through understanding ourselves and our students better.
- Foster development of Bb site specifically for online/hybrid delivery of our composition curriculum.
- Participate more fully as a department with the Who Cares? Why Bother writing conference.
- Make connections to our major transfer institutions: Grand Valley, Western, Davenport, Central, Michigan State
- Make connections to our feeder KISD high schools.
- Participate with the AFP Learning Day in inviting Alfred Tatum to our campus to lead an in-service about cultural competency
- Host the TYCA conference. After years of hard work, we will host this conference in October 2014. Bonnie Jo Campbell -yay!!!!
- Investigate a pre-transfer major program for English Majors for transfer institutions.
- Continue our efforts to use professional reading to enhance our knowledge, skill, and awareness of what we bring into the classroom. Our focus will continue to be on our lower performing subgroups. These efforts next academic school year with the book *Do I Really Have to Teach Reading?* by Cris Tovani. This professional reading group will strongly align with Reading Apprenticeship and implementing crucial literacy skills in composition as well as other content areas.

Internal collaborations and partnerships

RD 095: This year we offered one section of RD 095 during the fall semester and one section during the winter. We will continue to offer at least one section per semester.

EN120 with CJ 259 (report writing) planned pilot summer 2014

External collaborations and partnerships

NA

Departmental needs for support from other departments within the college

NA

Program accreditation Updates

Vikki Cooper, Jan Chapman, and Christina McElwee will work on the Reading Nade document, and Sheryl York, Vikki Cooper, and Megan Coakley will work on the EN097

NADE document in June. If we receive the necessary data and finish the narrative portion of the document, we will submit our applications in June.

Description of departmental advising plan and outcomes

This year the English Department worked to develop a cohesive advising plan. During the fall semester, we began compiling information to include in a department-wide advising Blackboard site. We gathered information such as students with identified English majors, usernames, and email addresses. We also compiled resources to include in Blackboard site for students. Those resources included an introduction to the department, an explanation of academic advising, benefits of majoring in English, transfer college information, scholarship information, service learning, potential career pathways, frequently asked questions and referrals/links to other important websites from the college.

(This planning was done by a committee of English faculty. Others participated in the equivalency work required under the new Michigan Transfer Network beginning fall 2014).

During the winter semester the department went through advising training in order to gain more knowledge about advising overall, as well as MACRAO information and more in depth transfer information. During the winter semester we also worked on developing two advising days, held March 26 and 27, 2014. Prior to our advising days we created flyers, purchased snacks, contacted counseling for representation, and created a toolkit to be present during both days. During these days we advised approximately 15 students on their current and future academic goals, as well as career goals. After our advising days we emailed students that did not attend encouraging them to visit us in the English department for advising.

We are currently analyzing the data that we received during our advising days as well as feedback from the department to improve the next event.

Departmental professional development activities

- Composition rubric training, held once each semester, for all composition faculty: EN097, EN100, EN101, EN102
- ESL rubric training, held once each academic year for all ESL faculty
- Off-campus Learning Day
- PRG, continuing our exploration of ourselves and our students.
- Academic Foundations Learning Day (for developmental reading and composition faculty as well as math and psychology faculty)
- Reading Training, held before fall semester (for all reading faculty)

This year the English Department participated in a department-wide professional reading group. This is matched with our endeavor to increase academic achievement in our lower performing subgroups. We have used the book *The College Fear Factor: How*

Students and Professors Misunderstand One Another by Rebecca D. Cox. The book focuses on showing how “traditional college culture” is a barrier to student success, particularly for disadvantaged students. The department met several times to discuss the text, work collaboratively, and foster change within our own teaching practice.

Student Awards

SCHOLARSHIPS 2013-14

Elva Van Haitsma: Jim Arizola \$500

Language Arts:

Eirann Betka \$1000

Eric Schuemann \$300

Katherine Lockwood \$500

Sigal Peace:

Khrysta Locke \$1400

Sarah Barker \$1400

Creative Writing:

Katherine Lockwood \$800

Clare Kolenda \$400

Barb and Helen

Clare Kolenda \$500

DISPLAY

Prose (fiction and nonfiction) the Display Editors have selected for publication includes:

"The Cows" - Fiction by Stephanie Allbaugh

"The Tree of Knowledge" - Nonfiction by Rachel Cain

"Pull and Push" - Fiction by Khrysta Locke

"Southbound" - Fiction by Miles David Murphy

"Eminent Domain" - Fiction by Tiffany Szakal

"Gluttony" - Fiction by Amy Sullivan

"The Subterranean Voyage" - Fiction by Jared Stevenson

"The Complexity of Sovereignty" - Fiction by Catherine J. Tremblay

"Black Snake Hanging" - Fiction by Peter Witkowski

Accepted Poetry includes:

"Beast Mode" by James Harris

"The Fading Scent of Perfume" by Thomas Koron

"Bound" by Katie Lockwood

"Four Foot Soldier" by Katie Lockwood

"September" by Katie Lockwood
 "An Exhibition of Convenience" by Miles David Murphy
 "Ash" by Miles David Murphy
 "Sara" by Amy Sullivan
 "United States" by Tiffany L. Szakal
 "Wil'o Wisp" by Jared Teune
 "A Measure" by Catherine J. Tremblay
 "Salted Earth" by Catherine J. Tremblay
 "Acid Dreams" by Jean Williams

POETRY

First Prize: "11 years old" by Katie Lockwood
 Second Prize: "An Exhibition of Convenience," by Miles Davis Murphy.
 Third Prize: "American Pastoral," by Nick Howing.

FICTION

First Prize: "Southbound," by Miles Davis Murphy
 Second Prize: "Black Snake Hanging," by Peter Witkowski
 Third Prize: "Pull and Push," by Khrysta Locke

Other department updates

We are the best department on campus!

Evaluation Questions:

1. Were the department goals for this year successfully met? Please explain. **Most of the department goals were met, but not all of them.**
2. Is the Advising Plan working well? What have the outcomes been for student advising? **The plan is in place, but the students are not taking advantage of it. We need to improve our contacts with them.**

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Annual Goals	Yes	No
External Collaborations & Partnerships	Yes	No
Internal Collaborations & Partnerships	Yes	No
Accreditation	Yes	No
Departmental Advising	Yes	No

Faculty & Staff

Faculty & Staff Annual Updates

Review & Documentation:

Faculty Credentials & Certifications

Professional Development Activities

Reading Apprenticeship: 6 hours of training for all reading faculty

Outcome: curriculum shift to RA with embedded assessments

English Department Learning Day: Microaggression in the classroom

Outcome: Better understanding of ourselves and our students (open to all English faculty)

Exit Outcomes Rubric Training: September 12, 2013 from 5 -8:30 pm, and January 17, 2014 from 8 – 12:30 pm, open to all composition faculty

Outcome: better understanding of exit outcomes for all comp faculty to improve consistency in the delivery and assessment of our composition curricula

ESL Exit Outcomes Rubric Training: Tuesday, February 4 from 4:30 - 8:30, open to all ESL faculty

Outcome: better understanding of exit outcomes for ES114 for all ESL faculty to improve consistency in the delivery and assessment of our curriculum

Professional Reading Group – English Department:

This year the English Department participated in a department-wide professional reading group. This is matched with our endeavor to increase academic achievement in our lower performing subgroups. We have used the book *The College Fear Factor: How Students and Professors Misunderstand One Another* by Rebecca D. Cox. The book focuses on showing how “traditional college culture” is a barrier to student success, particularly for disadvantaged students. The department met several times to discuss the text, work collaboratively, and foster change within our own teaching practice.

Outcome: more understanding of teaching strategies and attitudes to help the unprepared student.

EOL/Release Time Work

Composition coordinators: Sheryl York (EN097) Megan Coakley (EN100), Susan Mowers and Katie Kalisz (EN101/102)

As part of our departmental goal to improve student achievement in all of our classes through the consistent delivery and assessment of our curriculum, we have instituted several changes throughout these past several years that is on-going. For example, Fall semester 2013 we had about 100 different people teaching English composition in our department. With that many different composition sections and teachers, it is imperative that we have strong training, professional development, organization and accountability to have consistent delivery and assessment of our curriculum. The coordinators make this work possible.

Their work is primary to our student improvement that we have seen across the board in our comp classes (see data below). They do bi-annual syllabi review for the requirements of our department, they participate in and often lead rubric training for all composition faculty and Learning Outcomes Assessment Training, they pick new textbooks, they plan author visits, they answer countless phone calls, emails, and in-person questions related to our courses and department. They meet individually with faculty to align their syllabus and their teaching with our curriculum. They analyze requests for equivalency. We could not accomplish this work without them.

Reading Coordinator: Christina McElwee

Christina McElwee is the reading coordinators for our department, and she has a large responsibility in the development and implementation of reading curriculum and support for reading instructors. The work that the reading coordinator does every year is important not only to the reading program, but also to the entire college.

Christina supported the reading instructors with curriculum development and best practice teaching strategies. Presently, the program is implementing a common final exam for both RD97 and RD98. She led professional development sessions around these common assessments and organized and disseminated all Nelson-Denny materials and Reading Embedded Assessments to all instructors. Christina also completed bi-annual syllabi review for all reading instructors, notifying those who were missing required elements in their syllabus. She answered countless emails and phone calls from adjuncts.

Director of Developmental and Adult Education: Vikki Cooper

Vikki Cooper supported the work of all developmental faculty as well as this college in her role as Director of Developmental Instruction. She led developmental coordinator meetings to facilitate and monitor our improvement initiatives, she spent countless hours with Megan on the NADE certification applications, she helped plan and led an A-COMP work session for EN097, she worked with Workforce Development faculty and Job Training faculty to implement Reading Apprenticeship principles into their curriculum. Vikki also led the AGC Mandatory Placement committee. She represents the college and developmental education at the state level.

The work our coordinators do is primary to the improved student success we've seen in our English classes.

Display Advisor: Maryann Lesert

Maryann Lesert is another English faculty whose advising duties for Display have enriched our students. Maryann leads student editors to prepare an outstanding student literary magazine each semester. She organizes all necessary parts of this production process.

Faculty & Staff Accomplishments/Awards

Katie Kalisz and Nora Neill

- *Presented at the TYCE conference Saturday, October 3 and our title was "The Places We Go: On the Page, in the Classroom and Beyond."*

Anthony Dykema-VanderArk

- *Completed a graduate course on Instructional Technology at Central Michigan University (Summer 2013)*
- *Presented at the Teaching, Learning, and Technology Showcase on the topic of "Collaborative Student Research Using Blackboard Groups" (March 19, 2014)*
- *If it's not on last year's report, you might include that I was granted tenure in 2013.*

Julie Spahn

I now have a weekly column in the Rockford Squire.

Michael Sikkema

This year my second full length book of poetry is coming out on Blazevox Books, a chapbook is being published by Little Red Leaves Textile Series, and my third book of poems won the Bob Kaufman book prize, judged by Anselm Berrigan, and will be published by Trembling Pillow Press in 2015.

Corinne Cozzaqlio

- *In April, I presented at the MDEC conference with Colleen Copus and Kellie Roblin about the Fast Track programs.*
- *This August, I will finish my second MA degree at MSU, this one in Rhetoric and Writing.*
- *And on a personal note, this past March, I got engaged!*

Christina McElwee

Tenure!!!! Yay!

Susan Mowers

- *Co-directed the Lake Michigan Writing Project during 2013-14, my eleventh year.*
- *Co-facilitated English Dept. faculty in rubric training (September 2013)*
- *Co-facilitated Learning Outcomes Assessment Reader Training (May 2014)*
- *Attended the West Michigan conversation about the new MTA with Janice Balyeat (May 2014)*

Kellie Roblin

Presentations and such:

- *Gave Student Success Summit presentation: "Implementing a 'Fast Track' to Accelerate Student Success"*
- *Gave MDEC presentation: "Fast Track to Success: How Campus Connections and Strategic Review Empowers Students"*
- *Gave GRCC Scholarship Writing Workshop (in collaboration with TRIO): "Writing that Outshines the Competition"*
- *Completed my first semester in the MFA in Creative Non-fiction program at Queens University of Charlotte*

Faculty Development for Upcoming Year

English Department Professional Development Plans

- Composition rubric training, held once each semester, for all composition faculty: EN097, EN100, EN101, EN102
- ESL rubric training, held once each academic year for all ESL faculty
- Off-campus Learning Day October 17, 2014 at the Dominican Center
- PRG, continuing our exploration of ourselves and our students.
- Advising training as needed
- Academic Foundations Learning Day (for developmental reading and composition faculty as well as math and psychology faculty)
- Reading Training, held before fall semester (for all reading faculty)
- TYCA conference, hosted by GRCC English Department

Evaluation Questions:

1. Can course assignments be made and scheduled based on the availability of credentialed faculty? **Yes**
2. Is the number of departmental faculty that are certified to teach online and through Academic Service Learning sufficient to achieve the curricular and delivery needs of the department? **Yes**

3. Do the number and ratio of Full-time/Adjunct faculty support the goals of the department? No

The ratio of full-time to adjunct faculty relates directly to several Ends, specifically to Academic Alignment, Access, the GRCC Experience, and Student Success.

English composition is required of almost all degrees and many students take this class during their first year. Even with the overall drop in student enrollment, we still offer the most sections of any department.

However, the majority of most sections are taught by adjunct faculty: *For winter 2012 EN102 sections, 62% of courses were taught by adjunct faculty. Of EN101, 74% were taught by adjunct, of EN100, 71% were taught by adjunct, of reading 097 classes 41% were taught by adjunct and reading 098 59% were taught by adjunct.*

The importance of having an adequate number of full-time faculty members cannot be overstated. The student experience in our English composition classes can make or break a student's persistence and retention in college. Our students need access to a superior academic experience in our English classes, and the more consistent we are in delivering our curriculum, the better the academic experience for students. Presently, adjuncts in our department outnumber full-time faculty 4:1. (Fall 2013: 24 full-time, 106 adjuncts). It goes without saying that the required contributions of full-time faculty are different than the required contributions of adjunct faculty; the disproportionate ratio of full-time to adjunct faculty makes consistent delivery of curricula, oversight and evaluation of teaching practices, and department engagement difficult, to say the least. The negative effects of this ratio most certainly have an impact on students and their success at the college, as well as elsewhere (e.g., transfer institutions, the workplace, etc.).

The College Success Program (Title III Grant) and the Achieving the Dream initiatives are designed to increase graduation rates. One of our CAPs is to increase MACRAO graduates. Among the College Success Program's goals for 2016 are increases in the number of degree-seeking developmental students who graduate within three years, receive a grade of "C" or better in developmental courses, and complete 30+ college-level credit hours. Reading, writing and critical thinking are the foundation of all academic success. Six of the 15 "gateway" classes as defined by Achieving the Dream are in the English Department (RD097, RD098, EN097, EN100, EN101, EN102). Skills taught in reading and composition courses are specifically designed to assist with success across disciplines, and additionally to familiarize students with and increase willingness to take advantage of resources available for academic support opportunities on campus. All of this requires all students to acquire college level communication skills in reading and writing. *Therefore, a student's success in college often depends on his or her success in the English department.* The more full-time faculty we have in our department, the better experience we can offer students, and the more likely they are to be successful, at GRCC and beyond.

While we actively participate in training as a department (because with so many adjuncts, we must strive to have consistent delivery and assessment of our curriculum across 130 – 140 people), twice-a-year training cannot make up for the disproportionate ratio. Full-time faculty are responsible for the creation, revision, adoption, and review of our curricula, a curricula that is often different from the other

institutions where our adjunct instructors also teach. Full-time English faculty have a long-term commitment to the department and to GRCC, and work together to improve student achievement in courses. Full-time faculty understand the mission and vision of *this* community college and work in the trenches to help students be successful by connecting them with support services, walking them to a counselor's appointment, meeting in regular office hours, not to mention offering teaching expertise that they craft with several professional development activities. Full-time faculty also support Academic Service Learning and *Display* magazine. It is full-time faculty who are responsible for developing a new model for program review, which includes assessment of our program learning outcomes. Full-time faculty then must communicate this new model, and all of its various parts, to adjunct faculty.

There are a number of specific, measurable outcomes that will come from the addition of four full-time faculty.

- There will be 15% more time available for full-time faculty to meet one-on-one with students during office hours, something adjunct faculty are not required to do.
- There will be 15% more available time for full-time faculty to be available for the increasing expectations for faculty to assist students with academic advising.
- Adding additional full time faculty will create a greater level of consistency of course delivery and assessment, with four people teaching 32+ classes versus 16-32 different people teaching those same courses during an academic year.
- The additional full-time faculty will increase productivity in the department with more people to share the important work.
- The new positions would offer 15% more full-time faculty dedicated to the work of course curriculum and assessment processes, to assist with the development of new courses, while enhancing the effectiveness of existing classes, through collaboration on a daily basis with other full-time faculty in the department.
- Additional full-time faculty members will enhance the ability of our department to develop new classes and help coordinate academic alignment and transferability with partner institutions.

ACTION NEEDED? YES

Committed college resources for four tenure track composition positions.

4. Is the professional development faculty and staff are receiving sufficient for them to maintain currency in their field and area(s) of expertise? **Yes, but more PD desired**
5. Are additional faculty or faculty development resources needed to support the goals of the department over the next four years? **Yes**

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Faculty credentialing	Yes	No
Faculty online certification	Yes	No
Academic Service Learning	Yes	No
Ratio Fulltime/Adjunct faculty	Yes	No
Faculty professional development	Yes	No
Resources	Yes	No

Department Data

English

Faculty Data

Faculty Credentialing

Acevedo	Denise	Adjunct	English	Doctorate
Allen	Michelle	Adjunct	English	Master's
Babulal	Pinky	Adjunct	English	Master's
Balyeat-Hansen	Janice	Faculty	English	Master's
Baragar	Amy	Adjunct	English	Master's
Becker	Colleen	Faculty	English	Master's
Bloedow	Kaari	Adjunct	English	Master's
Botruff	Alexis	Adjunct	English	Master's
Bradley	Mary	Adjunct	English	Master's
Brown	Anne	Adjunct	English	Master's
Burghardt	Brenna	Adjunct	English	Master's
Burris	Lyttron	Faculty	English	Master's
Challa	Leanne	Adjunct	English	Master's
Chapman	Janice	Faculty	English	Master's
Clay	Linda	Adjunct	English	Master's
Coakley	Megan	Faculty	English	Master's
Cooper	Vikki	Faculty	English	Master's
Courtright	Laura	Adjunct	English	Master's
Cozzaglio	Corinne	Adjunct	English	Master's
DeWilde	Mandy	Adjunct	English	Master's
Dix	John	Adjunct	English	Bachelor's
DuBay	Candace	Adjunct	English	Master's
Dykema-VanderArk	Anthony	Faculty	English	Doctorate
Dykgraaf	Christy	Adjunct	English	Master's
Ebejer	Mary	Adjunct	English	Master's
Englesby	Judith	Adjunct	English	Master's
Fleming	Shavval	Faculty	English	Master's
Friesen	Tammy	Adjunct	English	Master's
Fuhrman	Cerise	Adjunct	English	Master's
Gallagher	Karin	Adjunct	English	Master's
Gani	Roland	Faculty	English	Bachelor's
Garcia	Roel	Adjunct	English	Master's
Garn	Richard	Adjunct	English	Master's

Gathercole	Mitchell	Adjunct	English	Master's
Gearns	Joan	Faculty	English	Master's
Guerrero	Anthony	Adjunct	English	Master's
Hall	Kathleen	Adjunct	English	Master's
Haviland	Sara	Adjunct	English	Master's
Hayes	James	Faculty	English	Master's
Isham	Dee	Adjunct	English	Master's
Jenkinson	Christopher	Adjunct	English	Master's
Jewell	Alyssa	Adjunct	English	Master's
Johnson	Nicholas	Adjunct	English	Doctorate
Johnston	Shaula	Adjunct	English	Master's
Kalisz	Katrina	Faculty	English	Master's
Kasa	Noelle	Adjunct	English	Master's
Kaupa	Holly	Adjunct	English	Master's
Keller	Juliet	Adjunct	English	Master's
Kooiker	Rachel	Adjunct	English	Master's
Koole	Soonja	Adjunct	English	Master's
Larsen	Jeffrey	Adjunct	English	Master's
Law	Barbara	Adjunct	English	Doctorate
Lesert	Maryann	Faculty	English	Master's
Lockard	Megan	Adjunct	English	Master's
Longberg	Kaye	Adjunct	English	Master's
Lusky	Andrew	Faculty	English	Master's
Lutwick-Deaner	Rachel	Adjunct	English	Master's
Lyons	David	Adjunct	English	Master's
Mackey	Donley	Adjunct	English	Master's
Malenka	Margaret	Adjunct	English	Doctorate
McElwee	Christina	Faculty	English	Master's
McLean	Andrew	Adjunct	English	Master's
Mcnabb	Joy	Adjunct	English	Master's
Meister	Heida	Faculty	English	Master's
Miller	Michael	Adjunct	English	Master's
Molloy	Mary	Adjunct	English	Master's
Mowers	Susan	Faculty	English	Master's
Muhammad	Mursalata	Faculty	English	Master's
Mulder	Tom	Adjunct	English	Master's
Mulvihill	Michael	Adjunct	English	Master's
Neill	Nora	Faculty	English	Master's
Nguyen	Tran	Adjunct	English	Master's
Nickel	Ann Marie	Adjunct	English	Master's
Olushola	Kimberly	Adjunct	English	Master's

Page-Jenkins	Lynnea	Adjunct	English	Master's
Palczewski	Lisa	Adjunct	English	Master's
Pawlowski	Aimee	Adjunct	English	Master's
Penrod	Martha	Adjunct	English	Master's
Powers	Theresa	Adjunct	English	Master's
Prince	Lynn	Adjunct	English	Master's
Redes	Benjamin	Adjunct	English	Master's
Reynolds	Jennifer	Adjunct	English	Master's
Schafer	Mary	Adjunct	English	Master's
Schilling	Timothy	Adjunct	English	Master's
Serna	Eric	Adjunct	English	Master's
Settle	David	Adjunct	English	Master's
Shannon	Beverly	Faculty	English	Master's
Sharp	Tracy	Adjunct	English	Master's
Shinabarger	Jennifer	Adjunct	English	Master's
Sikkema	Michael	Adjunct	English	Master's
Slachter	Sarah	Adjunct	English	Bachelor's
Spahn	Julie	Adjunct	English	Master's
Speed	Renee	Adjunct	English	Master's
Springstubbe	Brandy	Adjunct	English	Master's
Stancil	Benjamin	Adjunct	English	Master's
Stevens	Grace	Adjunct	English	Master's
Syswerda	Margaret	Adjunct	English	Master's
Tibbets	Mary	Adjunct	English	Master's
Tower	David	Adjunct	English	Master's
van Hartesveldt	Frederick	Faculty	English	MD,DDS,JD
Vanarnam	Angela	Adjunct	English	Master's
Vander Heiden	Gina	Adjunct	English	Bachelor's
VanderVeen	Susan	Adjunct	English	Master's
Vangorp	Peter	Adjunct	English	Master's
Verbrugge	Patricia	Adjunct	English	Master's
Walters	Steven	Adjunct	English	Master's
Wykes	Kathleen	Adjunct	English	Master's
Wyingarden	Kimberly	Faculty	English	Master's
York	Sheryl	Faculty	English	Master's
Young	Amber	Adjunct	English	Master's

% FT/PT Ratio

Full-time Faculty = 35%

Part-time Faculty = 65%

Note: The following people no longer work at GRCC: Denise Acevedo, Camille Holmes, Heida Meister, Timothy Schilling, Elizabeth Peters, Jessalyn Richter, Cecil (Giggy) Wagner, Alicia Ellis, Katherine Homer, Carrie Howard, Scott McNabb, Marcia Woods, Debra Weirenga, Sharon Wynkoop, Carrie Steenwyk, and Rhonda Leese. Some of these names are listed only above, others only below.

Blackboard/Online

Faculty Credentialed to Teach Online

Denise	Acevedo	English
Pinky	Babulal	English
Mary	Bradley	English
Lyttron	Burris	English
Janice	Chapman	English
Vikki	Cooper	English
Alicia	Ellis	English
Katherine	Homer	English
Carrie	Howard	English
Katie	Kalisz	English
Maryann	Lesert	English
Megan	Lockard	English
Krystin	Martens	English
Scott	McNabb	English
Michael	Miller	English
Susan	Mowers	English
Mursalata	Muhammad	English
Tom	Mulder	English
Nora	Neill	English
Ann Marie	Nickel	English
Lisa	Palczewski	English
Aimee	Pawlowski	English
Kellie	Sawall-Roblin	English
David	Tower	English
Angela	VanArnam	English
Debra	Wierenga	English
Marcia	Woods	English
Sharon	Wynkoop	English
Patricia	Verbrugge	English
Carrie	Steenwyk	English

Rhonda	Leese	English
Rachel	Lutwick-Deaner	English
Amethyst	Schott	English
Megan	Coakley	English
Sheryl	York	English
Melissa	TerBurgh	English
Anthony	Dykema-VanderArk	English
Mary	Tibbets	English
Tammy	Scott	English
Nicholas	Johnson	English
Heida	Meister	English
John	Butler	English
Candace	Dubay	English
Sean	Mackey	English
Christina	McElwee	English
Brandy	Springstubbe	English
Leanne	Challa	English
Elizabeth	Peters	English
Andrew	McLean	English
Mary	Schafer	English
Jennifer	Shinabarger	English
Camille	Holmes	English
Jessalyn	Richter	English
Cecil (Giggy)	Wagner	English
Kathleen	Wykes	English

Courses Approved to be Offered Online

College Writing	EN 100
English Composition I	EN 101
English Composition II	EN 102
Introduction to Poetry	EN 233
Writing for Publication	EN 246
Technical Writing	EN 249
Seminar in English 3	EN 293

Note: EN100 is not approved for online instruction.

Experiential Learning

Programs/Courses with Experiential Learning

1. Literature, Disc.
2. ESL, Disc.

Faculty with GRCC Experiential Learning Certification

Service Learning

The English Department integrates *service learning* into their curriculum through the following courses.

Summer	Tom	Mulder	EN 100	College Writing	4629
Fall	Maryann	Lesert	EN 102	English Composition-2	4515
Fall	Maryann	Lesert	EN 246	Writing for Publication	3674
Winter	Tom	Mulder	EN 100	College Writing	1895
Winter	Tom	Mulder	EN 100	College Writing	2011
Winter	Tom	Mulder	EN 101	English Composition-1	1921
Winter	Joan	Gearns	EN 240	Consulting with Writers	4077

Honors Program

The Honors Program works with the English Department to offer (3) English courses as Honors.

Fall	Joan	Gearns	EN 101	English Composition-1	1100
Fall	Jim	Hayes	EN 101	English Composition-1	1882
Fall	Joan Kellie	Gearns Roblin	EN 240	Consulting with Writers	4966
Winter	Joan	Gearns	EN 102	English Composition-2	1941
Winter	Joan Kellie	Gearns Roblin	EN 240	Consulting with Writers	4077

Study Away

Currently there are no courses offered with a Study Away experience.

Data Packet for Academic Program Review

English

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I. Course Data

Historical Course Enrollment and Success (Earned Grades* by Course, by Academic Year)

Course		2009 - 2010			2010 - 2011			2011-2012			2012-2013		
		Enrollment	A to C-	With-drew	Enrollment	A to C-	With-drew	Enrollment	A to C-	With-drew	Enrollment	A to C-	With-drew
EN	97	2136	60%	17%	2337	54%	17%	2313	51%	19%	2047	56%	16%
EN	100	1564	61%	17%	1731	58%	18%	1681	58%	17%	1629	59%	18%
EN	101	4430	69%	13%	4279	68%	13%	3802	68%	12%	3500	71%	11%
EN	102	4224	76%	12%	4112	75%	12%	3961	74%	12%	3754	77%	10%
EN	233	117	74%	13%	113	78%	9%	119	74%	17%	113	73%	17%
EN	237	83	78%	12%	79	77%	11%	50	66%	22%	50	70%	16%
EN	240										34	76%	21%
EN	242	74	58%	26%	99	80%	8%	100	76%	6%	74	74%	16%
EN	246	68	72%	22%	60	70%	23%	45	67%	24%	39	82%	13%
EN	247	116	73%	21%	124	85%	6%	96	80%	11%	88	85%	5%
EN	248	97	76%	20%	90	88%	8%	96	88%	7%	89	83%	8%
EN	249	116	84%	5%	167	86%	7%	192	83%	10%	198	93%	3%
EN	250	322	78%	15%	299	74%	14%	261	87%	8%	197	92%	6%
EN	251	49	65%	27%	32	84%	9%	22	73%	23%	25	96%	0%
EN	252	74	68%	19%	63	71%	6%	63	73%	8%	66	79%	8%
EN	261	99	88%	8%	99	77%	13%	98	73%	19%	23	96%	0%
EN	262	25	76%	16%	25	96%	0%	25	76%	20%	49	96%	4%
EN	270	50	86%	10%	47	83%	2%	48	75%	23%	25	80%	4%
EN	271	25	92%	4%	9	44%	33%	19	89%	0%			
EN	272	20	55%	40%									
EN	278	24	58%	29%	15	53%	27%						
EN	281	24	79%	13%	23	78%	9%	25	76%	12%	24	83%	13%
EN	282	23	74%	13%	25	68%	20%	24	88%	8%	23	96%	4%
EN	284	8	50%	38%	24	63%	8%	21	67%	10%	24	58%	17%
EN	291	45	51%	20%	29	52%	3%	23	48%	35%			
EN	293	6	67%	33%	35	89%	6%	33	88%	9%			
EN	298	1	100%	0%	2	100%	0%	3	67%	33%	1	100%	0%
EN	299				1	100%	0%	2	100%	0%	1	100%	0%
Total EN			69%	14%		68%	14%		67%	14%		70%	12%
Total GRCC			73%	13%		72%	13%		72%	12%		74%	11%

*Does not include I (Incomplete), D or E

All Students in EN 233

Winter 2013 Course Completion/Success — EN 233

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	30	10	3	1	0	2	46
	Number Successful Course Enrollments	25	6	3	1	0	2	37
	Percent Successful Course Enrollments	83%	60%	100%	100%	n/a	100%	80%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	9	21	16	46			
	Number Successful Course Enrollments	8	18	11	37			
	Percent Successful Course Enrollments	89%	86%	69%	80%			
Gender		Female	Male	Total				
	Number Course Enrollments	33	13	46				
	Number Successful Course Enrollments	25	12	37				
	Percent Successful Course Enrollments	76%	92%	80%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	24	22	46				
	Number Successful Course Enrollments	17	20	37				
	Percent Successful Course Enrollments	71%	91%	80%				

All Students in EN 237

Winter 2013 Course Completion/Success — EN 237

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	22	2	1	0	0	0	25
	Number Successful Course Enrollments	17	2	1	0	0	0	20
	Percent Successful Course Enrollments	77%	100%	100%	n/a	n/a	n/a	80%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	4	18	3	25			
	Number Successful Course Enrollments	4	14	2	20			
	Percent Successful Course Enrollments	100%	78%	67%	80%			
Gender		Female	Male	Total				
	Number Course Enrollments	15	10	25				
	Number Successful Course Enrollments	11	9	20				
	Percent Successful Course Enrollments	73%	90%	80%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	11	14	25				
	Number Successful Course Enrollments	9	11	20				
	Percent Successful Course Enrollments	82%	79%	80%				

All Students in EN 242

Winter 2013 Course Completion/Success — EN 242

Success is defined as grades of A through C-

Race/ Ethnicity	White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
Number Course Enrollments	22	0	1	1	0	1	25
Number Successful Course Enrollments	17	0	1	1	0	1	20
Percent Successful Course Enrollments	77%	n/a	100%	100%	n/a	100%	80%
Age	Less than 20	20-24	25 or older	Total			
Number Course Enrollments	3	15	7	25			
Number Successful Course Enrollments	3	11	6	20			
Percent Successful Course Enrollments	100%	73%	86%	80%			
Gender	Female	Male	Total				
Number Course Enrollments	15	10	25				
Number Successful Course Enrollments	10	10	20				
Percent Successful Course Enrollments	67%	100%	80%				
Pell	Pell	No Pell	Total				
Number Course Enrollments	14	11	25				
Number Successful Course Enrollments	10	10	20				
Percent Successful Course Enrollments	71%	91%	80%				



All Students in EN 250

Winter 2013 Course Completion/Success — EN 250								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	81	4	6	1	0	7	99
	Number Successful Course Enrollments	73	4	5	1	0	6	89
	Percent Successful Course Enrollments	90%	100%	83%	100%	n/a	86%	90%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	26	52	21	99			
	Number Successful Course Enrollments	25	44	20	89			
	Percent Successful Course Enrollments	96%	85%	95%	90%			
Gender		Female	Male	Total				
	Number Course Enrollments	86	13	99				
	Number Successful Course Enrollments	77	12	89				
	Percent Successful Course Enrollments	90%	92%	90%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	48	51	99				
	Number Successful Course Enrollments	43	46	89				
	Percent Successful Course Enrollments	90%	90%	90%				

All Students in EN 251

Fall 2012 Course Completion/Success — EN 251

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	21	2	1	1	0	0	25
	Number Successful Course Enrollments	20	2	1	1	0	0	24
	Percent Successful Course Enrollments	95%	100%	100%	100%	n/a	n/a	96%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	1	14	10	25			
	Number Successful Course Enrollments	1	13	10	24			
	Percent Successful Course Enrollments	100%	93%	100%	96%			
Gender		Female	Male	Total				
	Number Course Enrollments	16	9	25				
	Number Successful Course Enrollments	15	9	24				
	Percent Successful Course Enrollments	94%	100%	96%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	9	16	25				
	Number Successful Course Enrollments	8	16	24				
	Percent Successful Course Enrollments	89%	100%	96%				



All Students in EN 252

Winter 2013 Course Completion/Success — EN 252								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	20	0	2	0	0	1	23
	Number Successful Course Enrollments	17	0	1	0	0	0	18
	Percent Successful Course Enrollments	85%	n/a	50%	n/a	n/a	0%	78%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	5	10	8	23			
	Number Successful Course Enrollments	3	8	7	18			
	Percent Successful Course Enrollments	60%	80%	88%	78%			
Gender		Female	Male	Total				
	Number Course Enrollments	11	12	23				
	Number Successful Course Enrollments	7	11	18				
	Percent Successful Course Enrollments	64%	92%	78%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	9	14	23				
	Number Successful Course Enrollments	5	13	18				
	Percent Successful Course Enrollments	56%	93%	78%				

All Students in EN 261

Fall 2012 Course Completion/Success — EN 261

Success is defined as grades of A through C-

Race/ Ethnicity	White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
Number Course Enrollments	23	0	0	0	0	0	23
Number Successful Course Enrollments	23	0	0	0	0	0	23
Percent Successful Course Enrollments	100%	n/a	n/a	n/a	n/a	n/a	100%
Age	Less than 20	20-24	25 or older	Total			
Number Course Enrollments	8	11	4	23			
Number Successful Course Enrollments	8	11	4	23			
Percent Successful Course Enrollments	100%	100%	100%	100%			
Gender	Female	Male	Total				
Number Course Enrollments	13	10	23				
Number Successful Course Enrollments	13	10	23				
Percent Successful Course Enrollments	100%	100%	100%				
Pell	Pell	No Pell	Total				
Number Course Enrollments	8	15	23				
Number Successful Course Enrollments	8	15	23				
Percent Successful Course Enrollments	100%	100%	100%				

All Students in EN 262

Winter 2013 Course Completion/Success — EN 262								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	22	0	1	1	0	1	25
	Number Successful Course Enrollments	21	0	1	1	0	1	24
	Percent Successful Course Enrollments	95%	n/a	100%	100%	n/a	100%	96%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	5	15	5	25			
	Number Successful Course Enrollments	5	14	5	24			
	Percent Successful Course Enrollments	100%	93%	100%	96%			
Gender		Female	Male	Total				
	Number Course Enrollments	16	9	25				
	Number Successful Course Enrollments	16	8	24				
	Percent Successful Course Enrollments	100%	89%	96%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	13	12	25				
	Number Successful Course Enrollments	13	11	24				
	Percent Successful Course Enrollments	100%	92%	96%				

All Students in EN 270

Fall 2012 Course Completion/Success — EN 270

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	21	2	1	1	0	0	25
	Number Successful Course Enrollments	18	2	1	0	0	0	21
	Percent Successful Course Enrollments	86%	100%	100%	0%	n/a	n/a	84%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	9	10	6	25			
	Number Successful Course Enrollments	6	10	5	21			
	Percent Successful Course Enrollments	67%	100%	83%	84%			
Gender		Female	Male	Total				
	Number Course Enrollments	14	11	25				
	Number Successful Course Enrollments	12	9	21				
	Percent Successful Course Enrollments	86%	82%	84%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	11	14	25				
	Number Successful Course Enrollments	8	13	21				
	Percent Successful Course Enrollments	73%	93%	84%				

All Students in EN 271

Fall 2011 Course Completion/Success — EN 271

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	16	2	0	0	0	1	19
	Number Successful Course Enrollments	15	1	0	0	0	1	17
	Percent Successful Course Enrollments	94%	50%	n/a	n/a	n/a	100%	89%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	4	8	7	19			
	Number Successful Course Enrollments	2	8	7	17			
	Percent Successful Course Enrollments	50%	100%	100%	89%			
Gender		Female	Male	Total				
	Number Course Enrollments	13	6	19				
	Number Successful Course Enrollments	11	6	17				
	Percent Successful Course Enrollments	85%	100%	89%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	9	10	19				
	Number Successful Course Enrollments	9	8	17				
	Percent Successful Course Enrollments	100%	80%	89%				

All Students in EN 281

Fall 2012 Course Completion/Success — EN 281

Success is defined as grades of A through C-

Race/ Ethnicity	White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
Number Course Enrollments	22	1	1	0	0	0	24
Number Successful Course Enrollments	19	0	1	0	0	0	20
Percent Successful Course Enrollments	86%	0%	100%	n/a	n/a	n/a	83%
Age	Less than 20	20-24	25 or older	Total			
Number Course Enrollments	8	12	4	24			
Number Successful Course Enrollments	7	9	4	20			
Percent Successful Course Enrollments	88%	75%	100%	83%			
Gender	Female	Male	Total				
Number Course Enrollments	14	10	24				
Number Successful Course Enrollments	12	8	20				
Percent Successful Course Enrollments	86%	80%	83%				
Pell	Pell	No Pell	Total				
Number Course Enrollments	8	16	24				
Number Successful Course Enrollments	7	13	20				
Percent Successful Course Enrollments	88%	81%	83%				

All Students in EN 282

Winter 2013 Course Completion/Success — EN 282

Success is defined as grades of A through C-

Race/ Ethnicity	White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
Number Course Enrollments	21	0	1	0	0	1	23
Number Successful Course Enrollments	21	0	0	0	0	1	22
Percent Successful Course Enrollments	100%	n/a	0%	n/a	n/a	100%	96%
Age	Less than 20	20-24	25 or older	Total			
Number Course Enrollments	3	16	4	23			
Number Successful Course Enrollments	3	15	4	22			
Percent Successful Course Enrollments	100%	94%	100%	96%			
Gender	Female	Male	Total				
Number Course Enrollments	12	11	23				
Number Successful Course Enrollments	12	10	22				
Percent Successful Course Enrollments	100%	91%	96%				
Pell	Pell	No Pell	Total				
Number Course Enrollments	12	11	23				
Number Successful Course Enrollments	11	11	22				
Percent Successful Course Enrollments	92%	100%	96%				

All Students in EN 284

Winter 2013 Course Completion/Success — EN 284

Success is defined as grades of A through C-

Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	19	5	0	0	0	0	24
	Number Successful Course Enrollments	12	2	0	0	0	0	14
	Percent Successful Course Enrollments	63%	40%	n/a	n/a	n/a	n/a	58%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	6	13	5	24			
	Number Successful Course Enrollments	3	8	3	14			
	Percent Successful Course Enrollments	50%	62%	60%	58%			
Gender		Female	Male	Total				
	Number Course Enrollments	14	10	24				
	Number Successful Course Enrollments	8	6	14				
	Percent Successful Course Enrollments	57%	60%	58%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	12	12	24				
	Number Successful Course Enrollments	6	8	14				
	Percent Successful Course Enrollments	50%	67%	58%				

All Students in EN 291

Winter 2012 Course Completion/Success — EN 291								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	6	2	1	0	0	0	9
	Number Successful Course Enrollments	2	1	1	0	0	0	4
	Percent Successful Course Enrollments	33%	50%	100%	n/a	n/a	n/a	44%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	1	7	1	9			
	Number Successful Course Enrollments	0	4	0	4			
	Percent Successful Course Enrollments	0%	57%	0%	44%			
Gender		Female	Male	Total				
	Number Course Enrollments	4	5	9				
	Number Successful Course Enrollments	3	1	4				
	Percent Successful Course Enrollments	75%	20%	44%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	5	4	9				
	Number Successful Course Enrollments	2	2	4				
	Percent Successful Course Enrollments	40%	50%	44%				



All Students in EN 293

Winter 2012 Course Completion/Success — EN 293								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	14	2	1	1	1	1	20
	Number Successful Course Enrollments	13	2	0	1	1	1	18
	Percent Successful Course Enrollments	93%	100%	0%	100%	100%	100%	90%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	10	3	7	20			
	Number Successful Course Enrollments	10	2	6	18			
	Percent Successful Course Enrollments	100%	67%	86%	90%			
Gender		Female	Male	Total				
	Number Course Enrollments	11	9	20				
	Number Successful Course Enrollments	9	9	18				
	Percent Successful Course Enrollments	82%	100%	90%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	9	11	20				
	Number Successful Course Enrollments	7	11	18				
	Percent Successful Course Enrollments	78%	100%	90%				

II. Completions, Comparisons

CIP 23.0101, English Lang. & Lit., Number of Completions 2011-2012, by Award Level

Institution Name	Associate's degree	Bachelor's Degree	Master's Degree
Adrian College		5	
Albion College		4	
Alma College		33	
Alpena Community College	1		
Andrews University		11	6
Aquinas College		24	
Calvin College		27	
Central Michigan University		18	15
Concordia University-Ann Arbor		1	
Cornerstone University		3	
Eastern Michigan University		47	11
Finlandia University		1	
Grand Rapids Community College	14		
Grand Valley State University		167	15
Hope College		29	
Kalamazoo College		30	
Kuyper College		2	
Lake Superior State University		1	
Lawrence Technological University		1	
Madonna University	1	12	
Marygrove College		6	2
Michigan State University		177	2
Michigan Technological University		7	
Northern Michigan University		28	18
Oakland University		98	11
Olivet College		2	
Saginaw Valley State University		9	
Siena Heights University		3	
University of Detroit Mercy		9	
University of Michigan-Ann Arbor		238	1
University of Michigan-Dearborn		42	
University of Michigan-Flint		23	28
Wayne State University		52	13
Western Michigan University		24	4

Source: Integrated Postsecondary Education Data System (as reported by institutions)

English

Data Packet for Program Review, 2013-2014

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III. Definitions

- A. **Course Data- Historical Course Enrollment and Success:** Count of students enrolled in the course for the academic year. Percentage of students who earned A through C- and percentage of students who withdrew from the course (W) for the academic year.
- B. **Demographic Detail, Selected Courses, Most Recent Term (AtD categories)**—*Course Success Rates* (A-C-) broken out by Race/Ethnicity, Gender, Full-time/Part-time, and Pell Grant recipient/No Pell.

Literature

Mission & Purpose

Mission/Purpose

Mission / Purpose:

The purpose of the literature program is:

- To encourage critical and diverse perspectives of works of literature
- To teach and emphasize the appropriate terms and methods of analysis for a given genre of literature
- To teach analytical approaches to the various genres of literature
- To teach students to locate and implement appropriate sources to support claims about literature
- To provide a functional foundation in literary education for transfer students, English majors, and general interest students alike

Evaluation

This mission statement, we believe, adequately addresses the purpose and need for literature courses. The scope of the discipline is broad, and therefore the prefixes are EN, since literature is, and should remain, within the English department. All courses fit within the context of the discipline.

Target Audiences

- 1) The target audiences for the courses are both English majors and minors, as well as General Education students.
- 2) There are currently no pre-requisites for the Literature courses; therefore there is no relevant data for student success based on taking pre-requisites.

Evaluation

At the moment, there are no prerequisites for the Literature courses. While this does open up enrollment significantly, we may want to consider EN 101 as a prerequisite for any of the literature courses. This way, students would at least have a basis in documentation and research before they take on a more complicated material in courses where we don't spend a great deal of time reviewing documentation and formatting.

Action Needed:

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Mission/Purpose	Yes	No
Target Audience	Yes	No

Data

Course Data

Review & Documentation:

Course Enrollment by Semester

The course enrollment trends for Literature classes have been fairly steady, with little variation from 2009-10 to Winter 2013. EN 250, Children’s Literature, has by far the largest enrollment of any of the Literature classes, though it also has seen the largest % drop over that time period.

Course Success Rates

With regard to course success rates, most of the Literature classes are slightly below (4-5 %) the GRCC percentages for “passing” (A to C-). Some classes, since they have such low enrollment, like EN 284 or EN 291, might skew the data a bit, since lower numbers of students could alter the percentages.

Some classes do show data that could be concerning. For example, in 2011-12, EN 291 has a passing rate of only 48%, and also had the highest rate of students who withdrew (35%). It has not been taught since then, however. EN 284, LBGTQ Lit. also has had lower percentages than any of the other Literature classes. It is a single course, and hasn’t been taught for long here, so the data may not really say much for a few more semesters.

Program Outcomes

Review & Documentation:

Program Outcomes

The Program Outcomes listed for Literature are:

1. The Literature Studies program will enable students to fulfill the English / Humanities requirements for appropriate College Associate Degree programs.

2. The literature Studies program will provide students with credit that fulfills the MACRAO transfer agreement.

Evaluation

The second outcome may need to be updated to include MAT transfer distinctions.

Data for Program Outcomes

Program Outcomes are appropriate, and based on the MACRAO (eventually the MAT), Literature courses fulfill their intended purposes as either transfer literature or humanities credits, or as courses counted toward the English major.

Action Needed:

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Course enrollment	Yes	No
Course Success Rates	Yes	No
Program Outcomes	Yes	No

Curriculum

History

Review & Documentation:

GRCC Literature Program History (1914-2012)

by David Cope

The literature offerings by the English Department (and previously by the Language Arts Department) have gone through four major stages. As one would expect, various versions of the English Literature course(s) have been the flagship of the program through most of its history, with American Literature courses serving as the second foundation piece. Some surprises popped up in research, too: There was a Shakespeare class during the forties, and there have also been some intriguing classes which either didn't run or only ran for a short time: a "Dramatics" (drama) class which only ran in the 1919-1920 year, a Stratford Theatre Workshop which ran during the summers in the 1970s and 1980s, was redeveloped in the 1990s but never ran, and perhaps most intriguing of all, the Survey of 19th Century Russian Literature, which ran from 2006-2008. Other important points to note include the "jockeying" between courses based on national or ethnic/identity literatures, and the genre approach which was dominant in the 1950s.*

The first stage of development begins with the formation of the program, beginning with a single English teacher (Mrs. Hulst) who taught a course entitled English Composition and Literature during the period of the first world war. The period from 1914-1950 included little experimentation with curriculum other than establishing the importance of the English Literature course and the development of its American Literature counterpart, with the noted addition of a Shakespeare class in the forties and the dropping of the American Literature offerings during the latter part of the Second World War.

*Two other aspects of the program are not covered here, though I personally found them intriguing. These involve the continuity developed through long-serving faculty members who were apparently influential in maintaining or expanding the curriculum, and gender balance in the department. A few teasers: the first English instructor at the college was Mrs. Hulst, and she was replaced by George A. Wright in 1919. Marjorie Walker came on board in 1920, and presumably married in 1922, as there is a Marjorie Kerwin teaching at the college from 1922-1929, the first English prof who stayed for any length of time and was present as the program defined itself. As always, literature teachers also had to teach composition. She is joined by, among others, Tudor Lanis (what a name!) in 1924, who was a major figure in the department from then through the 1940s. The nucleus of the modern department was formed during the 1950s and 1960s, including such seminal figures as Marinus Swets, Karin Orr, Fred Sebulske, Elva Van Haitsma, Bill Dix, Lucille Thomas, Walt Lockwood, Lucy DeLoof, Larry Manglitz, and others.

Per gender balance, the program was balanced until 1929-1930, when an all-male group took over. This continued more or less until the 1960s, when there was more balance, though the department was generally male-dominated in terms of power all through the period right up to the 1990s. At present, many have noted female dominance in the department. There were no catalog data related to race and the department; it would also be good to know the identity of the first non-caucasian teachers in our department.

History of GRCC Literature Program

Cope 2

The 1950s through 1962 saw a shift to a genre studies approach to literature; the department jettisoned the English Literature/Shakespeare nexus and the courses were revised. English 31 became “Fiction and Poetry,” and English 32 was changed to “Drama and Non-Fiction Prose” (later the Novel and Drama). This approach continued through the mid-sixties, though the prefix 2- was added to the courses as a way of formally designating them as sophomore level classes. The return of nation-based literature, English 261 and 262 (Great American Writers), came in 1965, and in 1966, Bill Dix developed the two-course sequence of English 291 and 292 (Survey of English Literature). English 250 (Children’s Literature) was added in 1969, and in 1974, English 242 (Popular Literature) joined the curriculum. This much more robust curriculum was our standard all the way through 1990, after which postmodern approaches to the discipline revolutionized what we as a department do regarding literature.

Two major events fueled this change. These were the twin 1991 adoptions of English 270 (multicultural Literature) and English 271 (African American Literature) and a 30 hour evening professional development course in postmodern critical optics, taught by Lois Tyson of Grand Valley State University and attended by most of the full-time and some part-time faculty. This course was useful in two important ways: by asking us to examine all of the postmodern optics including psychoanalytic, feminist, cultural materialist, semiotic, deconstructive and other criticism, Lois gave us a space by which to argue the nature of literature in complex and exciting ways; we all got to know each other as intellectuals in a way few departments have done, and the course helped cement real friendships and departmental collegiality that stayed with us all through the nineties. The two ethnicity/identity based classes also went through their changes. English 270 was developed by David Cope, and initially introduced students to African American, Native American, Latino, and Asian American literatures; Cope handed the course off to Linda Spoelman, who expanded it to explore women’s issues in African and middle-eastern cultures, and Roland Gani has continued that pattern. Carol Redwine took the African-American Literature course when Veta Tucker went to GVSU to develop their diversity curriculum, and eventually she and others came to see that this literature was too large for a single course. Like English and American Literature courses before it, African American Literature is now a two semester sequence.

The 1990s ended with David Cope's development of English 252 (Shakespeare), patterned after his course taught using postmodern optics as an adjunct at Western Michigan University. The post-modern trend continued through the first decade of the twenty-first century with the introduction of Katie Kalisz's English 278 (Women's Literature) and Nora Neill's English 284 (LGBTQ Literature). Kim Wyngarden developed a superb Survey of 19th Century Russian Literature during this period, too, and it

History of GRCC Literature Program

Cope 3

ran for three years before she let it go. At present, Maryann Lesert is developing an Ecolit and Activism course (currently designated as English 293).

As with all the other postmodern additions to the curriculum, this new course follows a pattern developed via new courses established around the nation, advances in literary criticism, and the ongoing discussion of the nature of language and literature that is central to our discipline. We are, at this point, fairly up-to-date for a departmental curriculum at a two year college whose graduates intend to complete their careers at universities and four year colleges. It will be imperative that, as intellectuals with a passion for this discipline, we continue to keep abreast of the latest developments in literature so that we can develop courses that will give our students contemporary understanding of English as a discipline with clear and distinct content beyond merely serving the interests of communication in other fields.

Appendix

Note: classes are 3 credits each throughout the history.

Formation of the Program: English and American Literature

1914

English Composition and Literature

1917

English Composition and Literature

1919/1920

English 11 and 12: Introduction to English and American Literature

English 13 and 14: Dramatics (Drama)

1920/1921 through 1927/28

English 1 and 2: English and American Literature

1928-1929 through 1939-1940

English 31 and 32: English Literature

English 45: American Literature

1940-1941 through 1942-1943

English 31: English Literature

English 32: Shakespeare

English 45 and 46: American Literature

History of GRCC Literature Program

Cope 4

1943-1944 through 1949-50 (no American Literature classes)

English 31: English Literature

English 32: Shakespeare

Change to Genre Studies Approach

1950-1951 through 1961-62

English 31: Fiction and Poetry

English 32: Drama and Non-Fiction Prose

Expanding the Curriculum

1962-1963 through 1965-1966

English 231: Fiction and Poetry

English 232: Drama and Non-Fiction Prose

English 261 and 262: Great American Writers

1966-1967 through 1968-1969

English 231: Fiction and Poetry

English 232: Drama and Non-Fiction Prose

English 261 and 262: Great American Writers

English 291 and 292: Survey of English Literature

1969-1970 through 1973-1974

English 250: Children's Literature (new course added)

1974-1975

English 242: Popular Literature (new course added)

1976-1977 through 1990-1991

English 233: Poetry

English 235: Drama

English 237: Fiction

English 242: Popular Literature

English 250: Children's Literature

English 261 and 262: American Literature

English 291 and 292: Survey of English Literature

The Postmodern Era: 1991-Present

1991-1992:

English 270: Multicultural Literature

English 271: African-American Literature

1998-present:

English 252: Shakespeare

English 275: Theatre Workshop: Shakespeare in Stratford (never ran)

English 278: Women's Literature

English 284: LGBTQ Literature

English 293: Survey of 19th Century Russian Literature (ran 2006-2008)

English 293: Ecolit and Activism (new course).

Sources

Cope, David. Course development and assistance from 1991-2010.

GRJC and GRCC Course Catalogs. 1914-1991. GRCC Library Archive.

Jung, Phil. Facebook post to David Cope. 11 July 2011.

External recommendations that influenced curriculum

See "History"

Advisory Board Contributions

See "History"

Transferability & External Standards

Review & Documentation:

External Standards

The external standards for the Literature courses are generally aligned with similar courses at four-year colleges and universities, specifically those in Michigan, many of whom follow the MACRO agreement.

Since our Literature classes are subdivided into specific genres, there are no challenge exams for the courses.

The Curriculum Crosswalk applies specifically to Composition and Reading, and has no real bearing on Literature courses.

Challenge Exams

None

Equivalent Courses- Transfer Institutions

The following information applies to specific transfer institutions:

GVSU:

Grand Rapids Community College's Literature Program courses with an equivalent course at Grand Valley State University include EN 233 Poetry, EN 235 Drama, EN 237 Fiction: Shorter and Longer Forms, EN 250 Children's Literature, EN 251 Multicultural American Literature for Children, EN 252 Shakespeare, EN 261 Great American Writers 1, EN 262 Great American Literature 2, EN 270 Multicultural Literature, EN 271 African-American Literature, EN 272 African-American Literature II, 278 Introduction to Women's Literature, EN 281 Survey of British Literature 1, EN 282 Survey of British Literature 2, and EN 284 LGBTQ Literature.

GRCC's EN 242 Popular Literature course has no equivalent course at Grand Valley State University.

Additionally, GRCC has no equivalencies for GVSU's ENG 201 Classical Literature, ENG 275 Ancient Drama, and LIB 335 Scriptures as Literature.

WMU:

GRCC has equivalencies with Western for the following classes:

EN 233, Poetry; EN 252, Shakespeare; EN 250, Children's Literature; EN 235, Drama; EN 237, Fiction; EN 248 & 249, Creative Writing I and II; EN 261 and 262, Great American Writers I & II; EN 281 & 282, Survey of British Literature I & II.

WMU doesn't have an equivalent for EN 242, Popular Literature, or EN 284, LGBTQ Literature. There are a number of "multicultural" Literature classes, but not one specifically titled that. They do offer a wide range of courses that GRCC does not have an equivalent for, including Folklore and Mythology, Literature in Our Lives, and Asian and African Literature.

Evaluation

Since we have enough difficulties filling the courses we already have, we might be able to find a course that could be more effective, such as a multi-genre approach to literature. That said, if the current courses are not filling, would that equal adding yet another course that wouldn't fill? We will approach this issue in the coming semesters.

Program Learning Outcomes

The following is a list of Program Learning Outcomes as compiled by previous members of the Learning Outcomes committee:

- 1) Discuss elements of literary texts such as voice, mood, atmosphere, cultural context, and genre.
- 2) Evaluate and support the interpretation of literature through the use of conventional methods of writing in this arena.
- 3) Identify diverse voices in literature.
- 4) Evaluate, through their in-class participation and their written responses, the effectiveness of the literature they encounter in terms of social, political, historical, religious, and economic implications, and acquire the potential for a life-long learning experience that will enhance both their personal lives and their understanding of the roles they will play as citizens of a broader community.

Evaluation:

These general outcomes still seem quite effective, though we believe that in reference to the first outcome, students must do more than "discuss" terminology used in the field; they must be able to use it appropriately in their writing. Perhaps this was defined as writing using "conventional methods for this arena," but they may not be specific enough.

Curriculum Delivery

Review & Documentation:

Courses Approved for Online Delivery

At this point, only EN 233, Poetry is offered on line. There are currently no specific Literature courses approved for Honors or Study Away.

Evaluation

We should be offering an Honors Literature course, though what it might be has yet to be determined. The concern would be whether we would have to create an entirely new course, or if we could “tweak” one of the existing courses.

We have discussed the idea of an Irish literature class, but that was when there was a Study Away course offered in Ireland. I suppose with the assistance and input of the Study Away faculty, the department might consider focusing on a particular subset of literature that would be associated with the program.

While we are not in favor of expanding the course offerings for online Literature classes, we know this is a growing trend. It seems to us antithetical to what is supposed to be “done” with literature: reading, listening, and interacting (both with the text and with others in the classroom).

We have not discussed the idea of Academic Service Learning in regard to Literature courses. The inherent concern would be finding the balance of what our standards and outcomes are for literature classes, and creating an active service component.

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Curriculum alignment with external professional standards	Yes	No
Challenge Exams		
Curriculum Crosswalk		
Equivalent Courses/Transfer Institutions	Yes	No
Program Learning Outcomes	Yes	No
Honors Program	Yes	No
Study Away Program	Yes	No
Academic Service Learning	Yes	No
Online Course Offerings	Yes	No

Assessment of Student Learning

Assessment of Student Learning

Review & Documentation:

For each assessment project, include the following documentation:

Program Learning Outcome(s) assessed this year

Measures of Student Learning

A trial measurement tool was implemented based on student writings in a typical American Literature (EN 262) class. Essays were collected from the class and distributed to four current literature professors, who scored the essays on a scale of 5 to 1, with 5 representing “most effective,” and 1 representing “least effective.” The following categories made up the rubric:

1. The student has demonstrated an awareness of the author’s voice, mood, and atmosphere.
2. The student has demonstrated an awareness of the cultural context and genre of the source text.
3. The student has provided a viable and clearly supported interpretation of the source text.
4. The student has, overall, conformed to standard practices (MLA format) of writing about literature.

Initial Data and Findings

As noted above, four professors evaluated 5-6 of 23 student essays according to the above rubric. The results were as follows, with the score followed by the number of papers achieving that score. Thus, in Category 1, a score of 5 was achieved by five of the papers, and so on.

Category 1:	5-5	4-10	3-5	2-3	1-0
Category 2:	5-8	4-13	3-2	2-0	1-0
Category 3:	5-4	4-9	3-8	2-2	1-0
Category 4:	5-3	4-3	3-9	2-5	1-3

At this point, the nature of the writing assignment assessed in this case precludes the validity of statistics in Category 4. Thus, concerning Categories 1-3:

A. Student performance

- B. Performance in Categories 1 and 3 was similar, with Category 3 (Viable and Clearly Supported Interpretation) indicating a slightly higher need for attention in the program, though the sample size here is small.

Curricular or Pedagogical Changes Implemented

In this second year of program review, we are still examining the data, and working on suggestions for pedagogical changes.

Data and Findings (post improvement/change)

None yet.

Preparing for the future

Peer Institutions

Review & Documentation:

Evaluation Questions:

1. *degree)? Is the program offered at a bachelor's degree? If so, could a pre-major program be created?*

There are no peer institutions (community colleges) offering a literature major, including GRCC. If we offered a pre-major it would be minimally successful, based on our low enrollment numbers.

2. *Are there any institutions with whom GRCC could explore articulation agreements?*

This has not been explored fully, but it doesn't seem to be a worthwhile endeavor.

Facilities & Equipment/Resources

Review & Documentation:

Facilities & Equipment

Most of the classrooms in both campuses have adequate equipment, since we don't require a great deal of technology for teaching literature.

Resources

The English Department has minimal funds and resources; we might consider updating our selection of media.

Evaluation Questions:

1. Are the resources sufficient to meet identified needs and goals for the next four years?
Please explain.

Yes

2. Are the facilities and equipment adequate to facilitate teaching and learning? Please explain.

Yes

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Collaboration Opportunities with Peers	Yes	No
Securing resources for course development/administration	Yes	No
Facilities/equipment upgrades	Yes	No
Other:	Yes	No
Other:	Yes	No
Other:	Yes	No
Other:	Yes	No

Work Products

Develop the Course Review schedule for the next four years (beginning with next year)

Curriculum Crosswalk: N/A

Appendix Literature A—GRCC Program Review Follow-Up Action Checklist

GRCC Program Review Follow-Up Action Checklist					
	Action Needed?		Brief Action Statement	Resources Needed	Academic Year for Work
	YES	NO			
DEPARTMENT					
Annual Goals		x			
External Collaborations & Partnerships		x			
Internal Collaborations & Partnerships	x		Better scope of understanding of program review		
Accreditation		x			
Departmental Advising	x		Further training for MAT guidelines	Time with Counseling; training sessions	
FACULTY/STAFF					
Faculty credentialing		x			
Faculty online certification		x			

Academic Service Learning	x		More training opportunities to better understand Service Learning		
Ratio Fulltime/Adjunct faculty	x		Like all departments		
Faculty professional development	x		Most CTE offerings are about technology		
Resources		x			
MISSION/PURPOSE					
Mission/Purpose		x			
Target Audience		x			
DATA					
Course Enrollment by Semester	x		More word of mouth promotion of our Literature classes		
Course Success Rates	x		Keying in on certain courses for scrutiny over the next few years		
Program Outcomes		x			
CURRICULUM					

Curriculum alignment with external professional standards		x			
Challenge Exams		x			
Curriculum Crosswalk		x			
Equivalent Courses/Transfer Institutions		x			
Program Learning Outcomes		x			
Honors Program	x		Potential development of specialized Honors courses		
Study Away Program	x		Potential development of further literature courses to align with Study Away (for example, Irish Lit.)		
Academic Service Learning		x			
Online course/program offerings		x			
PREPARING FOR THE FUTURE					
Collaboration Opportunities with Peers		x			
Securing resources for course/program development/administration		x			
Facilities/equipment upgrades	x				

OTHER					
Other:					
Other:					
Other:					

t
School of Arts & Sciences
 English – Literature

Program Outcomes:

1. The Literature Studies program will enable students to fulfill the English/Humanities requirements for appropriate College Associate Degree programs.
2. The Literature Studies program will provide students with credit that fulfills the MACRAO transfer agreement.

Program Learning Outcomes	ILO	Measure	Findings/ Improvements/Impact	Status, Fall 13
Upon completion of any segment or segments of the program students will: Discuss elements of literary texts such as voice, mood, atmosphere, cultural context, and genre.		Essays evaluated with rubric.	Slightly lower scores for the item <i>The student has demonstrated an awareness of the author’s voice, mood, and atmosphere.</i> Scores on this item: 5 - 5 4 - 10 3 - 5 2 - 3 1 - 0	Collected Initial data
Upon completion of any segment or segments of the program students will: Evaluate and support the interpretation of literature	Communication, Critical Thinking.	Essays evaluated with rubric.	The area needing most attention was <i>The student has provided a viable and clearly supported interpretation of the source text.</i> Scores on this item: 5 - 4 4 - 9 3 - 8 2 - 2 1 - 0	Collected initial data.

Program Learning Outcomes	ILO	Measure	Findings/ Improvements/Impact	Status, Fall 13
through the use of conventional methods of writing in this arena.				
Upon completion of any segment or segments of the program students will identify diverse voices in literature.	Critical Thinking	Essays evaluated with rubric.	<p>The strongest performance on the rubric was the item <i>The student has demonstrated an awareness of the cultural context and genre of the source text.</i></p> <p>Scores on this item: 5 - 8 4 - 13 3 - 2 2 - 0 1 - 0</p>	Collected initial data.
Students will evaluate, through their in-class participation and their written responses, the effectiveness of the literature they encounter in terms of its social, political, historical, religious, and economic implications, and acquire the potential for a life-long learning experience that will enhance both their personal lives and their understanding of the roles they will play as citizens of our broader community.	Communication, Critical Thinking			

English as a Second Language

Mission & Purpose

Mission/Purpose

Review & Documentation:

Mission:

Original Mission: ESL courses at the college will help individuals in the community to reach a wide variety of personal, professional and academic goals through the improvement of their English skills.

Updated Mission: ESL courses at the college will help individuals in the community to reach their academic goals through the improvement of their English skills.

Evaluation Questions:

1. Does the purpose/mission statement clearly identify why the discipline courses exist?

Yes. Our original mission statement was fairly general, so we revised the statement to more accurately reflect our student learning outcomes.

2. What is the scope of this discipline and the therefore the course prefix? Do all courses fit within this discipline?

There are twelve courses within this discipline, and all have the ES prefix. All courses fit within this discipline.

Target Audiences/ Prerequisite Skills

Review & Documentation:

This program is designed for students whose primary language is not English. Students who wish to improve their language proficiency to meet academic goals will benefit from completing the courses in this program. Individuals who have professional goals such as finding a job or improving their current job position, or social goals such as the ability to make friends in the community will also benefit from taking courses in this program.

Evaluation Questions:

1. Have the target audiences for the courses been identified? Yes.

2. If there are pre-requisites or assessments for the courses, are they appropriate and do they facilitate student success (based on your review of external data and course success data)?

The prerequisite for courses in the ESL program is a placement test (ACCUPLACER LOEP) or successful completion (C- or higher) of the previous level in the program. With success rates averaging 85-88% in these courses over the last four years, we feel that placement is appropriate. (see attachment for data)

Action Needed:

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Mission/Purpose	Yes	No
Target Audience	Yes	No

Data

Course Data

Review & Documentation:

Course Enrollment by Semester

Other than a few anomalies, enrollment has been fairly consistent at an average of 73 students per year in each course from the fall of 2009 through the winter of 2013. Within the skill areas, the average enrollment is 71 students per year in listening/speaking courses, 76 students per year in writing/grammar courses, and 71 students per year in reading/vocabulary courses.

Course Success Rates

Success rates have been consistent, averaging 85-88% over the last four years.

Evaluation Questions:

1. What does the course enrollment by semester data tell you?

Enrollment has been steady.

2. Are students passing courses at the appropriate rates? If not, which courses are of concern and what should be done about this?

Yes. There is no pattern that would indicate concern for any one course.

3. Are the Course Success Rates the same for the various sub-group populations? If not, where are the areas of concern and what should be done about this?

All sub-groups are passing at a satisfactory rate, and there are no areas of concern. The largest variation is within race/ethnicity, with the success rate ranging from 75% to 94 % among sub-groups. (see attached data – Appendix A)

Program Outcomes

Review & Documentation:

Program Outcomes

Students will have the English skills necessary for college level coursework.

Data for Program Outcomes

Data shows that in general, students who complete all three level 4 ESL courses (ES 104, 114, and 124) have a higher success rate in common freshman courses than the college average. 80% of students who take PS 110 are successful, 89% who take EN 100 are successful, 87% who take EN 101 are successful, and 97% who take CO 101 are successful. The only exception is BI 101, where students are 53% successful. Data also shows that the success rate is higher (89% and 87%) in EN 100 and 101 for students who first successfully complete all three level 4 ESL courses than it is when looking just at students who have completed ES 114 (83% and 77%). Also, we learned that ESL students are successful in both on line and face to face EN 101 courses.

For graduation and transfer rates, if you look at the numbers for students who started the ESL program two or more years ago, 19% have graduated, compared to the college average of 15%, and 26% have transferred, compared to the college average of 24%. It is also worth noting that the ESL numbers include all ESL students, while the college numbers only include full time, degree seeking students, which make up 35% of the students at GRCC. Finally, students who place into ES 114 have an 83% success rate and students who enter after completing ES 113 have a 90% success rate. (see attached data – Appendix B)

Evaluation Questions:

1. Are these Program Outcomes appropriate given the target audience and intent for the program? If not, please list what the new Program Outcomes should be.

Yes, the program outcome is appropriate, and connects with our mission and target audience.

2. What does the data trend for the Program Outcomes tell you? What are the implications for these data?

The data tells us that if students complete all three level 4 ESL courses, they have an excellent chance of success in their other college classes. This indicates that the program is meeting the program outcome of helping students to develop the English skills necessary for college level coursework. In addition, it supports the move towards enforcing ESL as a prerequisite for some college courses. Transfer and graduation rates are also higher than the college average, which is very encouraging. One point of concern, however, is that the number of students who complete all three level 4 courses each semester seems low. If prerequisite enforcement comes to be, this problem will be

addressed. In the meantime, we need to work to encourage students to complete the program so that more can enjoy these excellent success rates.

The only other area of concern is the success rate in Biology. However, only 17 students actually attempted BI 101 since the Fall of 2007, so we are looking at a small number of students who choose to take this course. To help students who take BI 101 in the future, we plan to explore possible student support options.

Action Needed:

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Course enrollment	Yes	No
Course Success Rates	Yes	No
Program Outcomes	Yes	No

Curriculum

History

Review & Documentation:

Department/Discipline Curriculum History (last eight years)

No course additions or changes have been made in the last eight years.

External recommendations that influenced curriculum

Prior to the fall of 2000, ESL offerings at the college consisted of two courses, EN 115 and EN 116. These two courses were offered as one class, with students who needed more help after completing EN 115 taking the class again under the number EN 116. These courses were all taught by adjunct instructors.

In the fall of 2000, the college hired a full time ESL professor. This professor was hired to teach the ESL courses offered at the time and to develop a proposal for a more comprehensive ESL program for the future. In the winter of 2001, the two ESL courses were split into separate classes at two levels. At the same time, research was being done on best practices in other ESL programs, both in Michigan and across the country. A proposal was then developed for a twelve course ESL program, consisting of four levels in three different skill areas. These skill areas are reading and vocabulary, writing and

grammar, and listening and speaking. The program proposal was approved, and in the fall of 2002 the new ESL program began.

In the first semester that the program was offered, the college ran nine sections of the new ESL courses, and had 108 students taking 604 credits in ESL classes. By the fall of 2004, 22 sections of ESL were offered, with 242 students taking 1484 credits. From the winter of 2005 until the fall of 2010, an average of 21-22 sections of ESL were offered in the fall and winter semesters, with that number increasing to an average of 23-25 sections starting in the fall of 2010. In terms of student numbers, we have averaged approximately 200-225 students in the fall and winter semesters since the winter of 2005. Interest in summer ESL classes has always been lower. The college offered an average of four summer ESL courses from 2004 until 2009, increased that number to ten in 2010, but lowered it again in subsequent years. Six summer courses ran in 2013.

In the fall of 2011, the department provided a list of minimum textbooks requirements to adjunct instructors. This list states what needs to be covered from each textbook in order to meet the course objectives. In addition, sample course outlines were provided for six of the twelve ESL courses in an effort to help give new instructors ideas on how to plan their semesters so that they meet the minimum textbook requirements and reach the course objectives. In the spring of 2013, minimum writing requirements were added to three writing courses to help with consistency across the curriculum.

Throughout the history of the ESL program, one thing that has remained consistent is the diversity of our student population. A 2010 survey revealed that students in the ESL program came from 50 different countries. The countries represented vary from year to year due to new refugee and immigrant populations entering the community. For example, in 2004, we saw a large number of Sudanese refugees enter the program. In 2011, we saw an increase in Burmese students.

These diverse students take ESL classes at GRCC for many reasons. The goal of this program is to help individuals in the community to reach a wide variety of personal, professional and academic goals through the improvement of their English skills. The first data that was collected reflecting how well we are meeting this goal was very encouraging. Data from the fall of 2010 showed that students who successfully completed the last level of ESL writing and grammar (ES 114) have an 80% achievement rate in EN 100 and a 70% achievement rate in EN 101.

Advisory Board Contributions

In the fall of 2010, an AGC presentation was requested that would explain the English as a Second Language (ESL) program at GRCC. The presentation gave an overview of the program, as well as a request for support of the position that ESL courses are not developmental. The rationale behind this is that students in these courses are learning a

second language, just like students in French or Spanish classes, so credit should be given for ESL courses. The focus of these courses is on second language acquisition, not developmental skills. The national organization, Teachers of English to Speakers of Other Languages (TESOL), has a statement published in support of this position. The AGC voted to support the position that ESL courses are not developmental, and confirmed this position at a meeting in December of 2013.

Transferability & External Standards

Review & Documentation:

External Standards

Many different types of higher education ESL programs exist, including intensive English programs called IEPs, English for specific purposes programs called ESPs, English for academic purposes programs called EAPs, and workplace English programs. Because of this diversity, there is no specific external standard available for higher education ESL programs. However, as an EAP program with the goal of developing academic English skills, we have outcomes in common with K-12 programs, and have applied portions of the TESOL Pre-k-12 English Language Proficiency Standards to our program. (see attached standards document – Appendix C)

Challenge Exams

Challenge exams do not apply. New students are tested and then placed into the appropriate level of the program.

Curriculum Crosswalk

This is not appropriate because of the Pre-K-12 focus, however we have attached a chart outlining the curricular structure of our program. (see attached chart Appendix D)

Equivalent Courses- Transfer Institutions

Not applicable.

Evaluation Questions:

1. To what extent is the course curriculum aligned with the K-12 standards? Are the current courses well aligned with the K-12 expectations? Are textbooks and student materials in the initial coursework at the appropriate level given their high school preparation? If there is not alignment, identify the gaps. If there is duplication, secondary to postsecondary, identify the opportunity for articulated credits.

The Pre-K-12 standards identify the usage of four language domains. We also focus on these domains within our program, but narrow our focus to academic preparation. Pre-K-12 standards also provide the inclusion of five levels of language proficiency. We align with this proficiency description in that students exiting our program should have the

skills described in level 5-Bridging. In regard to the level of textbooks and materials, new students place into our program via placement test, so materials are appropriate to their skill level.

2. To what extent are the existing courses aligned with the equivalent courses offered at transfer institutions? Which courses need to be updated to ensure alignment and transferability? Not applicable.

Program Learning Outcomes

Review & Documentation:

1. Students will produce quality academic essays that demonstrate standard conventions of writing.
2. Students will implement reading and vocabulary deciphering strategies to aid or enhance reading comprehension skills needed to succeed in an academic setting.
3. Students will demonstrate an understanding of the English heard in conversations, academic lectures, and other modes of formal and informal communication.
4. Students will apply effective speaking and pronunciation skills to academic presentations, group work, and/or conversations.

Evaluation Questions:

1. Do the Discipline Learning Outcomes reflect the demonstrable skills, knowledge, and attitudes expected of students in each course within this discipline? Are they aligned with the standards identified in previous work? Are they clearly stated and measurable? If not, what changes are suggested? Document the revised Discipline Learning Outcomes here.

Our learning outcomes reflect what is expected of students exiting the ESL program, and also align with the exit proficiency of Pre-K-12 standards. They are also clearly stated and measurable.

Curriculum Delivery

Review & Documentation:

Courses Approved for Online Delivery

Not applicable.

Honors Courses

Not applicable.

Study Away Courses

Not applicable.

Evaluation Questions:

1. Is experiential learning, including internships and academic service learning, systematically embedded into the courses? Are the current experiential learning opportunities sufficient? Please explain.

Service learning opportunities are not embedded into the courses, but that is a possibility that could be explored. Internships are not applicable in these courses.

2. Are the online offerings (courses & number of sections) sufficient to meet student and programmatic needs?

ESL courses require a great deal of interaction to develop language skills, and face to face delivery is preferred for these courses.

3. Are the honors and study away offering sufficient for the program? Not applicable.

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Curriculum alignment with external professional standards	Yes	No
Challenge Exams		
Curriculum Crosswalk		
Equivalent Courses/Transfer Institutions	Yes	No
Program Learning Outcomes	Yes	No
Honors Program	Yes	No
Study Away Program	Yes	No
Academic Service Learning	Yes	No
Online Course Offerings	Yes	No

Assessment of Student Learning

Assessment of Student Learning

Review & Documentation:

For each assessment project, include the following documentation:

Program Learning Outcome(s) assessed this year

See attached Assessment Summary Report (Appendix E)

Measures of Student Learning

See attached Assessment Summary Report

Initial Data and Findings

See attached Assessment Summary Report (Appendix E) and Program Review Results (Appendix F).

Curricular or Pedagogical Changes Implemented

See attached Assessment Summary Report

Data and Findings (post improvement/change)

See attached Assessment Summary Report and Program Review Results

Preparing for the future

Peer Institutions

Review & Documentation:

See attached equivalency document (Appendix G) and list of colleges with similar ESL programs (Appendix H).

Evaluation Questions:

- 3. Are peer institutions offering this program at the same level (certificate, associate's degree)? Is the program offered at a bachelor's degree? If so, could a pre-major program be created?*

Other institutions are offering this program at the same level, but with a variety of level and skill divisions offered within the programs. Please see the attached list of colleges with similar academic ESL programs.

This program is delivered as coursework, and is not offered as a bachelor's degree or for certification. However, GRCC, like many of our peer institutions, follows best practices by offering academic credit for ESL coursework and not considering ESL courses to be

developmental. Please see attached for TESOL's position statement on this issue (Appendix I), as well as a recent article published in BCTEAL's spring 2012 newsletter (Appendix J).

4. *Are there any institutions with whom GRCC could explore articulation agreements?*

There are no articulation opportunities because no colleges offer degrees or certification in this area.

Facilities & Equipment/Resources

Review & Documentation:

Facilities & Equipment

ESL courses are scheduled across the campus. In general, facilities are adequate. We have minimal needs, but do require rooms that allow for group work. Some instructors feel their courses would also benefit from an overhead projector or an ELMO.

Resources

Resources are sufficient.

Evaluation Questions:

3. Are the resources sufficient to meet identified needs and goals for the next four years? Please explain. Yes, we have sufficient resources.
4. Are the facilities and equipment adequate to facilitate teaching and learning? Please explain.

Yes, in most cases. However, a few assigned rooms do not have a layout conducive to conversation groups. Also, since the renovation of Cook Hall, not all classrooms have overhead projectors, and some instructors miss this teaching tool. We would like to better understand how faculty can request the technology they prefer in the classroom.

Action Needed

Based on the documentation and evaluation in this section, please indicate if action or improvement is needed in the following areas within the department by making your response **bold**:

Collaboration Opportunities with Peers	Yes	No
Securing resources for course development/administration	Yes	No
Facilities/equipment upgrades	Yes	No
Other:	Yes	No
Other:	Yes	No
Other:	Yes	No
Other:	Yes	No

Work Products

- Develop the Course Review schedule for the next four years (beginning with next year)
-see attached schedule (Appendix K)
- Curriculum Crosswalk

Appendix ESL A—Course Success Rates

Course Success Rates, English as a Second Language (ES)
2009 to 2013

Course Data

Historical Course Enrollment and Success (Earned Grades* by Course, by Academic Year)

Course		2009 - 2010			2010 - 2011			2011-2012			2012-2013		
		Enroll-ment	A to C-	With-drew	Enroll-ment	A to C-	With-drew	Enroll-ment	A to C-	With-drew	Enroll-ment	A to C-	With-drew
ES	101	60	92%	2%	47	89%	0%	69	96%	3%	61	89%	5%
ES	102	81	84%	9%	71	83%	10%	76	92%	7%	82	80%	6%
ES	103	78	95%	0%	72	93%	7%	72	93%	6%	87	90%	5%
ES	104	74	86%	11%	75	89%	7%	72	85%	8%	69	86%	12%
ES	111	69	93%	3%	61	87%	5%	64	77%	5%	80	83%	1%
ES	112	66	83%	3%	74	76%	8%	85	82%	4%	109	83%	7%
ES	113	77	69%	17%	91	78%	13%	83	89%	2%	80	86%	4%
ES	114	74	89%	9%	60	80%	12%	65	83%	9%	73	78%	7%
ES	121	60	93%	2%	57	74%	4%	85	91%	2%	64	84%	5%
ES	122	74	95%	1%	55	91%	5%	75	95%	1%	79	86%	4%
ES	123	68	99%	1%	59	95%	2%	72	86%	10%	73	92%	5%
ES	124	78	82%	13%	78	90%	6%	85	86%	8%	69	90%	4%
Total ES			88%	6%		88%	5%		85%	8%		85%	5%
Total GRCC			73%	13%		72%	13%		72%	12%		74%	11%

*Does not include I (Incomplete), D or E

Appendix ESL B—Course Success Comparison
2012-2014 Academic Program Review
Special Data Requests, English as a Second Language

1. What percent of ESL students who successfully complete ES 114 (writing and grammar) with a C- or higher are successful in EN 100? EN 101? How does the success rate of these students compare in on line versus face to face sections of EN 100? EN 101?

Students Who Successful Complete ES114 Since Fall 2007 (N = 326)

# Attempt EN100*	# Pass EN100	% Pass EN100	# Attempt EN101	# Pass EN101**	% Pass EN101
172	143	143/172 = 83%	55 in-class	42	42/55 = 76%
			11 online	9	9/11 = 82%

*All EN100 classes were in-class

**24% (13/55) did not pass in-class EN101, 18% (2/11) did not pass online EN101

Faculty Notes: college wide success rates are 64% in EN 100 and 76% in EN 101. Total ESL success rate in on line and in class courses is 77%.

2. What percent of ESL students who successfully complete ES 104 (speaking and listening), ESL 124 (reading and vocabulary) and ES 114 (writing and grammar) since Fall 2007 with a C- or higher are successful in PS 110? EN 100? EN 101? CO 101? BI 101?

C- or Better in ES104, ES124, <u>and</u> ES114 (N = 99)									
# Attempt PS110	# Pass PS110	# Attempt EN100	# Pass EN100	# Attempt EN101	# Pass EN101	# Attempt CO101	# Pass CO101	# Attempt BI101	# Pass BI101
54	43	54	48	23	20	30	29	17	9
% Attempt PS110	% Pass PS110*	% Attempt EN100	% Pass EN100	% Attempt EN101	% Pass EN101	% Attempt CO101	% Pass CO101	% Attempt BI101	% Pass BI101
55%	80%	55%	89%	23%	87%	30%	97%	17%	53%

*The percent of the total who attempted the course

Faculty Notes: College wide success rates are 73% in PS 110, 64% in EN 100, 76% in EN 101, 69% in CO 101, and 79% in BI 101.

3. What percent of ESL students who successfully complete ES 104 (speaking and listening), ESL 124 (reading and vocabulary) and ES 114 (writing and grammar) since Fall 2007 with a C- or higher complete certificate/degree programs and/or transfer within 4 years of completing their ESL courses.

Start Term	Total	# Transferred	% Transferred
Fall 2007	4	1	25.00%
Winter 2008	4	0	0.00%
Fall 2008	6	3	50.00%
Winter 2009	8	1	12.50%
Fall 2009	0	0	n/a
Winter 2010	6	1	16.67%
Fall 2010	5	2	40.00%
Winter 2011	9	1	11.11%
Fall 2011	12	3	25.00%
Winter 2012	11	1	9.09%
Fall 2012	12	0	0.00%
Winter 2013	14	1	7.14%
Grand Total	99	14	14.14%

Start Term	Total	# Graduated	% Graduated
1154	4	1	25.00%
1161	4	1	25.00%
1174	6	2	33.33%
1181	8	5	62.50%
1194	8	2	25.00%
1201	6	1	16.67%
1214	5	2	40.00%
1221	9	1	11.11%
1234	12	1	8.33%
1241	11	0	0.00%
1254	12	0	0.00%
1261	14	0	0.00%
Grand Total	99	16	16.16%

Note: In all cases, this is the number and percent of students who transferred out of GRCC or graduated from GRCC by December 2013.

Faculty Notes: Since even students placing into level 3 classes of ESL would need a year to finish ESL, and then another year to complete a certificate program, we feel that removing the last three semesters provided a better picture of student numbers in this area, with a 19% graduation rate and a 26% transfer rate. The college average for Degree seeking, full time students is 15% and 24%.

4. What is the success rate of students in ES 114 who have successfully completed ES 113 previously versus the success rate of students who placed into ES 114 by ACCUPLACER LOEP test scores? For those students who entered ES 114 via LOEP placement score and did not pass, what was their placement score?

Students Who Took ES114 Since Fall 2007 (N=363)

	Met ACCUPLACER Requirement	Passed ES113	Both
Passed ES114 (N=318)	44	202	11
Did Not Pass ES114 (N=45)	9	23	1

Note: 73 students had no placement or ES113 information, so total does not equal 363

Students Who Took ES114 via LOEP Score and Did Not Pass (N = 10)

Writeplacer Score	Language Use Score
4	103
5	101
4	109.7
4	108
4	103.1
4	102.3
4	102
4	101.91
4	101.39
4	100

Appendix ESL C—Pre-K-12 Standards

TESOL *Pre-K–12 English Language Proficiency Standards Framework*

The *Pre-K–12 English Language Proficiency Standards* are available in the TESOL Bookstore. The standards address concerns introduced by the No Child Left Behind legislation. It also presents detailed tables that show indicators of success at different levels of proficiency. The framework of the standards is available here for your convenience. For questions about using, reprinting, or quoting the *Pre-K–12 English Language Proficiency Standards*, see TESOL's [Rights and Permissions](#) page.

1. [Proficiency Standards Framework](#)
2. [Grade Level Clusters](#)
3. [Language Domains](#)
4. [Language Proficiency Levels](#)
5. [Background](#)

1. Presentation of a Clear Proficiency Standards Framework

The standards publication presents five language proficiency standards. They include both social and academic uses of the language students must acquire for success in and beyond the classroom. The English language proficiency standards are as follows:

Standard 1: English language learners communicate for **social, intercultural, and instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **language arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of **social studies**.

2. Identification of Specific Grade-Level Clusters

The grade-level clusters for the English language proficiency standards reflect current educational configurations in the United States.

PreK-K	Grade levels preK-K are grouped together because the primary focus is on creating a learning environment that nurtures the development of young English language learners.
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1-3	Grade levels 1-3 are grouped together because in most elementary school programs, these grades are geared toward "learning to read."
4-5	Grade levels 4-5 share the common goal of literacy skills application, often referred to as "reading to learn."
6-8	At the 6-8 grade levels, English language learners face increased academic and social pressure to perform. In addition, at this level, there is a widening range of student performance.
9-12	Grade levels 9-12 reflect the traditional high school organization. The academic demands at the secondary level make reaching parity with grade-level peers increasingly difficult for English language learners.

3. Usage of Four Language Domains

Each of the five language proficiency standards is divided into the language domains of listening, speaking, reading, and writing. While interaction naturally occurs between and among language domains, in this document, they are maintained as separate constructs as one way of thinking about curriculum, instruction, and assessment.

Listening

Listening is an active skill. By highlighting an assortment of listening tasks across standards, the need to involve students in active listening and purposeful listening skills development becomes clear.

Speaking

English language learners engage in oral communication in a variety of situations for a variety of purposes and in a wide spectrum of settings. As part of oral communication, students are constantly using language in meaningful interaction with others.

Reading

English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency. Learning to read in a second language may be enhanced or hindered by students' level of literacy in their native language. Students who have a strong foundation in reading in their first language bring with them skills that can be readily transferred in the process of learning to read in English.

Writing

English language learners use written communication for a variety of purposes and audiences. Writing can be used to express meaning through drawing, symbols, or text.

English language learners may come with writing styles influenced by their home cultures.

4. Inclusion of Five Levels of Language Proficiency

The use of five levels reflects the complexity of language development and allows the tracking of student progress across grade levels within the same scale. The five levels of language proficiency reflect characteristics of language performance at each developmental stage. The language proficiency levels are intended to highlight and provide a model of the process of language acquisition that can be adapted by individual districts and states.

Level 1- Starting

At L1, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables.

Level 2- Emerging

At L2, students can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.

Level 3- Developing

At L3, students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.

Level 4- Expanding

At L4, students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read

independently but may have occasional comprehension problems, especially when processing grade-level information.

Level 5-Bridging

At L5, students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.

Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.

5. Proficiency Standards Background

In the nearly ten years since the publication of TESOL's ESL Standards for Pre-K-12 Students, the standards movement has continued to grow and impact educational systems throughout the United States at the state, district, and classroom levels.

The provisions of the No Child Left Behind Act of 2001 (NCLB) have also focused attention on the language needs of English language learners by requiring each state to develop English language proficiency standards.

Using TESOL's 1997 publication as a building block, the revised 2006 Pre-K-12 English Language Proficiency Standards

- Expand the scope and breadth of the ESL content standards by bridging them to specific core curriculum content areas, namely, English language arts, mathematics, science, and social studies
- Use students' first languages and cultures as the foundation for developing academic language proficiency
- Provide an organizational structure that is synchronized with federal legislation.

In addition, the revised PreK-12 English Language Proficiency Standards build on and augment the World-class Instructional Design and Assessments (WIDA) Consortium's *English language proficiency standards for English language learners in Kindergarten through grade 12.*⁴

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Appendix ESL D—ESL Skills Flow Chart
ESL Courses at GRCC

Skill Area	Level 1	Level 2	Level 3	Level 4	Next Course
Listening/ Speaking ES 101-104	ES 101: This class is designed for students who have a limited understanding of English but need to develop basic communication skills. Students will focus on conversation skills used in everyday situations and practice listening, speaking, and pronunciation to make them more successful in these interactions.	ES 102: This class works to help students have more comfortable and comprehensible interactions in English. Students will learn phrases and vocabulary used in specific situations. They will practice their listening, speaking, and pronunciation and learn how to improve these skills for better communication.	ES 103: This class will focus on advanced conversation skills and basic academic English. Students will practice conversation strategies and skills used in various situations with various levels of formality. They will also learn note taking and oral presentation skills. In addition, pronunciation will be a major focus of this class.	ES 104: This is an advanced course designed to prepare English as a Second Language students to succeed in courses outside of the ESL program. Students will work on academic skills such as lecture comprehension, note taking, presenting, and debating. Pronunciation clarity and accent reduction will also be a focus.	Speaking and listening skills ready for college coursework.
Writing/Grammar ES 111-114	ES 111: The focus of this class is on writing at a sentence level. Students will focus on specific grammatical and mechanical points and use these points to create more comprehensible sentences. Sentences will also be combined to make simple paragraphs.	ES 112: The focus of this class is on writing paragraphs. Topic sentences and supporting details will be discussed and used to create various types of paragraphs. Specific grammatical points will be taught and focused on in writing assignments.	ES 113: The focus of this class is on writing an essay. Students will learn how to write an essay with an introduction, thesis, body paragraphs, and a conclusion. Students will also study various grammatical points and apply them to their writing.	ES 114: In this class students will continue their work with essays. They will review and continue to practice the basic essay format and learn to write other modes of essays as well. Students will also study various advanced grammatical points and apply them to their writing.	Ready for EN 100 or EN 101, EN 100 recommended (does NOT need to take EN 097)

<p>Reading/Vocabulary ES 121-124</p>	<p>ES 121: The focus of this class is on reading simplified English writing. Students will learn how to find answers to comprehension questions, summarize readings, find the main idea of a passage, and broaden their vocabulary.</p>	<p>ES 122: The focus of this class is on improving reading skills. Students will use simplified texts to learn and practice various reading skills such as skimming, scanning, making inferences, and paraphrasing. They will also expand their vocabulary and learn various strategies to figure out new words.</p>	<p>ES 123: The focus of this class is on improving reading skills and applying these skills to authentic texts. Students will practice skills such as skimming, scanning, inferring, paraphrasing and summarizing using mainly authentic texts. They will study stems and affixes as a way to understand a wider range of vocabulary and practice other vocabulary comprehension strategies.</p>	<p>ES 124: The focus of this class is on improving reading skills and preparing students to succeed in classes outside of the ESL program. Students will develop critical reading skills through the study of authentic texts. They will work to master reading skills and vocabulary needed to understand English texts at the college level.</p>	<p>Reading and vocabulary skills ready for college coursework. (does NOT need to take RD 097 or 098)</p>
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Appendix ESL E—Assessment Summary
School of Arts & Sciences

English – ESL Program

Program Outcomes:

1. Students will have the English skills necessary for college level coursework.

Program Learning Outcomes	ILO	Measure	Findings/ Improvements/Impact	Status, Fall 13
Students will produce quality academic essays that demonstrate standard conventions of writing.	Communication skills and critical thinking skills	Essays were assessed using rubric.	<p>The lowest area scored was ideas and content, followed by conventions.</p> <p>To address low content/idea scores found in our pilot, we plan to create minimum writing requirements for our upper three levels of writing and grammar classes and add them to the minimum textbook requirements already created for these classes. Our hope is that this will improve consistency across the curriculum and strengthen the ability of our students in that area.</p> <p>To address low conventions scores we plan to explore possible grammar support options for our ESL students.</p> <p>Winter 2014 update: The latest writing assessment showed improvement in ideas/content after implementing minimum writing requirements, with the average score in this area</p>	Analyzed data and planned improvements

Program Learning Outcomes	ILO	Measure	Findings/ Improvements/Impact	Status, Fall 13
			increasing from 2.56 to 2.7. Unfortunately, the average pass rate went down from 67% to 57%. The conventions area had the lowest score at an average of 2.63. To address this, we have researched grammar software for the computer lab, and are reviewing one for possible recommendation. We also will explore the possibility of offering grammar conversation groups through the tutor lab.	
Students will implement reading and vocabulary deciphering strategies to aid or enhance reading comprehension skills needed to succeed in an academic setting.	Communication skills and critical thinking skills			
Students will demonstrate an understanding of the English heard in conversations, academic lectures, and other modes of formal and informal communication.	Communication skills and critical thinking skills			
Students will apply effective speaking and pronunciation skills to academic presentations, group work, and/or conversations.	Communication skills and critical thinking skills			

Appendix ESL F—Program Review Results
ESL Program Review Results, April 2013

Essay #	Rater	Ideas/content	Organization	Language use	Conventions	Pass/Fail
1	1	3	3	3	2	Pass
	3	3	4	3	1	Pass
2	1	2	4	3	3	Pass
	3	3	3	4	3	Pass
3	1	3.5	4	4	3	Pass
	3	4	4	4	4	Pass
4	1	2	3	2	2	Fail
	3	1	2	2	2	Fail
5	1	3	3	3	3	Pass
	3	4	4	4	4	Pass
6	1	2	3	3	3	Pass
	3	3	4	4	4	Pass
7	1	3	3	3	3	Pass
	3	3	3	4	3	Pass
8	1	3	3	2	3	Pass
	2	3	3	3	3	Pass
9 *	1	2	3	3	3	Pass
	2	2	3	2	3	Fail
	3	2	3	3	3	PASS **

10 *	1	2	1	3	3	Fail
	2	3	3	4	3	Pass
	3	2	2	3	3	FAIL **
11	1	2	1	2	2	Fail
	2	2	3	2	2	Fail
12	1	3	3	3	3	Pass
	2	2	3	3	3	Pass
13	1	2	3	4	3	Pass
	2	2	3	3	3	Pass
14 *	1	2	2	2	3	Fail
	2	2	3	3	3	Pass
	3	2	2	3	3	FAIL **
15	2	2	3	2	2	Fail
	3	2	1	3	3	Fail
16 *	2	3	2	2	2	Fail
	3	3	3	3	2	Pass
	1	2	2	3	3	FAIL **
17	2	3	3	4	3	Pass
	3	2	3	3	3	Pass
18	2	2	3	2	3	Fail
	3	2	2	3	3	Fail
19	2	3	3	3	3	Pass

	3	4	4	4	4	Pass
20	2	2	3	3	3	Pass
	3	3	4	4	3	Pass
21	2	2	3	3	3	Pass
	3	3	3	3	3	Pass
Average Results (without scores of 3rd reading)		2.56	2.95	3.02	2.85	67% passing

*1=unacceptable 2=weak 3= acceptable 4= strong

ESL Program Review Results, February 2014

Essay #	Rater	Ideas/content	Organization	Language use	Conventions	Pass/Fail
1	1	4	4	4	3	Pass
	3	4	4	4	4	Pass*
2	1	4	4	3	3	Pass
	3	3	4	3	3	Pass*
3	1	4	4	3	3	Pass
	3	2	4	4	4	Pass*
4 *	1	3	3	3	2	Pass
	3	2	2	2	2	Fail
	2	3	2	3	1	Fail **
5	1	2	3	2	2	Fail
	3	1	2	3	2	Fail*
6	1	2	3	2	2	Fail
	3	2	3	3	2	Fail*
7	1	2	3	3	3	Pass
	3	3	2	4	4	Pass*
8	1	2	2	2	2	Fail
	3	2	2	1	1	Fail*
9	1	2	3	3	3	Pass
	2	3	3	3	2	Pass*

10	1	1	1	1	1	Fail
	2	1	1	1	1	Fail*
11	1	Removed	-different	draft of # 7		
	2					
12 *	1	2	3	2	2	Fail
	2	4	4	4	3	Pass
	3	3	4	3	2	Pass **
13 *	1	3	2	3	3	Pass
	2	2	2	4	4	Fail
	3	2	2	3	3	Fail **
14 *	1	2	3	2	2	Fail
	2	3	3	3	2	Pass
	3	2	3	2	2	Fail **
15	1	3	3	3	3	Pass
	2	3	4	4	2	Pass*
16	1	3	3	3	3	Pass
	2	4	4	4	3	Pass*
17	2	3	2	3	3	Pass
	3	3	2	3	3	Pass*
18	2	3	3	4	3	Pass
	3	4	4	4	4	Pass*
19	2	2	2	3	1	Fail

	3	3	2	3	2	Fail*
20	2	3	3	3	3	Pass
	3	4	4	4	3	Pass*
21*	2	2	2	3	2	Fail
	3	3	3	4	3	Pass
	1	2	2	3	2	Fail **
22	2	3	2	3	3	Pass
	3	4	4	4	4	Pass*
23	2	2	2	2	2	Fail
	3	3	3	2	2	Fail*
24	2	3	2	3	3	Pass
(23 used)	3	4	3	4	4	Pass*
Average Results (without scores of 3rd reading)		2.70	2.85	3.00	2.63	57% pass rate

*1=unacceptable 2=weak 3= acceptable 4= strong

Appendix ESL G—Transfer Equivalencies

Transfer School	Subject	Catalog #	Course Title	Credit Hrs.	GRCC Subject	Catalog #	Course Title	Credit Hrs.	Equivalent?	Equivalent Course No	Does Class Fulfill MACRO
Central Michigan University	ENG	089	Academic Listening and Note	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	082	Academic Reading Skills for i	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	084	Academic Writing for Internat	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	083	Advanced Grammar for Intern	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ENG	076	American English Pronunciati	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ENG	077	American English Pronunciati	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ENG	199	American Language for Intern	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	LAR	080	Basic ESL for International St	1.00	ES	999	ESL Ele ctv e	1.00	yes		
Central Michigan University	ELI	063	Grammar for International St	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	053	Grammar for International St	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	073	Grammar for International St	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	051	Integrated Skills I	5.00	ES	999	ESL Ele ctv e	5.00	yes		
Central Michigan University	ELI	061	Integrated Skills II	5.00	ES	999	ESL Ele ctv e	5.00	yes		
Central Michigan University	ELI	071	Integrated Skills III	5.00	ES	999	ESL Ele ctv e	5.00	yes		
Central Michigan University	ELI	081	Listening and Speaking for In	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Central Michigan University	ELI	091	Oral Proficiency for Graduate	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	052	Reading and Writing I	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Central Michigan University	ELI	062	Reading and Writing II	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Central Michigan University	ELI	072	Reading and Writing III	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Central Michigan University	ENG	088	Spoken English for Internatio	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Central Michigan University	ELI	094	Writing Seminar for Graduate	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Charles S Mott Community	ESL	006	Advanced ESL	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Charles S Mott Community	ESL	007	ESL: Pronunciation/Speaking	2.00	ES	999	ESL Ele ctv e	2.00	yes		
Charles S Mott Community	ESL	005	Intermediate ESL	4.00	ES	999	ESL Ele ctv e	4.00	yes		
Cornerstone University	LIN	371	Second Language Acquisition	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Davenport University	ESLP	31	ESL Grammar 1	3.00	ES	111	English -2nd Lang/ Grammar 1	3.00	no	ES 999	
Davenport University	ESLP	21	ESL Writing 1	3.00	ES	111	English -2nd Lang/ Grammar 1	3.00	no	ES 999	
Davenport University	ESLP	32	ESL Grammar 2	3.00	ES	112	English -2nd Lang/ Grammar 2	3.00	no	ES 999	
Davenport University	ESLP	22	ESL Writing 2	3.00	ES	112	English -2nd Lang/ Grammar 2	3.00	no	ES 999	
Davenport University	ESLP	33	ESL Grammar 3	3.00	ES	113	English -2nd Lang/ Grammar 3	3.00	no	ES 999	
Davenport University	ESLP	23	ESL Writing 3	3.00	ES	113	English -2nd Lang/ Grammar 3	3.00	no	ES 999	
Davenport University	ESLP	11	ESL Listening/Speaking 1	3.00	ES	101	English -2nd Lang/ Speaking 1	3.00	no	ES 999	
Davenport University	ESLP	12	ESL Listening/Speaking 2	3.00	ES	102	English -2nd Lang/ Speaking 2	3.00	no	ES 999	
Davenport University	ESLP	13	ESL Listening/Speaking 3	3.00	ES	103	English -2nd Lang/ Speaking 3	3.00	no	ES 999	
Davenport University	ESLP	114	ESL Listening/Speaking 4	3.00	ES	104	English -2nd Lang/ Speaking 4	3.00	no	ES 999	
Davenport University	ESLP	41	ESL Reading 1	3.00	ES	121	English -2nd Lang/Vocabulary	3.00	no	ES 999	
Davenport University	ESLP	42	ESL Reading 2	3.00	ES	122	English -2nd Lang/Vocabulary	3.00	no	ES 123	
Davenport University	ESLP	43	ESL Reading 3	3.00	ES	123	English -2nd Lang/Vocabulary	3.00	no	ES 124	
Davenport University	ESLP	134	ESL Grammar/TOEFL Prep	3.00	ES	999	ESL Ele ctv e	3.00	yes		
Ferris State University	IEPG	011	Level One Grammar	4.00	ES	111	English -2nd Lang/ Grammar 1	4.00	no	ES 999	
Ferris State University	IEPG	014	Level One Composition	4.00	ES	112	English -2nd Lang/ Grammar 2	4.00	no	ES 999	
Ferris State University	IEPG	024	Level Two Composition	4.00	ES	112	English -2nd Lang/ Grammar 2	4.00	no	ES 999	
Ferris State University	IEPG	021	Level Two Grammar	4.00	ES	112	English -2nd Lang/ Grammar 2	4.00	no	ES 999	
Ferris State University	IEPG	034	Level Three Composition	4.00	ES	113	English -2nd Lang/ Grammar 3	4.00	no	ES 999	
Ferris State University	IEPG	031	Level Three Grammar	4.00	ES	113	English -2nd Lang/ Grammar 3	4.00	no	ES 999	
Ferris State University	IEPG	044	Level Four Composition	4.00	ES	114	English -2nd Lang/ Grammar 4	4.00	no	ES 999	
Ferris State University	IEPG	041	Level Four Grammar	4.00	ES	114	English -2nd Lang/ Grammar 4	4.00	no	ES 999	
Ferris State University	IEPG	013-now0	Level One Speaking & Listen	4.00	ES	101	English -2nd Lang/ Speaking 1	4.00	yes		
Ferris State University	IEPG	023-now0	Level Two Speaking and Listen	4.00	ES	102	English -2nd Lang/ Speaking 2	4.00	yes		
Ferris State University	IEPG	033-now0	Level Three Speaking & Listen	4.00	ES	103	English -2nd Lang/ Speaking 3	4.00	yes		
Ferris State University	IEPG	043	Level Four Speaking & Listen	4.00	ES	104	English -2nd Lang/ Speaking 4	4.00	yes		
Ferris State University	IEPG	012-now0	Level One Reading	4.00	ES	121	English -2nd Lang/Vocabulary	4.00	yes		

Ferris State University	IEPG	022-now0	Level Two Reading	4.00	ES	122	English -2nd Lang/Vocabulary	4.00	yes		
Ferris State University	IEPG	032-now0	Level Three Reading	4.00	ES	123	English -2nd Lang/Vocabulary	4.00	yes		
Ferris State University	IEPG	042	Level Four Reading	4.00	ES	124	English -2nd Lang/Vocabulary	4.00	yes		
Ferris State University	IEPG	01B	Iegg Block Course ID	1.00	ES	999	ESL Ele ctve	1.00	yes		
Ferris State University	IEPG	054	Level Five Composition	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	051	Level Five Grammar	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	052	Level Five Reading	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	053	Level Five Speaking & Listen	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	064	Level Six Composition	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	061	Level Six Grammar	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	062	Level Six Reading	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	063	Level Six Speaking & Listenin	4.00	ES	999	ESL Ele ctve	4.00	yes		
Ferris State University	IEPG	097	Special Studies in IEPG	1.00	ES	999	ESL Ele ctve	1.00	yes		
Ferris State University	IEPG	090	Special Topics In IEPG	3.00	ES	999	ESL Ele ctve	3.00	yes		
Grand Valley State Unvers	ENG	365	Teach English as 2nd Langua	3.00	ES	999	ESL Ele ctve	3.00	no	education elect	
Kalamazoo Valley Comm C	ESL	091	Grammar and Writing I	3.00	ES	111	English -2nd Lang/Grammar 1	3.00	no	ES 999	
Kalamazoo Valley Comm C	ESL	101	Grammar and Writing II	3.00	ES	112	English -2nd Lang/Grammar 2	3.00	no	ES 999	
Kalamazoo Valley Comm C	ESL	090	Listening Practice I	3.00	ES	101	English -2nd Lang/Speaking 1	3.00	no	ES 999	
Kalamazoo Valley Comm C	ESL	093	ESL - Reading I	3.00	ES	121	English -2nd Lang/Vocabulary	3.00	no	ES 999	
Kalamazoo Valley Comm C	ESL	103	Reading II	3.00	ES	122	English -2nd Lang/Vocabulary	3.00	no	ES 999	
Kellogg Comm College	ENGL	96	English As A Second Langua	3.00	ES	999	ESL Ele ctve	3.00	yes		
Lake Michigan College	ESLA	084	English As A Second Lang 1	4.00	ES	101	English -2nd Lang/Speaking 1	4.00	no	ES 999	
Lake Michigan College	ESLA	085	Conversational English & Pro	4.00	ES	102	English -2nd Lang/Speaking 2	4.00	no	ES 999	
Lake Michigan College	ESLA	086	English As A Second Lang 2	4.00	ES	103	English -2nd Lang/Speaking 3	4.00	no	ES 999	
Lake Michigan College	ESLA	088	English As A Second Lang 3	4.00	ES	111	English -2nd Lang/Grammar 1	4.00	no	ES 999	
Lansing Community Collg	ESLP	015	ESL Writing Skills 1	4.00	ES	111	English -2nd Lang/Grammar 1	4.00	no	ES 999	
Lansing Community Collg	ESLP	025	ESL Writing Skills 2	4.00	ES	112	English -2nd Lang/Grammar 2	4.00	no	ES 999	
Lansing Community Collg	ESLP	035	ESL Writing Skills 3	4.00	ES	113	English -2nd Lang/Grammar 3	4.00	no	ES 999	
Lansing Community Collg	ESLP	105	Applied Grammar for Writing	4.00	ES	114	English -2nd Lang/Grammar 4	4.00	no	ES 999	
Lansing Community Collg	ESLP	016	Communication Skills 1	4.00	ES	101	English -2nd Lang/Speaking 1	4.00	no	ES 999	
Lansing Community Collg	ESLP	026	Communication Skills 2	4.00	ES	102	English -2nd Lang/Speaking 2	4.00	no	ES 999	
Lansing Community Collg	ESLP	036	Communication Skills 3	4.00	ES	103	English -2nd Lang/Speaking 3	4.00	no	ES 999	
Lansing Community Collg	ESLP	113	Academic Listening/No taker	4.00	ES	104	English -2nd Lang/Speaking 4	4.00	no	ES 999	
Lansing Community Collg	ESLP	110	Bridge to Academic Reading	4.00	ES	121	English -2nd Lang/Vocabulary	4.00	no	ES 123	
Lansing Community Collg	ESLP	114	Academic Reading Skills	4.00	ES	122	English -2nd Lang/Vocabulary	4.00	no	Es 124	
Lansing Community Collg	ESLP	115	Composition Academic Purpo	4.00	ES	999	ESL Ele ctve	4.00	yes		
Lansing Community Collg	ESLP	100	Computer Literacy ESL Stud	1.00	ES	999	ESL Ele ctve	1.00	yes		
Lansing Community Collg	ESLP	103	Focus on Pronunciation	4.00	ES	999	ESL Ele ctve	4.00	yes		
Lansing Community Collg	ESLP	014	Integrated Skills 1	6.00	ES	999	ESL Ele ctve	6.00	yes		
Lansing Community Collg	ESLP	024	Integrated Skills 2	6.00	ES	999	ESL Ele ctve	6.00	yes		
Lansing Community Collg	ESLP	034	Integrated Skills 3	6.00	ES	999	ESL Ele ctve	6.00	yes		
Macomb Community Colle	EAPP	1054	Academic Speaking/Listening	4.00	ES	999	ESL Ele ctve	4.00	no	ES 103	
Macomb Community Colle	EAPP	1254	Academic Speaking/Listening	4.00	ES	999	ESL Ele ctve	4.00	no	ES 104	
Macomb Community Colle	EAPP	1150	Extensive Reading 1	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1350	Extensive Reading 2	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1100	Integrated Skills/Prep Comp 1	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1200	Integrated Skills/Prep Comp 2	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1300	Integrated Skills/Prep Comp 3	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1400	Integrated Skills/Prep Comp 4	4.00	ES	999	ESL Ele ctve	4.00	yes		
Macomb Community Colle	EAPP	1500	Integrated Skills/Prep Comp 5	4.00	ES	999	ESL Ele ctve	4.00	yes		
Michigan State University	ESL	221	English Composition for Non-	3.00	ES	999	ESL Ele ctve	3.00	yes		
Michigan State University	ESL	222	Listening and Speaking for Ac	3.00	ES	999	ESL Ele ctve	3.00	yes		
Michigan State University	ESL	220	Preparation for College Writin	6.00	ES	999	ESL Ele ctve	6.00	yes		
Michigan State University	ESL	223	Reading for Academic Purpos	3.00	ES	999	ESL Ele ctve	3.00	yes		

Oakland Community Col B	ESL	2011	Advanced Oral Communicati	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1011	English Conversation	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1410	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1420	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2410	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2420	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1110	Fundamentals of Pronunciatio	2.00	ES	999	ESL Elective	2.00	yes		
Oakland Community Col B	ESL	2110	Fundamentals of Pronunciatio	2.00	ES	999	ESL Elective	2.00	yes		
Oakland Community Col B	ESL	1021	Intermediate Oral Communica	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1510	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1520	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2510	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2520	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Schoolcraft College	ESL	052	English Grammar and Basic Y	3.00	ES	111	English -2nd Lang/Grammar 1	3.00	yes		
Schoolcraft College	ESL	101	English Writing and Reading 3	3.00	ES	112	English -2nd Lang/Grammar 2	3.00	no	ES 999	
Schoolcraft College	ESL	051	English Language Skills-Comr	3.00	ES	101	English -2nd Lang/Speaking 1	3.00	yes		
Schoolcraft College	ESL	100	English Communication Skills	3.00	ES	102	English -2nd Lang/Speaking 2	3.00	no	ES 999	
Schoolcraft College	COLLS	049	Critical Reading/Thinking Intl	4.00	ES	999	ESL Elective	4.00	yes		
Schoolcraft College	COLLS	045	ESL Reading & Word Power	4.00	ES	999	ESL Elective	4.00	yes		
West Shore Community Co	CENG	053	ESL Communication Skills	1.00	ES	121	English -2nd Lang/Vocabulary	1.00	no	ES 999	
West Shore Community Co	CENG	053	ESL Communication Skills	1.00	ES	121	English -2nd Lang/Vocabulary	1.00	no	ES 999	
Western Michigan Univers	ED	106	Effect Read for International	2.00	ES	999	ESL Elective	2.00	yes		
Hope College	ENGL	102	English for Non-Native Speak	4.00	ES	999	ESL Elective	4.00	yes		
Jackson Community Colleg	ESL	095	ESL: Advanced 1	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	096	ESL: Advanced 2	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	086	ESL: Basic 2	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	091	ESL: Intermediate 2	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	085	ESL: Basic 1	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	080	ESL: Beginning 1	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	081	ESL: Beginning 2	1.00	ES	999	ESL Elective	1.00	yes		
Jackson Community Colleg	ESL	090	ESL: Intermediate 1	1.00	ES	999	ESL Elective	1.00	yes		
Kalamazoo Valley Comm	ESL	090	Listening Practice I	3.00	ES	101	English -2nd Lang/Speaking 1	3.00	no	ES 999	
Kalamazoo Valley Comm	ESL	091	Grammar and Writing I	3.00	ES	111	English -2nd Lang/Grammar 1	3.00	no	ES 999	
Kalamazoo Valley Comm	ESL	101	Grammar and Writing II	3.00	ES	112	English -2nd Lang/Grammar 2	3.00	no	ES 999	
Kalamazoo Valley Comm	ESL	093	ESL - Reading I	3.00	ES	121	English -2nd Lang/Vocabulary	3.00	no	ES 999	
Kalamazoo Valley Comm	ESL	103	Reading II	3.00	ES	122	English -2nd Lang/Vocabulary	3.00	no	ES 999	
Kirband Comm College	ESL	01000	Eng as 2nd Lang/Beginning	3.00	ES	999	ESL Elective	3.00	yes		
Kirband Comm College	ESL	06000	Eng as 2nd Lang/High Inter	3.00	ES	999	ESL Elective	3.00	yes		
Kirband Comm College	ESL	05000	Eng as 2nd Lang/Intermediate	3.00	ES	999	ESL Elective	3.00	yes		
Oakland Community Col B	ESL	1110	Fundamentals of Pronunciatio	2.00	ES	999	ESL Elective	2.00	yes		
Oakland Community Col B	ESL	2110	Fundamentals of Pronunciatio	2.00	ES	999	ESL Elective	2.00	yes		
Oakland Community Col B	ESL	2011	Advanced Oral Communicatio	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1011	English Conversation	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1410	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1420	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2410	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2420	English Grammar and Listeni	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1021	Intermediate Oral Communica	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1510	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	1520	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2510	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		
Oakland Community Col B	ESL	2520	Writing and Reading for Acad	4.00	ES	999	ESL Elective	4.00	yes		

Appendix ESL H—List of Colleges

College Academic ESL Programs in Michigan:

Northwestern Michigan College
Oakland University
Madonna University
Michigan State University
Eastern Michigan University
Oakland Community College
Washtenaw Community College
Macomb Community College
Lansing Community College
Central Michigan University
Western Michigan University

College Academic ESL Programs Outside of Michigan:

Front Range Community College
Glendale Community College
West Los Angeles College
Normandale Community College
Riverland Community College
El Paso Community College
Kansas City Kansas Community College
Johnson County Community College
Cuyahoga Community College
Brookhaven College
Miami Dade College
Sierra College
Valencia College

Appendix ESL I—TESOL Position Statement



Advancing Excellence in
English Language Teaching

Position Statement on Academic and Degree-Granting Credit for ESOL Courses in Postsecondary Education

With the growth in the number of nonnative-English-speaking students at postsecondary institutions in the United States and other English-speaking countries, there has been an increased demand for English as a second language (ESL) or English for speakers of other languages (ESOL) courses in postsecondary academic institutions. Unfortunately, ESL or ESOL courses are frequently mischaracterized as developmental or remedial courses, and thus are not always acknowledged for academic or degree-granting credit. These policies and practices fail to recognize that ESOL courses offer a rigorous, standards-based academic program that requires students to perform at a level similar to and on par with the subject matter in other degree-bearing courses, such as courses in English composition or in foreign language. TESOL International Association advocates that ESOL courses in postsecondary academic institutions receive academic, degree-granting credit.

In postsecondary institutions, nonnative-English-speaking students require a strong foundation of advanced language and academic skills. To enter specific academic and professional discourse communities such as business, humanities and the arts, science, engineering, and medicine, learners require additional knowledge and expertise in content, specialized vocabulary, grammar, discourse structure, and pragmatics.

Nonnative English speakers who are enrolled in ESOL courses in postsecondary institutions are required to do so because they have demonstrated a need for additional course work to be able to compete successfully with native speakers of English. The material studied in these ESOL courses demands the highest level of second language proficiency, including knowledge of contrastive phonetic, syntactic, semantic, and rhetorical information, as well as an understanding of university expectations and classroom norms in a new culture. Postsecondary ESOL coursework is designed to continue the normal cognitive, academic, linguistic, and cultural development that accompanies the acquisition of an additional language, and does not equate with remediating first language skills.

Moreover, postsecondary students may be required to take a minimum number of credits in order to be considered full-time students. Without degree-granting credit for their ESOL coursework, students enrolled in such courses may not reach the credit threshold to be considered full-time students. In addition, degree-granting credit for ESOL coursework can increase motivation and performance for students enrolled in such courses. Just as native-English-speaking students earn degree-granting credit for their foreign language study and for courses in linguistic analysis, nonnative English speakers enrolled in ESOL courses are similarly entitled to academic credit for their study of English as a second or foreign language.

TESOL International Association (TESOL) advocates that institutions of postsecondary education in the United States identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for degree-granting purposes, and that these institutions grant such courses appropriate credit hours. TESOL also urges institutions to offer assessment opportunities that would allow nonnative English speakers enrolled in ESOL courses to receive equivalent credit for appropriate coursework upon demonstrating mastery of expected content and/or skills.

*Approved by the Executive Committee
June 2012*

Appendix ESL J—BCTEAL Article

FEATURE ARTICLE

A Short Rationale for Credit Bearing English for Academic Purposes (EAP) Courses

by Scott Douglas

Introduction

As Canadian institutions of higher learning look to attract greater numbers of international students, one of the biggest barriers to entering English medium undergraduate studies remains the English Language Proficiency (ELP) requirements. For international students speaking English as an Additional Language and falling short of the ELP requirements, English for Academic Purposes (EAP) programs are one option for beginning their studies at English medium post-secondary institutions in Canada. Increasingly, domestic students from linguistically diverse backgrounds are also turning to EAP in order to access higher education. However, these programs can be expensive, lengthy, and non-credit bearing. An important step towards justifying the cost and time involved in studying EAP would be to ensure that EAP courses are part of a credit bearing program of studies that counts towards the overall credits needed for graduation. The main rationale for doing so underlines the academic rigour and the intrinsic fairness of providing credit for EAP courses. As Canadian campuses further internationalize and embrace the changing demographics of the local student population, recognizing the language study efforts of multilingual students is a top academic priority.

The Academic Nature of EAP Classes

EAP is English language teaching with a specific academic purpose, and that purpose is full participation in the academic and social life of a post-secondary institution of learning. Because of this, effective EAP courses are grounded in developing the Cognitive Academic Language Proficiency (CALP) (Cummins, 1981) necessary for success in educational settings. By building the language skills essential to function in the increasingly decontextualized and cognitively demanding nature of higher studies, namely CALP, EAP courses foster proficiency in the specialized language of higher education. This calls for a challenging academic framework that includes written assignments, problem solving, independent study, higher cognition, and academic vocabulary particular to undergraduate studies. By developing proficiency in the

specialized language of higher education, EAP is “designed to continue the normal linguistic / cognitive / academic / cultural development” (CATESL, 1994, np) of its students. EAP programs prepare students for the cognitive challenge of university level studies and for academic success. This entails standards driven content courses that are equal to the subject matter of other undergraduate courses (TESOL, 2008) and provides a solid academic grounding that calls for institutional recognition in the form of credit counting towards graduation.

Non-Remedial Content of EAP

EAP is a field of academic endeavour in its own right. It is not a precursor to higher learning, but a firm co-requisite of successful post-secondary studies. The content of EAP courses is not a repetition of high school, but rather the content mirrors and amplifies what students are doing during their undergraduate studies, such as gaining advanced language ability, cultural content, discipline specific rhetorical patterns, referencing styles, critical thinking development, study skills, learning strategies, core concepts, and research skills. EAP courses go far beyond remediating English language skills to fostering students’ academic engagement in a wide spectrum of abilities vital to undergraduate studies. These are skills that are obtained during the course of undergraduate studies, not before. Furthermore, developing an increasingly precise control of an additional language is not the same as having poor skills in a first language (CATESOL, 1994). EAP courses require advanced English language proficiency that is different from remediation in a first language (TESOL, 1987). In fact, EAP courses with demanding academic programs require students to participate in a level of study that is equal to other credit courses (CATESOL, 1994). By firmly being part of undergraduate studies and not a remedial prerequisite, credit is justifiably given to students who complete an EAP course.

Inclusion

The goal of EAP programs of study should be the promotion of equal access to the educational opportunities found on post-secondary campuses. Providing credit



for EAP emphasizes an institution's commitment to the inclusion of linguistically diverse learners. It further provides a sense of legitimacy because students in credit bearing EAP classes can see themselves as authentic members of the student body. Credit further provides access to a host of other opportunities that are available to all undergraduate students, such as university clubs, writing centre support, student services, student residences, and student government. This prevents the segregation and stigmatization of multilingual learners which may occur if they continue on to non-credit courses. True inclusive practice requires an active effort on the part of an institution to reach out and support the integration of multilingual students into the campus learning community. This requires courses with equal credit bearing status that facilitate full participation in the academic and social life of the institution.

Motivation

Credit bearing EAP classes also provide motivation for full active participation. EAP courses that earn credit toward graduation provide an attractive pathway to fulfilling the English language proficiency requirements for post-secondary studies. Credit can motivate students to take part in academically challenging programs of study with outcomes that provide a rich description of the English language abilities of successful EAP students. Further, receiving credit can increase student motivation and performance in EAP courses (TESOL, 1987; CATESOL, 1994) and students' attitudes can adjust to the potential awarding of credit, thus increasing student effort and attention in a course and preparing students for better academic success (Dobson and Kipnis, 2010). Credit provides a just reward for students who work hard and want to maintain a good Grade Point Average (Martino, 1992). Motivation is a key underlying factor in academic success, and credit provides a strong impetus for students to seek out programs of study that support multilingual learners.

Academic Rigour

Modern language programs on post-secondary campuses involve considerable academic rigour and challenge. Equally, credit bearing EAP programs must meet the same levels of academic rigour as other modern language courses that are subject to the same levels of oversight provided by an academic institution. Thus, as students receive credit for modern language courses such as Spanish, so too should

institutions give credit for EAP courses (Martino, 1992). By the same token, domestic students studying languages at post-secondary institutions abroad are often able to receive credit in their home institutions. It follows that EAP students in local post-secondary institutions have comparable learning experiences and find themselves in similar programs of study as their domestic counterparts do when studying in an international setting (Wood, n.d.). As a result, credit should be issued equally to both groups of students. This falls in line with the idea that students deserve academic credit for EAP, just as other students deserve credit for their language studies and courses in linguistic analysis (TESOL, 1987). When the academic rigour and required academic challenge are similar for two different programs of study, providing credit for both is a natural conclusion.

World-Wide Acceptance of Credit Bearing EAP

There is acceptance for credit bearing EAP courses around the English speaking world. In Canada, there are at least nine institutions of higher learning that provide credit for EAP courses (BCCAT, 2011). These include universities such as the University of Alberta and the University of Waterloo. In the United States, there are considerably more institutions with credit bearing EAP, with 49 out of 78 institutions surveyed by Williams (1995) offering credit. Examples of American institutions offering credit include the University of Michigan and the University of Southern California (BCCAT, 2011). In the United Kingdom, 18 universities, and in Australia, around 20 universities, also offer EAP credit (Melles, et al. 2005). Finally, New Zealand institutions of higher learning such as the University of Auckland also offer credit courses in academic language skills (Read, 2008). Thus, it is accepted practice in many post-secondary settings around the English speaking world to offer credit bearing EAP courses.

Conclusion

With rising numbers of both domestic and international students from linguistically diverse backgrounds studying at English medium post-secondary institutions in Canada, the importance of having credit bearing EAP courses as an alternative to non-credit English language classes and traditional large scale language testing continues to grow. Effective EAP courses put students through an academic program of study that challenges students in

“In Canada, there are at least nine institutions of higher learning that provide credit for EAP courses.”



equal measure to other courses they will encounter at the post-secondary level. By not giving credit where credit is due (Martino, 1992), institutions of higher learning are not recognizing the necessity and benefits of providing full academic recognition to EAP as a legitimate field of endeavour. Instead, by marginalizing EAP students in non-credit English language classes or relegating them to high stakes language testing, these institutions are side-lining themselves from a growing number of colleges, institutes, and universities that equate the value of multilingual learners with the value of the courses they need for academic success.

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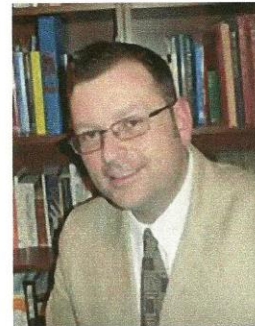
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An assistant professor in the Faculty of Education at UBC's Okanagan campus, Scott has worked with additional language learners throughout the world from the Middle East to Asia. His research primarily looks at the transition from high school to university



and the vocabulary use and academic achievement of non-native English speaking students. His other research interests include English for Academic Purposes curriculum design, online technology as a tool for fostering English language proficiency, and English as an Additional Language teacher training. He has also recently co-authored the English for Academic Purposes textbook *Q Skills for Success Reading and Writing 5*, published by Oxford University Press.



Appendix ESL K—Course Review Schedule

Course Review Schedule

2014-2015: ES 104, ES 114, ES 124

2015-2016: ES 101, ES 111, ES 121

2016-2017: ES 102, ES 112, ES 122

2017-2018: ES 103, ES 113, ES 123

Appendix ESL L—GRCC Program Review Follow-Up Action Checklist

GRCC Program Review Follow-Up Action Checklist					
	Action Needed?		Brief Action Statement	Resources Needed	Academic Year for Work
	YES	NO			
DEPARTMENT					
Annual Goals					
External Collaborations & Partnerships					
Internal Collaborations & Partnerships					
Accreditation					
Departmental Advising					
FACULTY/STAFF					
Faculty credentialing					

Faculty online certification					
Academic Service Learning					
Ratio Fulltime/Adjunct faculty					
Faculty professional development					
Resources					
MISSION/PURPOSE					
Mission/Purpose		X			
Target Audience		X			
DATA					
Course Enrollment by Semester		X			
Course Success Rates		X			
Program Outcomes	X		Explore support options for ESL students who have completed the program and enrolled in BI 101.	None at this time	2014-2015
CURRICULUM					

Curriculum alignment with external professional standards		X			
Challenge Exams		X			
Curriculum Crosswalk		X			
Equivalent Courses/Transfer Institutions		X			
Program Learning Outcomes		X			
Honors Program		X			
Study Away Program		X			
Academic Service Learning		X			
Online course/program offerings		X			
PREPARING FOR THE FUTURE					
Collaboration Opportunities with Peers		X			
Securing resources for course/program development/administration		X			
Facilities/equipment upgrades	X		Learn how instructors can request specific technology, such as overhead projectors, in the classroom	None at this time	2014-2015

OTHER					
Other:					
Other:					
Other:					

Appendix ESL M—ES 114 Data



All Students in ES 114

Winter 2013 Course Completion/Success — ES 114								
Success is defined as grades of A through C-								
Race/ Ethnicity		White non- Hispanic	Black non- Hispanic	Hispanic	Asian / Pacific Islander	Native American	No response or other	Total
	Number Course Enrollments	0	4	8	16	0	8	36
	Number Successful Course Enrollments	0	3	6	15	0	7	31
	Percent Successful Course Enrollments	n/a	75%	75%	94%	n/a	88%	86%
Age		Less than 20	20-24	25 or older	Total			
	Number Course Enrollments	4	18	14	36			
	Number Successful Course Enrollments	4	15	12	31			
	Percent Successful Course Enrollments	100%	83%	86%	86%			
Gender		Female	Male	Total				
	Number Course Enrollments	18	18	36				
	Number Successful Course Enrollments	15	16	31				
	Percent Successful Course Enrollments	83%	89%	86%				
Pell		Pell	No Pell	Total				
	Number Course Enrollments	30	6	36				
	Number Successful Course Enrollments	26	5	31				
	Percent Successful Course Enrollments	87%	83%	86%				

Assessments Program Review

Measure of success for Developmental Composition

For the past several years we have measured the success of our developmental composition program with data related to this research question:

Do students who successfully complete EN097 (C- or higher) successfully complete EN100 equal to or greater than those students who test directly into EN100?

Currently, our data indicates yes. Students who test into EN 097 and pass have a 63% success rate in their subsequent EN 100 class; conversely, students who test directly into EN 100 have a 57% success rate -- a 6% lower success rate than the EN 097 students. Oddly enough, the data also indicates that EN 097 students who pass have a 70% success rate in EN 101: a 7% higher success rate than those who go into EN 100. This is a relatively new development for us, and we are in the early stages of speculation as to why this occurs.

Measure of success for our Freshman Composition Program

We continued to measure the success of our composition program with data related to this research question:

Students who successfully complete freshman composition (EN100/101 and EN102) will have higher achievement in 200 level writing intensive courses than those students who take these courses before completing the composition program: BI121, BI122, PY231, PY232, SO251, SO252, EN247, EN248).

Data from Winter 2012 through Fall 2013 confirms that students consistently have a higher achievement in SO 251 and SO 254 if they've successfully completed the freshman composition sequence first. They were 4-11% more likely to be successful. This data has been consistent since 2009.

Students in PY 232 during the four semesters from winter 2012 through fall 2013 were also more successful if they completed the first-year composition sequence first (2-9% more successful than students who enrolled in PY 232 without having successfully completed the composition sequence.

In BI 121, students who had completed the composition sequence were slightly more successful than students who did not, except for in fall 2013. Also, in Winter 2013 students who enrolled

in BI 121 without the composition sequence were as likely to be successful as students who enrolled after successfully completing the composition sequences.

Data from 3 of the 4 semesters shows that students who successfully completed the composition sequence before they enrolled in PY 231 were more successful than students who enrolled in those courses without the successful completion of the composition sequence.

The exception is BI 122. Data from Winter 2012 through Fall 2013 shows that success in the composition sequence had little impact on success in the BI 122 course. In fact, in three of the four semesters students who successfully completed the composition sequence were not as successful in BI 122 as students who had not completed the composition sequence. When we last tracked this data question, 3 of the 6 semesters during Winter 2009 through Fall 2011 showed that students who successfully completed the composition sequence before they enrolled in BI 122 were 9-16% more successful than students who enrolled in those courses without the successful completion of the composition sequence. We do not know how to explain the change in data.

Creative writing students (EN 247 and EN 248) were generally much more successful if they completed the composition sequence (7-24% more successful). Two semesters on EN 248 showed a strange exception to this data.

Overall, however, the data demonstrates that students who successfully complete the freshman composition sequence will have higher achievement in other 200-level writing-intensive courses than those students who take those 200-level courses before completing the composition program. BI 122 may be an exception to this correlation.

Curricular or Pedagogical Changes Implemented

[Briefly describe the curricular or pedagogical changes are planned or were made as a result of what you learned from the measurement of Program Learning Outcomes.]

The English Department has continued to make a concerted effort to improve student achievement by the consistent delivery and assessment of our composition curriculum in these ways:

- Twice-annual rubric training sessions required for all composition and ESL faculty, during which we read and assess student writing based on our departmental exit rubrics
- New textbooks for EN 100/101 and EN 102 helped adjunct faculty closely align with our curricular goals and improve consistency in delivery from our 100+ adjunct faculty

- Workshops presented by the authors of the new textbooks offered faculty ways to implement new assignments and teaching methods that support the Composition curriculum and our departmental Composition Outcomes
- New texts chosen for EN097 closely align with our EN 100/101 curricular goals; workshop with author in fall 2013 helped faculty implement this change and offer support.
- The English 097 faculty have revised the CARP to reflect the change in outcomes: summary and response instead of research; a focus on sentence combining; annotating and analysis have also been included in the outcomes.
- EN 097 moved to a common summary and response exit assignment that will ideally lead to more consistent scoring in our Learning Outcomes Assessment project.
- Bi-annual review of all composition faculty syllabi ensures each faculty member requires 4 essays meeting the Composition Curriculum Guidelines, and that each faculty member calculates final grades using a minimum of 70% based on writing
- English Department Learning Day in October 2013 focused on improving our department's understanding of our lowest-performing students, African-American males, through a review of the panel discussion (2012 Learning Day) led by 10 African-American professionals who described the benefits and impediments to their learning and success while in high school and college. Additional training in recognizing microaggressive behavior was provided by Kathleen Owen. The results of this Learning Day will be seen in the coming year(s).
- The focus and study of the English Department Professional Reading Group in 2013-2014 was *The College Fear Factor: How Students and Professors Misunderstand One Another*. The group met three times during the academic year to discuss and respond to the fear that students have in our classrooms. Discussions were in-depth and thoughtful. The group was facilitated by Megan Coakley and Christina McElwee
- A website has been established as a resource for teaching and assessment ideas for those using technology in the classroom in a variety of ways. (The page can be found here: https://docs.google.com/document/d/1zG6_7j1bIHPvN_TXA6qkYAJys2q6bJt0gVNt4xRTqM/edit?usp=sharing).
- English faculty who teach online and hybrid courses have shared ideas and resources in various ways in recent years. A group of faculty members Met twice to share ideas and

consider some common elements to our online classes. They also plan to collaborate more fully during the 2014-15 academic year.

We believe this standardization of our curriculum as well as our targeting of our weakest areas based on the exit outcomes rubric are responsible for our improved student achievement. We are proud of this data!

Measures of Student Learning - Exit Outcomes Rubric

[Please list the measures of student learning that were used this year (student work/measurement instrument)]

Criteria	<i>Exiting EN097 students are expected to meet all or most of the following criteria in polished essays.</i>	<i>Exiting EN100/101 students are expected to meet all or most of the following criteria in polished essays.</i>	<i>Exiting EN102 students are expected to meet all or most of the following criteria in polished essays.</i>
Ideas / Content <i>To what extent does the essay meet the following criteria?</i> <ul style="list-style-type: none"> • Focus • Purpose • Development 	<ul style="list-style-type: none"> • an identifiable focus (though it may wander) • purpose present, but may waver • limited development 	<ul style="list-style-type: none"> • generally clear in focus • generally clear purpose • sufficient depth of development 	<ul style="list-style-type: none"> • consistent in focus (whether implicit or explicit) • clear purpose • substantive development
Organization <i>To what extent does the essay meet the following criteria?</i> <ul style="list-style-type: none"> • Structure • Transitions • Paragraphing 	<ul style="list-style-type: none"> • recognizable structure, often in three parts (introduction, multi-paragraph body, and conclusion) • basic use of transitions • sense of paragraphing 	<ul style="list-style-type: none"> • clear structure (beginning, middle, end) • adequate transitions • clear paragraphing 	<ul style="list-style-type: none"> • logical structural choices • effective transitions • effective paragraphing
Style <i>Does the essay use the following in ways that are appropriate for intended purpose and audience?</i> <ul style="list-style-type: none"> • Diction • Voice • Sentence variety • Vocabulary 	<ul style="list-style-type: none"> • proficient, but possibly simplistic diction • writer's voice identifiable • some variety in sentences • adequate vocabulary choices 	<ul style="list-style-type: none"> • relatively fluent use of diction • generally appropriate voice • generally adequate sentence variety • varied vocabulary choices 	<ul style="list-style-type: none"> • purposeful diction • appropriate voice • command of sentence variety • effective vocabulary choices
Conventions <i>To what extent does the essay reflect conventions in the following areas?</i> <ul style="list-style-type: none"> • Grammar and usage (e.g., complete sentences, appropriate verb tenses, agreement) • Mechanics (e.g., spelling, punctuation) • Research (use of MLA guidelines) 	<ul style="list-style-type: none"> • control of English grammar although errors may be present • control of English mechanics although errors may be present • basic implementation of conventions of research 	<ul style="list-style-type: none"> • control of English grammar; errors do not impede understanding • control of English mechanics; errors do not impede understanding • generally accurate implementation of conventions of research 	<ul style="list-style-type: none"> • infrequent grammar errors • infrequent errors in mechanics • accurate implementation of conventions of research

AtD grade analysis for student achievement follows for each of our gateway classes: EN097/EN100/EN101/EN102/RD097/RD098.

Student Success in Gateway Classes

Data and Findings for EN097

- Success rates (defined as a final grade of A through C-) for all students taking EN097 increased from 54% in 2011 to 60% in 2012; it maintained at 60% in 2013.
- Students less than 20 years old showed the best overall pass rates, which increased from 58% to 65% in 2012 and in 2013 to 67%.
- Success rates for students 20 – 24 years old improved from 20-11 – 2012 from 49% to 60%; it dropped to 52% in 2013.
- Students over 25 for the first time were the lowest achieving age group, with 51% achievement, slightly increased from 50% in 2011 and again increased in 2013 to 53%.
- Success rates for black, non-Hispanic students increased dramatically from 2011 to 2012, from 36% to 50% but still lousy; it decreased to 43% in 2013.
- Success rates for females increased from 2011 (60%) to 2012 (65%) to 2013 (66%); women continue to perform better than males.
- Success rates for males also increased their success from 2011 (48%) to 2012 (57%) to a slight decrease in 2013 (56%).
- Success rates for No Pell students increased from 2011 (64%) to 2012 (67%) to 2013 (70%); success rates for Pell Grant recipients increased from 49% in 2011 to 57% in 2012, decreasing slightly to 56% in 2013.

Data and Findings for EN 100:

- Success rates (defined as a final grade of A through C-) for all students taking EN100 increased from 59% in 2011 to 64% in 2012 to 65% in 2013.
- Students less than 20 years old showed the best overall pass rates, which increased between 2011 and 2012 from 63% to 68% and to 71% in 2013.
- Students 20 – 24 years old continued to show the poorest overall pass rates, although the overall pass rate for this group improved slightly from 2011 – 2012 from 50% to 52%; it improved to 59% in 2013, tying the success rate of older students.
- Success rates for black, non-Hispanic students increased dramatically from 2011 to 2012, from 36% to 50% (but still lousy); it decreased slightly to 49% in 2013 (and still lousy).
- Success rates for females increased from 2011 (63%) to 2012 (69%); it decreased slightly to 67% in 2013; women continue to perform better than males,
- Success rates for males increased from 2011 (56%) to 2012 (59%); to 2013(64%).
- Success rates for No Pell students dropped from 2011 (70%) to 2012 (68%); it increased to 74% in 2013.

- Success rates for Pell Grant recipients increased from 52% in 2011 to 61% in 2012; it dropped slightly to 59% in 2013.

The data shows minimal overall success. While any success is positive, we are not seeing the dramatic improvements we saw two years ago. However, a group that tends to struggle, 20-24 years old, showed a 7% increase in success reaching a 59% success rate. This is still significantly lower than what we consider acceptable. Males, who tend to have a lower success rate than females, had a 5% increase in their success rate, which brought it 64%; unfortunately, this increase has not shown up in the black, non-Hispanic male group, which is at 49%. Finally, students who are not receiving Pell Grants had a 6% increase in success bringing them to 74%. This is a 15% difference from students who are receiving Pell Grants. This disparity is nothing new, but it does indicate that students receiving financial aid are perhaps not receiving the academic aid they need.

Data and Findings for EN 101:

- Success rates (defined as a final grade of A through C-) for all students taking EN 101 increased from 71% in 2011 to 75% in 2012; it decreased to 72% in 2013.
- Students less than 20 years old showed the best overall pass rates, which increased between 2011 and 2012 from 74% to 79%, decreasing slightly in 2013 to 78%.
- Students 20-24 years old continued to show the poorest overall pass rates, although the pass rate for this group improved from 2011-2012 from 60% to 65%; it decreased to 63% in 2013.
- Success rates for black, non-Hispanic students increased from 2011 (50%) to 2012(55%); it increased slightly to 56% in 2013.
- Success rates for females increased from 2011 (74%) to 2012 (77%) to 2013 (78%); women continue to perform better than males.
- Success rates for males also increased their success from 2011 (68%) to 2012 (73%) but decreased in 2013 to 66%.
- Success rates for No Pell students increased from 2011 (74%) to 2012 (79%) to 2013 (75%); success rates for Pell Grant recipients increased from 67% in 2011 to 70% in 2012, decreasing to 68% in 2013.

See analysis following Data and Findings for EN 102, below.

Data and Findings for EN 102:

- Success rates (defined as a final grade of A through C-) for all students taking EN 102 increased from 70% in 2011 to 75% in 2012; it decreased to 72% in 2013.
- Students less than 20 years old continued to show the best overall pass rates, which increased between 2011 and 2012 from 74% to 76%; it increased slightly to 77% in 2013.

- Students 20-24 years old showed the most improved overall pass rates from 2011 to 2012, from 65% to 72%; it decreased to 69% in 2013.
- Success rates for black, non-Hispanic students increased dramatically from 2011 to 2012, from 58% to 68%; in 2013 it returned to 58%.
- Success rates for females increased from 2011 (75%) to 2012 (78%) but decreased in 2013 (73%); women continue to perform better than males.
- Success rates for males also increased their success from 2011 (65%) to 2012 (71%) to 2013(72%).
- Success rates for No Pell students increased from 2011 (71%) to 2012 (75%) but decreased in 2013 (72%); success rates for Pell Grant recipients increased from 69% in 2011 to 75% in 2012, slightly decreasing to 74% in 2013.

After our third year of collecting random samples of capstone writing in EN 101 and 102, we are learning about variables that may affect the outcome of our data. Measuring student achievement comes from a spectrum of writing (each EN 101 and 102 instructor has his own capstone assignment designed to meet the Learning Outcomes of our department), and this, in turn, may affect the data from year to year as assignments may be variably interpreted and assessed by a changing cadre of trained readers. This may account for the decreased overall success rates in EN 101 and 102. We still see consistent trends in many of our sub-aggregated populations, however: students under 20, as well as female students in general, have the highest success rates in EN 101 and 102. Students 20-24 continue to show the lowest overall pass rates, along with fluctuating improvement levels (an improvement from 2011 data, but a slight decrease from 2012 data). Of greatest concern are the lower success rates of black, non-Hispanic students: in EN 101, 2011-13, 50%, 55%, 56%; and in EN 102, 2011-13, 58%, 68%, 58%. We are dismayed by this data in general, and the inexplicable change in success in EN 102, in particular.

In 2014 we are taking steps to manage the human factor in assessment (inasmuch as this is possible with writing), specifically by maintaining the same readers from 2013; increasing the time we spend training; and maintaining the same rubric from 2013. The data we gather from 2014 will help us determine whether consistency in readers and training is helpful, or if a common assignment is needed to ensure consistent data.

Data and Findings for online/hybrid EN101 and EN 102

The following table represents the success rates in our online and hybrid offerings in 2013 (Winter, Summer, and Fall combined):

2013	Hybrid	Online	Face-to-face
EN 101	52%	57%	73%

EN 102	70%	76%	78%
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These figures are largely consistent with data gathered in 2012:

2012	Hybrid	Online	Face-to-face
EN 101	66%	56%	73%
EN 102	70%	72%	77%

Comparing the totals, we find identical success rates for EN 101 online, slightly higher success this year in online sections of 101 and 102, and very similar percentages for face-to-face classes. The one noteworthy difference is in EN 101 hybrid offerings, which fell from 66% to 52% success.

However, when looking more closely at the data, we discovered that only two sections of EN 101 were offered in the hybrid format in all of 2013. If both of those sections were fully enrolled, the difference between a 52% success rate and a 66% rate is only six students. In this case, the 52% rate appears to be an outlier, based on too little data to draw meaningful conclusions.

The other notable--and fairly consistent--distinction in this data is that success rates for 102 (both hybrid and online) are higher than those for 101. Success rates for EN 102 are, in fact, fairly close to those of face-to-face classes. Part of this difference may reflect the lower success rates for EN 101 generally: as the tables above show, there has been a 4-5 percentage point difference in the last two years between face-to-face sections of 101 and 102. But it's also likely that many students who take EN 102 in a hybrid or online format have already succeeded in EN 101 in one of those formats. Students who take EN 101 in a hybrid or online format may be trying that format for the first time, and many may not be adequately prepared for the particular demands of online or hybrid courses.

As we noted in our last report, we will continue our efforts to increase success in our online and hybrid offerings, particularly at the 101 level:

- Monitor success rates and look for ways we can “close the gap”
- Encourage distance-education faculty to collaborate on strategies to increase student persistence and completion
- Encourage the college to put in place better systems for preparing and/or vetting students who are least likely to succeed in online/hybrid courses

School of Arts & Sciences

English – Reading

Program Outcomes:

Non Stated

Program Learning Outcomes	ILO	Measure	Findings/ Improvements/Impact	Status, Fall 13
Non stated	Critical Thinking	Items analyzed from the Nelson Denny Reading Assessment.	<p>Based on the ND post-test item analysis for the Fall 2012 and Winter 2013 data, the two areas most commonly missed were understanding vocabulary in context and timed reading. As a result, full time faculty developed lesson plans focused on these areas of weakness—teaching vocabulary in context and practicing reading fluency with timed readings. The entire faculty used a common PowerPoint that included more practice in paragraph form of mistakes in the text for students to correct. In the lesson, one paragraph was provided. All faculty used the lesson the next semester. Comparison of pre-test with the post-test showed a significant improvement in the common errors.</p> <p>Another area of weakness for students focused on the ability to perform well on timed reading</p>	Assessed impact

			<p>tests. This skill is essential for managing expectations for successful testing in future credit bearing courses. As a result, we developed several timed readings for students to complete. These readings were distributed to RD 098 instructors during the Winter 2013 semester. After implementing these in the classrooms most instructors saw improvement in students' confidence and pacing during timed readings. Students were also observed as feeling more comfortable with timed readings.</p> <p>After using these lessons for two semesters we found the need for a more comprehensive and application-based assessment.</p>	
Students will identify patterns of organization in text.	Communication & Critical Thinking	This semester we worked to create a common final exam for Reading 098. Patterns of organization will be assessed on this final exam.	Three full-time faculty members are piloting the exam during the Winter 2014 semester. We will analyze the results during the summer, look at feedback from other reading instructors and students, and revise the assessment. We will continue to pilot the assessment in Fall 2014 and implement within the entire discipline in Winter 2015.	Planning & In progress
Students will construct	Communication &	Common Final Exam	The common final exam for both RD 097 and RD	Planning

<p>coherent responses (summaries, reflections, etc.) which demonstrate literal or critical interpretation of text.</p>	<p>Critical Thinking</p>	<p>Annotation & Cornell Note Rubric</p>	<p>098 will contain questions on which students will have to construct responses and demonstrate critical thinking and their interpretation of the text.</p> <p>The annotation and Cornell Note rubric will be used to assess the common final exam for both RD 097 and RD 098. This rubric will assess reading strategies used, student responses to text, and critical thinking skills.</p> <p>In the future we will work to develop a pre-assessment as well. We would like to compare students' critical thinking skills before and after completion of RD 097 and RD 098.</p>	
<p>Students will apply comprehension strategies that will transfer to college level course material.</p>	<p>Communication, Personal Responsibility, & Critical Thinking</p>	<p>Annotation & Cornell Note Rubric Pre-Assessment Informal Assessments</p>	<p>There are many informal assessments that are conducted throughout the semester to monitor students' ability to apply comprehension strategies and transfer those strategies to other material. The common final exam will serve as our measured assessment to determine student success with using and applying comprehension strategies.</p> <p>In the future we will work to develop a pre-assessment as well. We would like to compare students' critical thinking skills before and after</p>	<p>Planning</p>

			completion of RD 097 and RD 098.	
Students will employ various study skills appropriate to content and /or personal learning style.	Personal Responsibility & Critical Thinking	Annotation & Cornell Note Rubric Pre-Assessment	One of the main study skills that we teach in both RD 097 and RD 098 is Cornell Notes. This will be assessed on the common final exam for both courses. We will use the Cornell Note rubric to determine the effectiveness of and appropriateness student note-taking. We will also use the annotation rubric to determine how students are applying their study skills to fit with their personal learning style. In the future we will work to develop a pre-assessment as well. We would like to compare students' critical thinking skills before and after completion of RD 097 and RD 098.	Planning

Data and Findings for RD 097

- Success rates (defined as a final grade of A through C-) for all students taking RD 097 increased from 47% in 2011 to 55% in 2012 and 61% in 2013.
- Students less than 20 years old showed improvement from 59% in 2012 to 71% in 2013.
- Success rates for students 20 – 24 years old also showed improvement from 44% in 2012 to 53% in 2013.
- Students over 25 remained the same at 43% in both 2012 and 2013.
- Success rates for black, Non-Hispanic students improved from 40% in 2012 48% to in 2013.
- Success rates for females increased from 56% in 2012 to 68% in 2013.
- Success rates for males also showed an increase from 43% in 2012 to 51% in 2013.

- Success rates for No Pell students showed a slight increase from 67% in 2012 to 71% in 2013.
- Success rates for Pell Grant recipients increased from 47% in 2012 to 56% in 2013.

Data and Finding for RD 098

- Success rates (defined as a final grade of A through C-) for all students taking RD 098 slightly decreased from 57% in 2011 to 56% in 2012; and slightly increased to 58% in 2013.
- Students less than 20 years old showed a decrease from 68% in 2012 to 60% in 2013.
- Success rates for students 20 – 24 years old also slightly decreased from 64% in 2012 to 60% in 2013.
- Students over 25 declined from 58% in 2012 to 53% in 2013.
- Success rates for black, Non-Hispanic students decreased from 52% in 2012 to 46% in 2013.
- Success rates for females dropped slightly from 69% in 2012 to 64% in 2013.
- Success rates for males also showed a decrease from 60% in 2012 to 52% in 2013.
- Success rates for No Pell students decreased from 74% in 2012 to 65% in 2013.
- Success rates for Pell Grant recipients declined from 61% in 2012 to 55% in 2013.