**COMPOSITION AND LITERATURE DEPARTMENT**

**PROGRAM REVIEW**

**FALL 2008**

Reedley College: Eileen Apperson, Emily Berg, David Borofka, Sydney Bowie, David Dominguez, Kate Fourchy, Rick Garza, Carey Karle, Deborah Lapp, Ryan LaSalle, Lori Levine, and Elaine Stamper.

North Centers: Ann Brandon, Jeff Burdick, Cynthia Elliott, Norma Kaser, Jay Leech, DeDe Mousseau, Loren Palsgaard, Gregory Ramirez, Melanie Sanwo, Ewa Yarbrough, and Sheryl Young-Manning.

Sections and their authors (lead writer in bold):

Developmental Comp:

English 125**: Jeff Burdick**, Jeff Tannen, Carey Karle, Miroku Nemeth, Ellen Melocik

English 105: (Lori Levine, Carey Karle, **Loren Palsgaard)**

English 252, English 250: **Lori Levine**, Elaine Stamper, Sylvia Savala, Norma Kaser, Sheryl Young-Manning

Critical Thinking: **Loren Palsgaard**, DeDe Mousseau, Brandon Daher, Kate Fourchy, (Deb Lapp)

English 3

English 2

Composition: Gregory Ramirez, Brian Carter, Jay Leech, **Deb Lapp**, Marvita Gowdy

English 1A

Creative Writing – English 15: David Dominguez, **David Borofka**, Eileen Apperson, Ryan Kenedy, Stephen Birele,

Fiction

Poetry

Creative Non-Fiction

Screen Writing

Journalism: Leah Unruh, **Kate Fourchy**

Journ 1 - Mass Comm

Journalism 7 & 8 Writing (paper)

Literature: Syd Bowie, **Ryan Kenedy**, Ewa Yarbrough, Cynthia Elliott, David Borofka

Engl 1BAmerican Lit - 48

Engl 49-LatinoEngl 41

World Lit – 44Shakes – 47Brit Lit – 46

Film: Ryan LaSalle, Jay Leech, **Cynthia Elliott**

Film 1

2A & B – Film History

Writing Center: Sheryl Young-Manning, **Eileen Apperson**, Ryan LaSalle, Jeff Burdick, Melanie Sanwo

372

272

72 – WC training

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Program Review Self-Study: Composition and Literature

**I. General Information**

1. List of Instructional Areas: Composition, Literature and Communication Department: including developmental writing, the composition sequence, critical thinking, the writing center (appendix A), creative writing (appendix B), literature (Appendix C), film (appendix D), and journalism (appendix E).
2. California Community College Chancellor's Office Taxonomy of Programs Code list: 1501.00 (English), 1507.00 (Creative Writing), 0610.00 (Mass Communications), 0612.00 (Film Studies), 0602.00 (Journalism).
3. General description of programs:
   * Full-time Composition and Literature Instructors at Reedley College: Eileen Apperson (chair), Emily Berg, David Borofka, Sydney Bowie, David Dominguez, Kate Fourchy, Rick Garza, Carey Karle, Deborah Lapp, Ryan LaSalle, Lori Levine, Elaine Stamper. (Additionally, there are 20 or more part-time instructors each semester.)
   * Full-time Composition and Literature Instructors at the North Centers: Ann Brandon (reading instructor-WI), Jeff Burdick (WI), Cynthia Elliott (WI), Norma Kaser (reading instructor-Madera), Jay Leech (Madera), DeDe Mousseau (WI), Loren Palsgaard (Madera and Oakhurst), Gregory Ramirez (Madera), Melanie Sanwo (WI), Ewa Yarbrough (WI), and Sheryl Young-Manning (Madera). (Additionally, there is an average of 14 part-time instructors each semester at WI, 7 at MC, and 3 at the Oakhurst site).
   * Listing of courses include:

The composition sequence (developmental writing through critical thinking)

Developmental composition classes include:

English 250 (Writing Basics)

English 252 (Writing Improvement)

English 105 (Grammar and Punctuation)

English 125 (Writing Skills for College)

Transfer level writing classes include:

English 1A (Reading and Composition),

English 1AH (Honors Reading and Composition)

English 1B (Introduction to Literature)

English 1BH (Honors Literature)

English 2 (Critical Thinking through Literature)

English 3 (Critical Reading, Writing, and Thinking)

English 3H (Honors Critical Reading, Writing, and Thinking)

The composition sequence is: English 250, English 252, English 125, English 1A, English 2 or 3. For the transfer sequence, we recommend: English 1A, English 1B and English 3.

Additional courses:

English 15A (Creative Writing-Fiction),

English 15B (Creative Writing-Poetry)

English 15E (Creative Writing-Nonfiction)

English 15F (Creative Writing-Screenwriting)

English 41 (Themes in Literature)

English 44A and B (World Literature),

English 46A and B (English Literature),

English 47 (Shakespeare)

English 48 (American Literature),

English 49 (Latino and Chicano Literature)

English 72 (Writing Center Theory and Practice)

English 272 (Assistance in College Writing)

English 372 (Assistance in College Writing)

Film 1 (Introduction to Film Studies)

Journalism 1 (Introduction to Mass Communication)

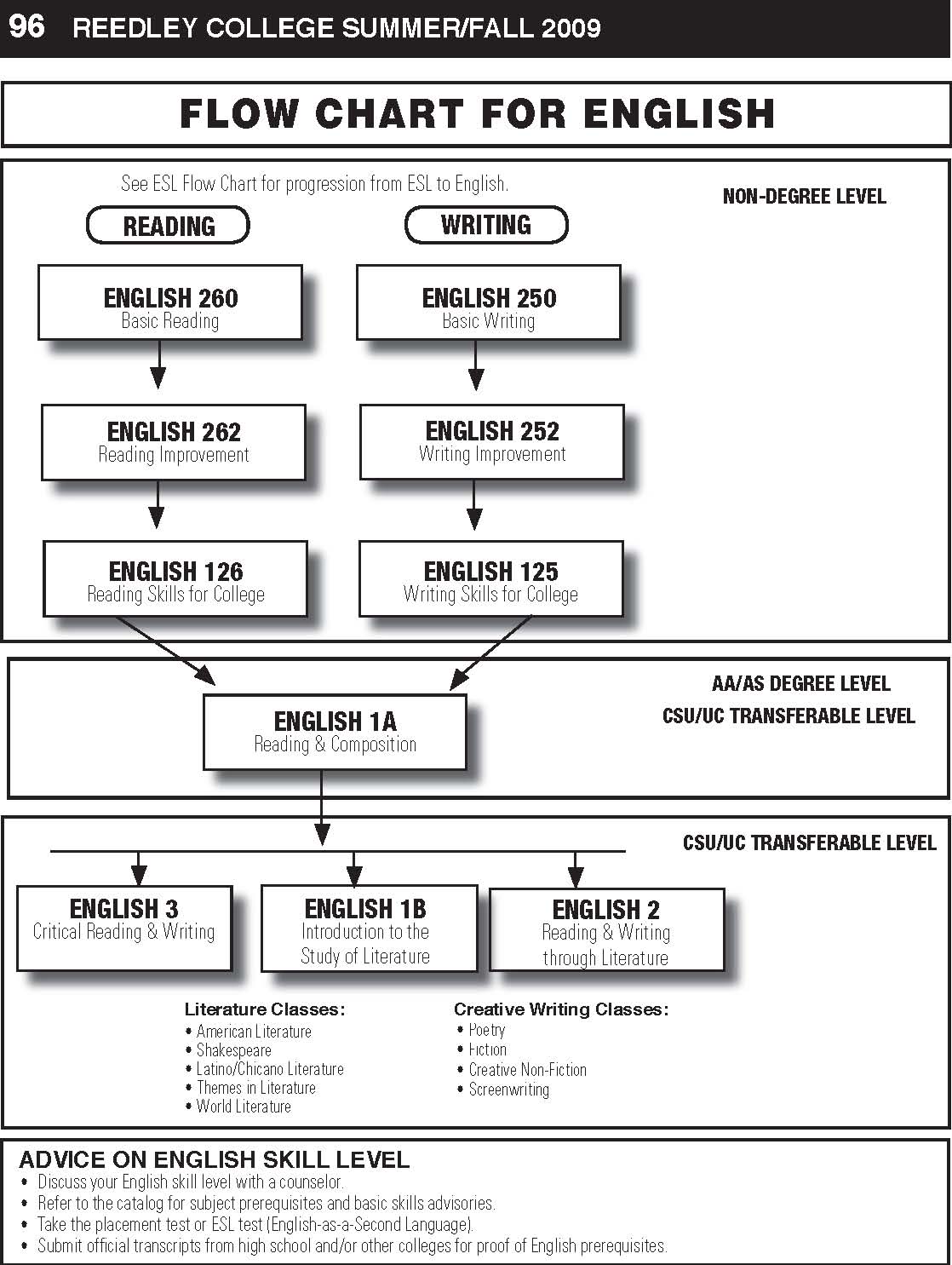
Journalism 3 (Newswriting)

Journalism 7 (Writing by Design: Publication and Production)

Journalism 8 (Newspaper Staff)

There are two substantial structural changes since Program Review 2002: The graduation requirement has been changed to English 1A beginning fall 2009 (it had been English 125) and English 3 (Critical Thinking) and Speech are now in the department, which has a new name: Composition, Literature, and Communication. Also, English 125 is now a 4-unit class.

English flow chart below:



* Facilities overview:

Reedley: The new CCI building serves as a model for the campus and the district; however, the laptops used in these classrooms need regular maintenance. Most instructors and students use Blackboard and the classroom projectors and laptops with Internet and multi-media capabilities. The laptops make all writing and research natural and flexible. There has been an effort to simplify room locations for sake of consistency. English courses are now being taught in HUM 62, SOC 35, CC1 202, CC1 207, BUS 40, and POR 2.

Madera: Madera now has a library and shares a librarian with WI.  (Hired their first librarian for Fall 07)   Madera's collection needs to grow, of course, but is progressing.

WI: Willow International has a temporary library with an anticipated move to a permanent location in two years with the completion of phase II. A full-time librarian is shared with Madera Center. The library has a small collection of print sources and relies mainly on on-line databases, which are insufficient for the research required in the English classes. Due to this lack of sufficient resource materials, we strongly recommend the addition of databases, especially including Proquest, which is far superior to the current database for the humanities, EBSCOHOST. In addition, the library has only three computer stations for directed research.

However, the district has committed substantial funds for acquiring new holdings rapidly in anticipation of the college-status accreditation for Willow International, and the new library will be fully equipped with computers, etc. The English faculty is working with the librarian on an acquisition plan to ensure proper sources (film, books, journals, etc.) to support the department’s class offerings. There is a large open lab for general student use, but no labs at all for reading and writing classes. When necessary, classes have been conducted in the public student lab area, though this is not a good option since it is noisy and confusing and since students working on research must give up their computers. Computer labs will need to be available for reading classes and writing classes on an "as needed" basis, but this will not be possible until the new building is completed.

D. Specific examples of how composition series supports the College Mission Statement and various aspects of the Reedley College and North Centers Strategic Plans (Directions/Goal/ and/or Objectives).

Mission Statement Alignment, Reedley College:

Reedley College’s mission statement is “to offer an accessible, student-centered educational environment which provides high quality learning opportunities essential in meeting challenges of a diverse global community.” The North Centers mission statement is similar in that it also seeks to “provide access” to a diverse community and meet “individual educational needs” in a “global environment” by providing a “comprehensive system of educational support services and learning opportunities.” In addition, it should be noted that “language and rationality” are part of the major areas for General Education, and, as the Reedley College Catalog states, “Courses in language and rationality are those which develop for the student principles and applications of language that lead to logical thought, clear and precise expression, and critical evaluation of communication in any endeavor” (34). An “accessible, student-centered educational environment” is part of the driving force behind the development of various levels of the composition courses, in order to enable students with diverse skills to experience “high quality learning opportunities” and be able to serve a “diverse global community,” no matter what level of written communication skills they may have when entering community college.

If students first need to get “comfortable with writing” and with “discovering ways to express ideas for others,” we offer the entry level English 250 course. If they enter with some basic writing skills but need exposure to more diverse writers as well as more practice with the “applications of language that lead to logical thought” and clear “communication of the writer’s ideas,” they can start at the mid-level of English 252 and work their way up in the “development of the process of writing” and revising and “analyzing rhetorical strategies” from a variety of genres and multicultural writers, developing their “critical thinking skills” as they use “writing as thinking, to explore and express ideas” in English 125. In English 105, they can increase their proficiency with the nuts and bolts of clear communication. And in English 1A and beyond, they hone all these skills as they read, analyze and compose college-level prose and include a term research paper as part of their “critical evaluation of communication in any endeavor.”

Strategic Plan Alignment, Reedley College:

Part of the Reedley College Strategic Plan calls for the college to “identify ways to improve student retention, student persistence and improved performance in basic skills,” and the scaffolding levels of composition courses are one of the ways the English department tries to reach these goals. In the Strategic Direction 2 goal statement, the college values “diversity, personal growth, and open access and demonstrates these values throughout the community.” In addition to the levels of the composition series, both Reedley campus and the Madera and Willow sites have hosted published authors and invited the community to attend their talks, adding another venue for “high quality learning opportunities.” Also, Strategic Direction 3 objectives 3.1, 3.3, and 3.4 are objectives our courses try to reach by providing the “necessary basic skills, transfer preparation, workforce preparation and development, and lifelong learning options to meet the needs of the students and the community,” and by providing “broad-based support . . . through technology, tutoring (and Writing Center), and library services to meet the diverse needs of its students.” The number of instructors who include Blackboard and computer lab components, as well as the number of courses our department offers online are both high and speak to our willingness to try a “variety of modalities and techniques” to offer “learner-focused instruction.”

Writing is the visible artifact demonstrating thinking, and improved writing skills leads to improved self-understanding as well as to improved abilities in communicating with a wider, more diverse community. Indeed, all the other areas within the department—the study of literature, creative writing, film, or journalism—build on the foundation skills of reading and writing that start in the composition and reading sequences of courses, and like the other areas within the department, the composition series supports the goals expressed in the College’s Mission Statement, the Reedley College Catalog, and in the District’s Strategic Plan by cultivating “ . . . an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment” and furnishing “experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.”

**Program Review and the English department’s alignment with the NC mission statement.**

*Mission: The North Centers will achieve independent college status with a broad, technology-based curriculum that meets the individual educational needs of our clients in a global environment. We will provide access to people from diverse economic, demographic, intellectual, and technological communities. Our multi-faceted approach, including but not limited to, student contact, technological outreach, and community building, will provide a comprehensive system of educational support services and learning opportunities.*

The English department of the North Centers fully supports the mission, specifically the goals which seek (1) to meet the individual educational needs of students, (2) to provide learning opportunities, and (3) to enhance student learning and global citizenship.

Note that the integrated English/Reading programs are a reality in the North Centers, though the Reading component, because it is a separate department at Reedley, is not included in our program review document.

* English 250/252 and English 260/262, which are our first developmental skills classes, provide instruction in basic writing and reading to students who would not otherwise have access to higher education. Because we do not have ESL programs in the North Centers, these are our default ESL classes; these classes give us the opportunity to serve students who might otherwise be shut out of school and jobs. And these classes serve a large number of DSP&S students who require special attention and accommodations to reach the level of expertise required to be successful in college. The largest group we serve at this level is the underachiever, students who might be consigned to the lowest levels of employment without the skills we provide.
* English 125 and English 126 continue to open access to education and jobs by providing instruction and practice in three essential skills: writing reading, and critical thinking. In these classes, students receive individual coaching in the academic skills and in the life skills required for college and career success, including critical thinking, clarity in writing, and comprehension in reading. Because instructors use writings from a variety of sources, this class opens the students’ eyes to a broader world where controversy and complexity replace complacency.
* The writing centers support students throughout their community college career. The close contact with peer writing assistants and coordinators has proven to be a valuable resource for the retention of individual student success.
* English 1A, which is now a graduation and transfer requirement, and English 2 and 3 provide instruction in three basic college and career skills: writing effectively, reading well, and thinking critically. The diversity of readings and research explorations opens the students’ experience and brings them into the academic – and global --conversation. The close contact instructors have with students during the writing process encourages individual student success and individual paths of thought.
* The literature program (English 1B, 2, 41, 44A/B, 46A/B, 47, and 48) also plays a vital role in fulfilling the mission of the college. Founded on the interrelationship between reading, writing, and discussion, literature courses emphasize oral and written communication skills which are, perhaps, the most important skills necessary in achieving a college education. Literature is nothing if not the study of diversity. Reading assignments and classroom discussions draw on an endless variety of individual and cultural perspectives.
* The film program prepares students for one of the largest industries in California and fulfills the mission to serve individual students’ needs. It was created at the request of students, and it fills a gap in local education: Fresno State University does not have a narrative fiction film program. The analysis of film requires students to think analytically and to venture outside of their own culture and time. Film is a global language, and watching films contributes to student involvement in the larger world.
* The creative writing program gives voice to our students. It allows them to explore their worlds – internal and external – and to create new ways of thinking and presenting those worlds. This is not only an exercise in self improvement, but a habit of thinking that allows students to become critics and commentators of their lives and the lives of their communities

**North Centers Strategic Plan Alignment**

The following strategic plan objectives are supported by the English department program review process and by the activities and recommendations described in the program review document.

Recommendations below are explained in greater detail in the complete Program Review document and under North Center Recommendations.

Strategic area one

|  |  |
| --- | --- |
| 1.1: Improve the program review process; 90% of program reviews completed in fall of 08  Departments affected by this review: Critical Thinking, English, Creative Writing, Literature, and  Film. | The NC English faculty has worked closely with the Reedley college faculty to create a college-wide review for the department. Faculty from Reedley, Madera, and Willow International participated, and adjunct faculty were involved in periodic meetings to ensure a greater representation across the spectrum.    In addition, the NC faculty has focused on specific needs and programs that are unique to the North Centers and have described programs and made recommendations that are sometimes separate from Reedley  College’s programs and recommendations.    The completed program review document is submitted on time. |
| 1.3c: Improve professional growth opportunities for all faculty | The NC faculty is proposing to include adjunct faculty in training sessions and in departmental meetings.  This was started in an informal way with program review committees that included adjunct faculty, but we are requesting additional funds to include adjunct faculty.  The writing centers at Madera and Willow invite instructors, including adjuncts, from all departments to visit the English 72 tutor-training class. This has resulted in the growth of opportunities for communication and learning.  In addition, the department meets on a regular basis to share teaching strategies. This has been, except for the flex days used for PR, a continuing flex day project for the department. |
| 1.4a: Improve student retention through implementing basic skills best practices. | The developmental composition course outlines are under review as a part of this program review and we have specific changes that will be taken to curriculum during the 2008-2009 academic  year. These changes are specifically designed to increase the flow between developmental courses and between developmental courses and English 1A. This should result in a higher retention rate.  In addition, the developmental composition instructors have discussed and implemented many of the best practices as outlined in Basic Skills As a Foundation for Student Success in California Community Colleges. They have also attended workshops and study sessions. |
| 1.4b: Improve student retention levels through an increase in basic skills practices. | English 250 (Madera only), 252, 262, 125, and 126 full-time instructors have begun implementing best practices, and each instructor has attended basic skills workshops. Our hope is to integrate the adjunct faculty into training sessions and norming sessions with the department to widen the scope of this effort.  In addition, at Willow, we have initiated a Basic Skills Semester cohort, which allows a single cohort of 34 students to complete all of their basic skills classes (English 125, 126, Math 103) along with a Counseling 47 to encourage good study skills. The purpose of this cohort is high success for the students. We will monitor the effectiveness of this experiment before determining whether to continue it in the future. |
| 2.4d: Improve student participation in programs and services | The ELCs at Willow and Madera will be sponsoring a book club for students.  Madera is re-activating the Northern Lights Club, which focuses on all the arts—literature, creative writing, art, music, film, and photo.  The North Centers Writing Centers cooperate with the Art department to produce the NC Review for literature and the arts.   The Madera tutors are in the planning stages of founding a Journalism Club and a campus newspaper or newsletter.  A creative writing club has been in operation for the last  year at Willow. |
| 2.5: Improve awareness and understanding of diversity. | At every level in the English flow, diversity is addressed through the readings, which include writers across the entire spectrum of humanity, and through discussions, which encourage students to share their own cultural and personal experiences. |
| 4.1b: Improve communication | The English department at the North Centers maintains an active and constant conversation about issues and strategies related to the college and especially about teaching methods. Twice a year, we have used our Flex Day to meet as a group with a specific agenda that allows us discuss curriculum and strategies in the classroom.  In addition, we have become quite adept at carrying on a whole-department conversation via e-mail with high participation.  The writing centers at Madera and Willow invite instructors to meet with the tutorial staff to increase communication. |
| 5.1d: Improve the scope of the training and economic development programs. | For the first time, English 125 will be offered in Spring 09 for the SEIU UHW-West &  Joint Employer Education Fund at Willow International.  Madera and Willow have created three modules that include writing to develop grammar, punctuation, spelling, and general writing skills for the Career Advancement Academy. |

E. Recommendations from Last Program Review—Composition Series

2002 Recommendations for developmental composition (English 250 and 252):

*Staff development for Developmental Comp instructors in learning disabilities and basic ESL strategies (fall 2002 or spring 2003)—*In 2004, Lori Levine participated in a 2 part workshop:

1)      Understanding Learning Disabilities Part 1: Awareness for adult Educators, Fresno

2)     Learning Processing Difficulties Part 2: Instructional Strategies for Teaching Adult Nontraditional Learners, Fresno.

1. *Open computer lab strategy workshops by outside expert, if funds are available (spring 2003 or fall 2003)—*The laptop and SMART classrooms have provided composing and research opportunities for students in a traditional classroom. Blackboard and in-services by David Borofka have been provided.
2. *English 250 should be changed to five lecture hours versus two lab and three lecture. This would bring our English 250 into line with Fresno City’s English 250—*This has not been changed at Reedley; FCC changed their English 250 to 4 lecture units.

2002 Recommendations for composition sequence (English 125 and 1A):

1. *More full-time faculty would help a great deal since adjunct teachers teach nearly fifty percent of classes—*Part-time instructors still teach on average 48% of English 125 and 1A classes.At Reedley College, for the number of English 125 sections taught, the FT:PT ratio has been 10:21 (fall 07), 12:10 (spring 08), 18:12 (fall 08). This information includes online courses and our off campus sites. We have two new hires for fall 08. English 1A is 10:10 (fall 07), 13:9 (spring 08), 10:7 (fall 08). Historically, WI has averaged 25% full time to 75% part time instructors for English 125, though with the addition of another full-time developmental composition instructor in fall 08, this percentage will improve.
2. *Faculty need to incorporate the Writing Center into the curriculum of composition classes—*Many instructors give incentives to students enrolled in the writing center or to those who have attended workshops. Instructors bring their classes to the writing center or have a spokesperson from the writing center visit their classrooms during the first weeks of the semester to encourage enrollment. The use of imbedded Writing Center tutors has begun.

1. *The informal growth of instructor-provided web materials to supplement classes should be encouraged; perhaps some department materials can be developed and published—*With Blackboard, use of web materials have increased.
2. *We need to look into why English 125 is worth 3 units, while it meets for 4 hours*—Beginning fall 08, English 125 is 4 units.
3. *Improve successful matriculation from English 1A to the sophomore level classes, initiate an exit recommendation form whereby English 1A instructors recommend a variety of options, such as English 1B, English 2 or 3 with English 105, etc.*—This was implemented and is used at Reedley College. See form below:

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Recommendation for English Class Registration

To distribute to English 1A students at the end of the 8th /beginning of the 9th week:

The date to drop a class without a grade on your transcript is Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At this point in the semester, I have a pretty good idea of your strengths and weaknesses in writing and close reading. It will soon be time for you to register for your next English class. As your instructor, considering your needs, constraints, goals, and abilities in mind, I recommend you:

\_\_\_\_visit the Writing Center and my office hours as often as possible to get some more one-on-one help with your writing. Other suggestions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_register for English 1B before taking English 3. English 1B (Introduction to Literature) will give you additional practice in reading critically and writing thesis papers. The class transfers as a humanities requirement.

\_\_\_\_sign up for the Writing Center to help you succeed in English 2 or 3. Both English 2 and 3 are critical thinking classes which require sophomore university-level reading. Many students have trouble with the reading and the type of writing which is required (mostly analysis).

\_\_\_\_sign up for English 105, a 2-unit grammar class to help you with some fundamentals.

\_\_\_\_continue with another semester of English 1A. You are making significant progress, but the additional time and practice will improve your success in English 2 or 3.

\_\_\_\_sign up to tutor in the Writing Center. You are reading and writing proficiently and have the personality and skills to help fellow students who struggle with writing. Tutoring in the Writing Center is excellent training for your future goals.

\_\_\_sign up for English 15, Creative Writing. We offer a variety of creative writing options: short fiction, poetry, creative non-fiction (memoir), and screen writing.

\_\_\_register for one of the literature classes we offer. Whether or not you are majoring in English (a practical and pleasurable major), you’ll enjoy our literature classes which transfer as humanities electives. Several are offered online.

1. *The North Centers need assurances and a directed allowance in the budget for more writing labs and more maintenance and time in the current labs. Also, the library facilities at both Madera and Clovis Center are abysmal. We need to develop a five-year plan for bringing the libraries in the North up to minimal standards--*Madera: Madera now has a library and shares a librarian with WI.  (Hired their first librarian for fall 07)   Madera's collection needs to grow, of course, but is progressing.  WI: Phase II in WI will bring a library - now it is mostly online as Madera's was. There is a large open lab for general student use, but no labs at all for reading and writing classes. When necessary, classes have been conducted in the public student lab area, though this is not a good option since it is noisy and confusing and since students working on research must give up their computers. Computer labs will need to be available for reading classes and writing classes on an "as needed" basis, but this will not be possible until the new building is completed.

2002 Recommendations for Critical Thinking (English 3 became a part of this department in 2003):

* + - 1. In the 2002 recommendations, when English 3 was a part of the Reading Department, it was determined that English 3 didn't have an adequate, formal system of maintaining academic standards. When English 3 was brought into the Composition, Literature, and Communication Department, more full-time instructors networked and coordinated curriculum, standardizing course content and outcomes.

1. *A review of retention and success also raises concerns that might deserve examination at a later date*—As examined in the English 3 section of this document, retention in English 3 is high while the success rate remains a concern.
2. *The goal for Reedley College, Madera and Clovis Center must be to achieve a ratio of 75% full-time to 25% part-time faculty where this ratio does not exist. Where there is more than 25% part-time faculty, it should be the goal of the institution to bring the faculty within this ratio as soon as is possible. This is both a legal and ethical issue—*At Reedley College, the FT:PT ratio for fall 07 was 6:4; spring 08 was 4:5; fall 08 is 4:4. (These numbers include online, honors, and satellite sites). At the North Center the ratios of FT:PT instructors are : Madera, 2:0 for the last two years and WI 2:3 for the last few semesters.
3. **II. Quantitative Analysis for the Composition Sequence**

***NOTE: It should be stated now that it is the belief within the departments at Reedley and the North Centers that the IR data for all English classes is incorrect in many cases and therefore largely suspect. This conclusion is based on personal instructor files, course records, teaching assignments, and who we see in those classrooms. Where we have felt it necessary, these inconsistencies in the data have been pointed out and our own "unquantitative" analysis has been interjected.***

**English 250**

English 250 is the first in our composition sequence. This class was designed for students who do not feel comfortable with writing and who score low on the placement exam.

**Enrollment Trends**

**Reedley College Enrollment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| Enrollment | |  |  | | --- | --- | | 100% | **65** | | |  |  | | --- | --- | | 100% | **24** | | |  |  | | --- | --- | | 100% | **46** | | |  |  | | --- | --- | | 100% | **27** | | |  |  | | --- | --- | | 100% | **24** | | |  |  | | --- | --- | | 100% | **14** | | |  |  | | --- | --- | | 100% | **21** | | |  |  | | --- | --- | | 100% | **15** | | |  |  | | --- | --- | | 100% | **21** | | |  |  | | --- | --- | | 100% | **20** | | |  |  | | --- | --- | | 100% | **17** | |

Typically, only 1 section of English 250 is offered each semester, and that class is normally taught by a full-time instructor. Since fall 02, enrollment on the Reedley campus has decreased significantly. In fall 02, we taught three sections of English 250. We offered two sections in fall 03, and after that we have only offered one section. Although enrollment fluctuates slightly from semester to semester, it could still be higher, and more students could definitely benefit from this class which is why we continue to offer it.

There are several reasons why enrollment could have dropped at Reedley and there are steps that can be taken to increase enrollment.

1. The placement test does not adequately differentiate between English 250 and 252. Many students who test low into English 252 would benefit from taking English 250 first.
2. We need to increase awareness of this class with students and counselors. Students need to understand that they would benefit from taking 250 before 252. English 250 is a class for students who not only lack writing skills, but lack confidence in their writing. Because students work slowly at the paragraph level, this class would be appropriate for many students with weak writing skills who need more time and practice to become proficient and to gain confidence.
3. Another reason for the low enrollment was the change in the flow chart which directed the students from the ESL program into English 252 and 125. Again, while English 250 is not solely for ESL students, there are more who could profit from this class, but they have been directed straight to English 252. Fortunately, the flow chart has been restored for the fall 08 schedule.

**Reedley Age**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| 19 or Less | |  |  | | --- | --- | | 17% | **8** | | |  |  | | --- | --- | | 22% | **6** | | |  |  | | --- | --- | | 17% | **4** | | |  |  | | --- | --- | | 21% | **3** | | |  |  | | --- | --- | | 52% | **11** | | |  |  | | --- | --- | | 20% | **3** | | |  |  | | --- | --- | | 43% | **9** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 41% | **7** | | |  |  | | --- | --- | | 21% | **3** | |
| 20-24 | |  |  | | --- | --- | | 33% | **15** | | |  |  | | --- | --- | | 30% | **8** | | |  |  | | --- | --- | | 33% | **8** | | |  |  | | --- | --- | | 36% | **5** | | |  |  | | --- | --- | | 24% | **5** | | |  |  | | --- | --- | | 27% | **4** | | |  |  | | --- | --- | | 33% | **7** | | |  |  | | --- | --- | | 55% | **11** | | |  |  | | --- | --- | | 29% | **5** | | |  |  | | --- | --- | | 29% | **4** | |
| 25-29 | |  |  | | --- | --- | | 11% | **5** | | |  |  | | --- | --- | | 11% | **3** | | |  |  | | --- | --- | | 8% | **2** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 13% | **2** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 12% | **2** | | |  |  | | --- | --- | | 7% | **1** | |
| 30-34 | |  |  | | --- | --- | | 13% | **6** | | |  |  | | --- | --- | | 15% | **4** | | |  |  | | --- | --- | | 17% | **4** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 13% | **2** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| 35-39 | |  |  | | --- | --- | | 9% | **4** | | |  |  | | --- | --- | | 7% | **2** | | |  |  | | --- | --- | | 17% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 15% | **3** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 7% | **1** | |
| 40-49 | |  |  | | --- | --- | | 13% | **6** | | |  |  | | --- | --- | | 11% | **3** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 14% | **2** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 13% | **2** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 12% | **2** | | |  |  | | --- | --- | | 29% | **4** | |
| 50+ | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 14% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | |
| Totals | 100% **46** | 100% **27** | 100% **24** | 100% **14** | 100% **21** | 100% **15** | 100% **21** | 100% **20** | 100% **17** | 100% **14** |

Enrollment ages tend to fluctuate each semester. In some semesters, almost 50% of the students are 24 and younger. In other semesters, 70% of the students are 24 and younger. This is slightly different from overall college trends where in the last program cycle 61%-65% of the students have been 24 years old or younger.

In English 250, we do tend to get older students. In fall 04, for example, 42% of the students were 30 years and older. For that semester only 27% of the students in the entire college were 30 years old or older.

Many of these older students are returning students coming for reeducation, and most of them come from the ESL program. Observations show that these students still have language issues, but the work ethic gained from their age and maturity help them to complete the class successfully. Upon completion of English 250, they are much more confident with their writing and speaking skills.

**Reedley Gender**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| F | |  |  | | --- | --- | | 74% | **34** | | |  |  | | --- | --- | | 67% | **18** | | |  |  | | --- | --- | | 50% | **12** | | |  |  | | --- | --- | | 57% | **8** | | |  |  | | --- | --- | | 48% | **10** | | |  |  | | --- | --- | | 67% | **10** | | |  |  | | --- | --- | | 62% | **13** | | |  |  | | --- | --- | | 70% | **14** | | |  |  | | --- | --- | | 53% | **9** | | |  |  | | --- | --- | | 50% | **7** | |
| M | |  |  | | --- | --- | | 26% | **12** | | |  |  | | --- | --- | | 33% | **9** | | |  |  | | --- | --- | | 50% | **12** | | |  |  | | --- | --- | | 43% | **6** | | |  |  | | --- | --- | | 52% | **11** | | |  |  | | --- | --- | | 33% | **5** | | |  |  | | --- | --- | | 38% | **8** | | |  |  | | --- | --- | | 30% | **6** | | |  |  | | --- | --- | | 47% | **8** | | |  |  | | --- | --- | | 50% | **7** | |
| Totals | 100% **46** | 100% **27** | 100% **24** | 100%**14** | 100% **21** | 100% **15** | 100% **21** | 100% **20** | 100%**17** | 100%**14** |

Just like age, gender also fluctuates and does not resemble overall college trends, which tends to be more stable at a 60:40 ratio. As already mentioned, many of the English 250 students come from the ESL program. These students tend to be older women who want to learn English.

**Reedley Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 20% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | |
| Hispanic | |  |  | | --- | --- | | 85% | **39** | | |  |  | | --- | --- | | 85% | **23** | | |  |  | | --- | --- | | 79% | **19** | | |  |  | | --- | --- | | 79% | **11** | | |  |  | | --- | --- | | 81% | **17** | | |  |  | | --- | --- | | 87% | **13** | | |  |  | | --- | --- | | 86% | **18** | | |  |  | | --- | --- | | 70% | **14** | | |  |  | | --- | --- | | 76% | **13** | | |  |  | | --- | --- | | 79% | **11** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 7% | **3** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 8% | **2** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 18% | **3** | | |  |  | | --- | --- | | 0% | **0** | |
| White/non-Hispanic | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 11% | **3** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 10% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 14% | **2** | |
| Totals | 100% **46** | 100% **27** | 100% **24** | 100% **14** | 100% **21** | 100% **15** | 100% **21** | 100% **20** | 100% **17** | 100% **14** |

The majority of the students enrolled in English 250 does not reflect the ethnicity or the college population as a whole. In this class, we have a larger number of students who are Hispanic. As already mentioned, many of the students come from the ESL program and (according to the SCCCD IR page) 87% to 95% of the students in the ESL program were Hispanic during this last program review cycle.

**Retention and Success**

**Reedley College**

|  |  |  |
| --- | --- | --- |
| Semester | Retention | Successful Completion |
| 02FA | 95.4% | 61.5% |
| 03SP | 91.7% | 37.5% |
| 03FA | 93.5% | 63.0% |
| 04SP | 96.3% | 48.1% |
| 04FA | 79.2% | 66.7% |
| 05SP | 85.7% | 35.7% |
| 05FA | 76.2% | 28.6% |
| 06SP | 93.3% | 46.7% |
| 06FA | 71.4% | 57.1% |
| 07SP | 95.0% | 55.0% |
| 07FA | 88.2% | 58.8% |

At Reedley College English 250 retention rates for the fall semesters remain fairly consistent. While it did drop slightly in fall 04 and fall 06, retention remains between 85% and 96%. This indicates that English 250 is beneficial to the students who take this class as they remain in it. Of students retained in the fall semesters, approximately 60% of the students successfully completed the course (with the exception of fall 05 semester). Of students retained in spring semesters, successful completion rates occasionally drop below 50% which is below the department average. It would be beneficial to learn more about this trend, track the students who are passing to learn about their background (as well as track the students who aren’t passing), and see how it can be reversed.

**Madera Center**

**Madera Enrollment**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **07SP** | **07FA** |
| Enrollment | |  |  | | --- | --- | | 100% | **11** | | |  |  | | --- | --- | | 100% | **22** | | |  |  | | --- | --- | | 100% | **18** | | |  |  | | --- | --- | | 100% | **12** | | |  |  | | --- | --- | | 100% | **14** | | |  |  | | --- | --- | | 100% | **12** | | |  |  | | --- | --- | | 100% | **7** | | |  |  | | --- | --- | | 100% | **6** | | |  |  | | --- | --- | | 100% | **14** | |

There is one section of English 250 scheduled at MC each semester. A full time instructor teaches this class. The enrollment of this class is generally low and varies greatly.

During the spring 03 and fall 07 semesters the English 250 class had to be cancelled because of very low enrollment. English 250 and English 252 are now scheduled at the same time so that when the enrollment is too low in English 250 the class is then taught as a combined 250, 252 class. This was done in spring 07 and spring 08. This is not very desirable because these students need much more attention than they can get in a combined class, but at least it allows these students to have some writing experience.

Even in light of these low enrollments we recommend continuing to offer English 250 because this is the entry level composition class and the students who are in the class need it to be successful in their future classes. Rather we wish to learn more about why enrollment is low. One reason could be scheduling conflicts. Many of the students in Madera Center English 250 are also in DSPS classes or Math 250 which conflicts with the students' schedules. English 250 is now taught at a time which avoids the conflict with math, but the DSPS classes are not scheduled at Madera and therefore are out of our control. A second reason behind the low enrollment in English 250 is that the placement test does not adequately differentiate between English 250 and 252. Many students who test low into English 252 would benefit from taking English 250 first. This factor should be kept in mind as the placement test is being examined at the district-level for the purpose of finding a district-wide placement test.

**Madera Age**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **07SP** | **07FA** |
| 19 or Less | |  |  | | --- | --- | | 55% | **6** | | |  |  | | --- | --- | | 73% | **16** | | |  |  | | --- | --- | | 33% | **6** | | |  |  | | --- | --- | | 42% | **5** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 42% | **5** | | |  |  | | --- | --- | | 14% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 21% | **3** | |
| 20-24 | |  |  | | --- | --- | | 18% | **2** | | |  |  | | --- | --- | | 23% | **5** | | |  |  | | --- | --- | | 17% | **3** | | |  |  | | --- | --- | | 25% | **3** | | |  |  | | --- | --- | | 14% | **2** | | |  |  | | --- | --- | | 33% | **4** | | |  |  | | --- | --- | | 43% | **3** | | |  |  | | --- | --- | | 50% | **3** | | |  |  | | --- | --- | | 36% | **5** | |
| 25-29 | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 8% | **1** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 14% | **2** | |
| 30-34 | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 17% | **2** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 25% | **3** | | |  |  | | --- | --- | | 29% | **2** | | |  |  | | --- | --- | | 17% | **1** | | |  |  | | --- | --- | | 14% | **2** | |
| 35-39 | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 22% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 29% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 33% | **2** | | |  |  | | --- | --- | | 7% | **1** | |
| 40-49 | |  |  | | --- | --- | | 18% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 17% | **3** | | |  |  | | --- | --- | | 8% | **1** | | |  |  | | --- | --- | | 29% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 14% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | |
| 50+ | |  |  | | --- | --- | | 9% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Totals | 100%**11** | 100% **22** | 100%**18** | 100%**12** | 100%**14** | 100%**12** | 100% **7** | 100% **6** | 100%**14** |

It is difficult to draw conclusions from such small numbers, but there tends to be a slightly higher percent of students over the age of 30 for English 250 compared to the total population of the college. The observation is that the majority of older students are ESL students who need English for employment particularly in the field of education. Since Madera does not have an ESL program these students are placed into English 250. Often older students provide good models for younger students in work ethic.

**Madera Gender**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **07SP** | **07FA** |
| F | |  |  | | --- | --- | | 55% | **6** | | |  |  | | --- | --- | | 55% | **12** | | |  |  | | --- | --- | | 67% | **12** | | |  |  | | --- | --- | | 67% | **8** | | |  |  | | --- | --- | | 79% | **11** | | |  |  | | --- | --- | | 67% | **8** | | |  |  | | --- | --- | | 71% | **5** | | |  |  | | --- | --- | | 33% | **2** | | |  |  | | --- | --- | | 57% | **8** | |
| M | |  |  | | --- | --- | | 45% | **5** | | |  |  | | --- | --- | | 45% | **10** | | |  |  | | --- | --- | | 33% | **6** | | |  |  | | --- | --- | | 33% | **4** | | |  |  | | --- | --- | | 21% | **3** | | |  |  | | --- | --- | | 33% | **4** | | |  |  | | --- | --- | | 29% | **2** | | |  |  | | --- | --- | | 67% | **4** | | |  |  | | --- | --- | | 43% | **6** | |
| Totals | 100%**11** | 100% **22** | 100% **18** | 100%**12** | 100% **14** | 100%**12** | 100% **7** | 100% **6** | 100%**14** |

Madera English 250 reflects the same general trend as the college as a whole in enrolling more female students than male students. There is one extreme discrepancy in spring 07 when there were twice as many male students as female. The gender difference varies from 10% to 40% but with such small numbers it is hard to draw any conclusions. Fall 02 and fall 07 are almost identical with all of the fluctuation being between.

**Madera Ethnicity**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **07SP** | **07FA** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 18% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 8% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 17% | **1** | | |  |  | | --- | --- | | 7% | **1** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 8% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 33% | **2** | | |  |  | | --- | --- | | 0% | **0** | |
| Hispanic | |  |  | | --- | --- | | 64% | **7** | | |  |  | | --- | --- | | 73% | **16** | | |  |  | | --- | --- | | 78% | **14** | | |  |  | | --- | --- | | 33% | **4** | | |  |  | | --- | --- | | 79% | **11** | | |  |  | | --- | --- | | 42% | **5** | | |  |  | | --- | --- | | 57% | **4** | | |  |  | | --- | --- | | 50% | **3** | | |  |  | | --- | --- | | 71% | **10** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 18% | **4** | | |  |  | | --- | --- | | 11% | **2** | | |  |  | | --- | --- | | 17% | **2** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 8% | **1** | | |  |  | | --- | --- | | 14% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 21% | **3** | |
| White/non-Hispanic | |  |  | | --- | --- | | 18% | **2** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 6% | **1** | | |  |  | | --- | --- | | 50% | **6** | | |  |  | | --- | --- | | 7% | **1** | | |  |  | | --- | --- | | 33% | **4** | | |  |  | | --- | --- | | 29% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Totals | 100%**11** | 100% **22** | 100% **18** | 100%**12** | 100% **14** | 100%**12** | 100% **7** | 100% **6** | 100% **14** |

Once again the majority of the students enrolled in English 250 reflect the ethnicity of the college population as a whole and the community of Madera with the majority of the students being Hispanic. In fall 04 there were more white students. Again the enrollment numbers are very small for good analysis.

**Retention and Success**

**Madera Center**

|  |  |  |
| --- | --- | --- |
| Semester | Retention | Successful Completion |
| 02FA | 90.9% | 90.9 |
| 03FL | 86.4 | 54.5 |
| 04SP | 100 | 66.7 |
| 04FL | 91.7% | 76% |
| 05SP | 92.9% | 92.9% |
| 05FL | 83.3% | 50% |
| 06SP | 71.4% | 57.1% |
| 07SP | 66.7% | 33.3% |
| 07FL | 85.7% | 78.6% |

The retention rates are good for these small classes. The lowest retention was in spring 07 which was one of the classes that combined with English 252. The success rate was only 33%. This is not unexpected due to the level of assistance these students need. In fall 03 most of the students were DSP&S and needed an additional semester. In fall 05 many students were ESL and were not successful after one semester. Several were referred for a semester of ESL before they continued. For the most part English 250 students are motivated, and if they get the help they need, they will be ready to move on. This emphasizes the need for students to be correctly placed as well as the need for tutorial support services such as those in the Writing Center.

**Note regarding English 250 at Willow International**

Willow does not have a strong need for English 250. Although Willow has a few students who test into that level, most of them do not enroll in classes after that placement. That means that our 252 includes some students who are below level, but we have been successful in bringing those students into the mainstream of English 252. Given our room restrictions (we’re bursting at the seams right now), there is not room in a classroom for an additional class section, and all of our other developmental composition class sections are full or overfull.

English 250 Summary Statement

The analysis shows that English 250 is a valuable component of the composition sequence at Reedley College and Madera Center, giving help to a specific segment of our student population many of them returning students as well as ESL and DSP&S learners.  Its enrollment numbers may increase with correct placement and less course conflict, preparing more students for English 252.

**English 252**

English 252 is the next level in the composition sequence. It is designed for students who may be comfortable and fluent with writing one or two pages on a topic, but who need help developing their writing skills into more organized essays and correcting grammatical errors.

Enrollment Trends

**Reedley Enrollment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| Enrollment | |  |  | | --- | --- | | 100% | **255** | | |  |  | | --- | --- | | 100% | **160** | | |  |  | | --- | --- | | 100% | **248** | | |  |  | | --- | --- | | 100% | **153** | | |  |  | | --- | --- | | 100% | **281** | | |  |  | | --- | --- | | 100% | **135** | | |  |  | | --- | --- | | 100% | **276** | | |  |  | | --- | --- | | 100% | **137** | | |  |  | | --- | --- | | 100% | **254** | | |  |  | | --- | --- | | 100% | **110** | | |  |  | | --- | --- | | 100% | **167** | |

Enrollment in English 252 at Reedley seems to be steady. Although it appears that there was a decline in the number of students taking English 252 in fall 07, there wasn’t. We had to cancel three sections due to lack of instructor availability.

Reedley Age

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| 19 or Less | |  |  | | --- | --- | | 71% | **175** | | |  |  | | --- | --- | | 48% | **74** | | |  |  | | --- | --- | | 67% | **187** | | |  |  | | --- | --- | | 39% | **52** | | |  |  | | --- | --- | | 62% | **172** | | |  |  | | --- | --- | | 42% | **57** | | |  |  | | --- | --- | | 61% | **154** | | |  |  | | --- | --- | | 38% | **42** | | |  |  | | --- | --- | | 53% | **89** | | |  |  | | --- | --- | | 38% | **47** | |
| 20-24 | |  |  | | --- | --- | | 19% | **46** | | |  |  | | --- | --- | | 29% | **45** | | |  |  | | --- | --- | | 18% | **51** | | |  |  | | --- | --- | | 30% | **41** | | |  |  | | --- | --- | | 23% | **64** | | |  |  | | --- | --- | | 35% | **48** | | |  |  | | --- | --- | | 24% | **61** | | |  |  | | --- | --- | | 35% | **39** | | |  |  | | --- | --- | | 28% | **47** | | |  |  | | --- | --- | | 37% | **46** | |
| 25-29 | |  |  | | --- | --- | | 4% | **9** | | |  |  | | --- | --- | | 8% | **12** | | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 9% | **12** | | |  |  | | --- | --- | | 5% | **13** | | |  |  | | --- | --- | | 6% | **8** | | |  |  | | --- | --- | | 4% | **10** | | |  |  | | --- | --- | | 7% | **8** | | |  |  | | --- | --- | | 6% | **10** | | |  |  | | --- | --- | | 11% | **13** | |
| 30-34 | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 4% | **6** | | |  |  | | --- | --- | | 2% | **7** | | |  |  | | --- | --- | | 7% | **9** | | |  |  | | --- | --- | | 3% | **7** | | |  |  | | --- | --- | | 4% | **6** | | |  |  | | --- | --- | | 4% | **11** | | |  |  | | --- | --- | | 4% | **4** | | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 2% | **2** | |
| 35-39 | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 4% | **6** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 4% | **5** | | |  |  | | --- | --- | | 3% | **8** | | |  |  | | --- | --- | | 5% | **7** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 9% | **10** | | |  |  | | --- | --- | | 4% | **7** | | |  |  | | --- | --- | | 3% | **4** | |
| 40-49 | |  |  | | --- | --- | | 3% | **8** | | |  |  | | --- | --- | | 5% | **8** | | |  |  | | --- | --- | | 4% | **11** | | |  |  | | --- | --- | | 10% | **13** | | |  |  | | --- | --- | | 3% | **9** | | |  |  | | --- | --- | | 7% | **9** | | |  |  | | --- | --- | | 5% | **12** | | |  |  | | --- | --- | | 5% | **6** | | |  |  | | --- | --- | | 5% | **8** | | |  |  | | --- | --- | | 8% | **10** | |
| 50+ | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 1% | **1** | |
| Totals | 100% **248** | 100%**153** | 100% **281** | 100%**135** | 100% **276** | 100%**137** | 100% **254** | 100%**110** | 100%**167** | 100%**123** |

The typical English 252 student is generally young. From fall 03-spring 08, 69% to 89% of the students were 24 years old or younger. Only 61% to 66% of the overall campus is 24 years or younger. And, during those years, 38% to 71% were 19 years or younger whereas only 26% to 32% of total Reedley College students are 19 years old or younger.

As the statistics point out, many of our students are young and recently out of high school. Because of this, they tend to be less mature and lack academic experience compared to older, returning students. Observation shows us that these students don’t always understand how college works or how it is different from high school. Many students have the mentality that they can sit in a class and do little work and still pass. Because of their inexperience, they need greater support, but they do not always seem to know how to access support services, nor do they understand how valuable these services are. For this reason, programs like the embedded tutor program and mandatory freshman orientations can greatly help these students.

**Reedley Gender**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| F | |  |  | | --- | --- | | 51% | **126** | | |  |  | | --- | --- | | 52% | **80** | | |  |  | | --- | --- | | 54% | **152** | | |  |  | | --- | --- | | 54% | **73** | | |  |  | | --- | --- | | 54% | **149** | | |  |  | | --- | --- | | 55% | **76** | | |  |  | | --- | --- | | 57% | **144** | | |  |  | | --- | --- | | 56% | **62** | | |  |  | | --- | --- | | 51% | **86** | | |  |  | | --- | --- | | 48% | **59** | |
| M | |  |  | | --- | --- | | 49% | **122** | | |  |  | | --- | --- | | 48% | **73** | | |  |  | | --- | --- | | 45% | **127** | | |  |  | | --- | --- | | 46% | **62** | | |  |  | | --- | --- | | 46% | **127** | | |  |  | | --- | --- | | 45% | **61** | | |  |  | | --- | --- | | 43% | **110** | | |  |  | | --- | --- | | 44% | **48** | | |  |  | | --- | --- | | 49% | **81** | | |  |  | | --- | --- | | 52% | **64** | |
| X | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Totals | 100% **248** | 100%**153** | 100% **281** | 100%**135** | 100% **276** | 100%**137** | 100% **254** | 100%**110** | 100%**167** | 100%**123** |

There is almost a 50:50 ratio between males and females although most semesters there are fewer male students.

**Reedley Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 4% | **10** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 3% | **8** | | |  |  | | --- | --- | | 4% | **5** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 2% | **2** | | |  |  | | --- | --- | | 5% | **8** | | |  |  | | --- | --- | | 3% | **4** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 2% | **7** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 3% | **7** | | |  |  | | --- | --- | | 7% | **8** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **1** | |
| Hispanic | |  |  | | --- | --- | | 82% | **204** | | |  |  | | --- | --- | | 86% | **131** | | |  |  | | --- | --- | | 79% | **222** | | |  |  | | --- | --- | | 84% | **114** | | |  |  | | --- | --- | | 83% | **230** | | |  |  | | --- | --- | | 82% | **112** | | |  |  | | --- | --- | | 81% | **207** | | |  |  | | --- | --- | | 81% | **89** | | |  |  | | --- | --- | | 85% | **142** | | |  |  | | --- | --- | | 82% | **101** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 7% | **17** | | |  |  | | --- | --- | | 8% | **12** | | |  |  | | --- | --- | | 8% | **23** | | |  |  | | --- | --- | | 4% | **6** | | |  |  | | --- | --- | | 5% | **15** | | |  |  | | --- | --- | | 8% | **11** | | |  |  | | --- | --- | | 7% | **18** | | |  |  | | --- | --- | | 6% | **7** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 3% | **4** | |
| White/non-Hispanic | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 6% | **8** | | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 6% | **8** | | |  |  | | --- | --- | | 6% | **14** | | |  |  | | --- | --- | | 3% | **3** | | |  |  | | --- | --- | | 4% | **7** | | |  |  | | --- | --- | | 11% | **13** | |
| Totals | 100% **248** | 100% **153** | 100% **281** | 100% **135** | 100% **276** | 100% **137** | 100% **254** | 100% **110** | 100% **167** | 100% **123** |

For every semester 79% or more of the students enrolled in English 252 are Hispanic. This is much higher than the campus norm which is about 60%. Observation shows us that many of these students are what we call Generation 1.5. They have lived in the US most of their lives, but they are neither fluent in Spanish nor English. They speak “social” English rather than “academic” English. This offers certain difficulties because not only are these students ill-prepared for college, as mentioned above, but they also have language issues.

Some of our students also have more typical ESL issues. Many have gone through their high school ESL programs, but they still have language issues and often have difficulties in English 252. In fact, observation shows that some of these students would benefit from taking classes in our ESL program. This, however, carries a certain stigma as their friends are in regular classes.

Teachers for this level have to juggle various issues which is sometimes challenging. There are usually students with learning disabilities, students with ESL issues, and a range of skill-levels within one class that teachers must juggle. Therefore, cross-training of any developmental instructor in ESL instruction and in learning disability instrruction would probably be beneficial.

**Retention and Success**

**Reedley College**

|  |  |  |
| --- | --- | --- |
| Semester | Retention | Successful Completion |
| 02FA | 86.3% | 46.2% |
| 03SP | 88.7% | 46.9% |
| 03FA | 91.9% | 40.7% |
| 04SP | 81.0% | 32.0% |
| 04FA | 91.8% | 45.9% |
| 05SP | 87.1% | 37.1% |
| 05FA | 87.3% | 37.0% |
| 06SP | 84.1% | 39.9% |
| 06FA | 86.7% | 43.4% |
| 07SP | 91.1% | 48.2% |
| 07FA | 83.2% | 29.3% |

Retention at Reedley College in English 252 has been consistent over fall and spring semesters with a retention rate between 82% and 92%.

Of students retained fall and spring semesters at Reedley College, successful completion of the course is consistent but less than 50%. This suggests that students are not prepared for this level, nor are they prepared to pass on to English 125, a full-scale composition class. Reasons for this have been given in the Reedley College sections above and definitely indicate that these students need more help: help from instructors and support services.

**Madera Enrollment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| Enrollment | |  |  | | --- | --- | | 100% | **91** | | |  |  | | --- | --- | | 100% | **60** | | |  |  | | --- | --- | | 100% | **67** | | |  |  | | --- | --- | | 100% | **63** | | |  |  | | --- | --- | | 100% | **83** | | |  |  | | --- | --- | | 100% | **48** | | |  |  | | --- | --- | | 100% | **77** | | |  |  | | --- | --- | | 100% | **61** | | |  |  | | --- | --- | | 100% | **69** | | |  |  | | --- | --- | | 100% | **51** | | |  |  | | --- | --- | | 100% | **78** | |
| Totals | 100% **91** | 100% **60** | 100% **67** | 100% **63** | 100% **83** | 100% **48** | 100% **77** | 100% **61** | 100% **69** | 100% **51** | 100% **78** |

In Madera, there are three sections of English 252 taught in the fall semesters and three taught in the spring semesters. Usually, one section each semester is taught by a full time instructor and two are taught by adjunct instructors although, whenever possible, we try to have at least two sections taught by a full time instructor. Similar to most classes, the enrollment in English 252 at Madera is consistently higher in fall semesters. There was a decrease in numbers in spring 05 and spring 07, but the reasons why are not apparent. The scheduling wasn’t changed in those semesters. Campus enrollments were down slightly those semesters, but not the same statistical decline. Enrollment overall has been declining in English 252 classes, even though placement test scores reflect the same strong need for the number of sections offered, if not more.

**Madera Age**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| 19 or Less | |  |  | | --- | --- | | 46% | **42** | | |  |  | | --- | --- | | 30% | **18** | | |  |  | | --- | --- | | 66% | **44** | | |  |  | | --- | --- | | 37% | **23** | | |  |  | | --- | --- | | 48% | **40** | | |  |  | | --- | --- | | 35% | **17** | | |  |  | | --- | --- | | 61% | **47** | | |  |  | | --- | --- | | 36% | **22** | | |  |  | | --- | --- | | 55% | **38** | | |  |  | | --- | --- | | 27% | **14** | | |  |  | | --- | --- | | 63% | **49** | |
| 20-24 | |  |  | | --- | --- | | 27% | **25** | | |  |  | | --- | --- | | 38% | **23** | | |  |  | | --- | --- | | 16% | **11** | | |  |  | | --- | --- | | 32% | **20** | | |  |  | | --- | --- | | 33% | **27** | | |  |  | | --- | --- | | 35% | **17** | | |  |  | | --- | --- | | 19% | **15** | | |  |  | | --- | --- | | 43% | **26** | | |  |  | | --- | --- | | 17% | **12** | | |  |  | | --- | --- | | 35% | **18** | | |  |  | | --- | --- | | 19% | **15** | |
| 25-29 | |  |  | | --- | --- | | 7% | **6** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 8% | **5** | | |  |  | | --- | --- | | 5% | **4** | | |  |  | | --- | --- | | 10% | **5** | | |  |  | | --- | --- | | 6% | **5** | | |  |  | | --- | --- | | 7% | **4** | | |  |  | | --- | --- | | 7% | **5** | | |  |  | | --- | --- | | 10% | **5** | | |  |  | | --- | --- | | 5% | **4** | |
| 30-34 | |  |  | | --- | --- | | 4% | **4** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 6% | **5** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 6% | **4** | | |  |  | | --- | --- | | 16% | **8** | | |  |  | | --- | --- | | 1% | **1** | |
| 35-39 | |  |  | | --- | --- | | 5% | **5** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 8% | **5** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 3% | **2** | |
| 40-49 | |  |  | | --- | --- | | 8% | **7** | | |  |  | | --- | --- | | 15% | **9** | | |  |  | | --- | --- | | 7% | **5** | | |  |  | | --- | --- | | 10% | **6** | | |  |  | | --- | --- | | 6% | **5** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 5% | **4** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 12% | **8** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 8% | **6** | |
| 50+ | |  |  | | --- | --- | | 2% | **2** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **1** | |
| Totals | 100% **91** | 100% **60** | 100% **67** | 100% **63** | 100% **83** | 100% **48** | 100% **77** | 100% **61** | 100% **69** | 100% **51** | 100% **78** |

At the Madera campus in the English 252 classes, there is a slightly higher percentage of students over 40 years of age than the percentage at the campus. This probably indicates that students are reentering at a lower level for retraining. Older students usually want to build confidence in their skills. It could also mean that these students either are back for retraining for employment or did not have a very high education level. There would be some significance to this in teaching. The typical basic skills students are more likely to be parents, and they are more likely, if they are working, to be employed at jobs with earnings below poverty level, thus causing them to need more work hours to make much money. These factors also affect the average age of the students enrolled in developmental courses (as well as their persistence and success rates).

**Madera Gender**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| F | |  |  | | --- | --- | | 63% | **57** | | |  |  | | --- | --- | | 48% | **29** | | |  |  | | --- | --- | | 60% | **40** | | |  |  | | --- | --- | | 68% | **43** | | |  |  | | --- | --- | | 61% | **51** | | |  |  | | --- | --- | | 42% | **20** | | |  |  | | --- | --- | | 60% | **46** | | |  |  | | --- | --- | | 57% | **35** | | |  |  | | --- | --- | | 65% | **45** | | |  |  | | --- | --- | | 59% | **30** | | |  |  | | --- | --- | | 64% | **50** | |
| M | |  |  | | --- | --- | | 37% | **34** | | |  |  | | --- | --- | | 52% | **31** | | |  |  | | --- | --- | | 40% | **27** | | |  |  | | --- | --- | | 32% | **20** | | |  |  | | --- | --- | | 39% | **32** | | |  |  | | --- | --- | | 58% | **28** | | |  |  | | --- | --- | | 40% | **31** | | |  |  | | --- | --- | | 43% | **26** | | |  |  | | --- | --- | | 35% | **24** | | |  |  | | --- | --- | | 41% | **21** | | |  |  | | --- | --- | | 35% | **27** | |
| X | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **1** | |
| Totals | 100% **91** | 100% **60** | 100% **67** | 100% **63** | 100% **83** | 100% **48** | 100% **77** | 100% **61** | 100% **69** | 100% **51** | 100% **78** |

There is usually a 60:40 ratio of female to male students enrolled in English 252, and that is similar to the norm for the North Centers enrollment, and it is a similar ratio when comparing all English classes at Madera. Madera campus enrollment is closer to a 70:30 ratio of females to males. Only two semesters vary from this, spring ’03 and spring ’05, but the reasons for a higher number of male students in those two semesters are unclear.

**Madera Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 2% | **2** | | |  |  | | --- | --- | | 7% | **4** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 5% | **3** | | |  |  | | --- | --- | | 2% | **2** | | |  |  | | --- | --- | | 6% | **3** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 6% | **5** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 4% | **4** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 6% | **3** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 7% | **4** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 6% | **5** | |
| Hispanic | |  |  | | --- | --- | | 77% | **70** | | |  |  | | --- | --- | | 62% | **37** | | |  |  | | --- | --- | | 69% | **46** | | |  |  | | --- | --- | | 67% | **42** | | |  |  | | --- | --- | | 73% | **61** | | |  |  | | --- | --- | | 67% | **32** | | |  |  | | --- | --- | | 71% | **55** | | |  |  | | --- | --- | | 69% | **42** | | |  |  | | --- | --- | | 61% | **42** | | |  |  | | --- | --- | | 71% | **36** | | |  |  | | --- | --- | | 65% | **51** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 7% | **6** | | |  |  | | --- | --- | | 10% | **6** | | |  |  | | --- | --- | | 13% | **9** | | |  |  | | --- | --- | | 11% | **7** | | |  |  | | --- | --- | | 14% | **12** | | |  |  | | --- | --- | | 6% | **3** | | |  |  | | --- | --- | | 19% | **15** | | |  |  | | --- | --- | | 7% | **4** | | |  |  | | --- | --- | | 26% | **18** | | |  |  | | --- | --- | | 18% | **9** | | |  |  | | --- | --- | | 13% | **10** | |
| White/non-Hispanic | |  |  | | --- | --- | | 9% | **8** | | |  |  | | --- | --- | | 18% | **11** | | |  |  | | --- | --- | | 10% | **7** | | |  |  | | --- | --- | | 14% | **9** | | |  |  | | --- | --- | | 10% | **8** | | |  |  | | --- | --- | | 15% | **7** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 16% | **10** | | |  |  | | --- | --- | | 6% | **4** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 9% | **7** | |
| Totals | 100% **91** | 100% **60** | 100% **67** | 100% **63** | 100% **83** | 100% **48** | 100% **77** | 100% **61** | 100% **69** | 100% **51** | 100% **78** |

The indication here is that the average of Hispanic students is 62% in English 252 classes, which is about 10% higher than other English classes. Some of these students may have Spanish as their first language. Also, the fact that there is only one or two ESL classes at Madera per semester means that the developmental English classes receive a higher number of ESL students. Although ethnicity is not an automatic identifier of ESL learners, there is anecdotal evidence to this effect.

**Retention and Success at Madera Center**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Retention | Successful completion | Difference |
| 02 FA | 82.4 % | 57.1% | 25.3% |
| 03 SP | 87.1% | 48.3% | 38.8% |
| 03 FA | 81.1% | 55.2% | 25.9% |
| 04 SP | 84.1% | 41.3% | 42.8% |
| 04 FA | 85.5% | 49.4% | 36.1% |
| 05 SP | 70.8% | 33.3% | 37.5% |
| 05 FA | 89.6% | 58.4% | 31.2% |
| 06 SP | 75.4% | 42.6% | 32.8% |
| 06 FA | 87% | 42% | 45% |
| 07 SP | 78.4% | 43.1% | 35.3% |
| 07 FA | 85.9% | 42.3% | 43.6% |

**Grade Data for Madera Center—All English courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | GPA | Retention | Successful Completion | Difference |
|  | 2.09 | 84.6% | 58.5% | 26.1 |
|  | 2.02 | 85.1% | 54.6% | 30.5 |
|  | 1.99 | 87.2% | 59.6% | 27.6 |
|  | 2.10 | 84.7% | 57% | 27.7 |
|  | 2.00 | 87.6% | 57.4% | 30.2 |
|  | 2.00 | 85.1% | 57.6% | 27.5 |
|  | 2.31 | 86.6% | 67.6% | 19 |
|  | 2.23 | 86.5% | 63.8% | 22.7 |
|  | 2.12 | 88.7% | 58.5% | 30.2 |
|  | 2.14 | 86.7% | 55.2% | 31.5 |
|  | 2.11 | 88.6% | 58.9% | 29.7 |
| Total | 2.10 | 86.6% | 59% |  |
|  |  |  |  |  |

Retention rates for English 252 are similar to those in other English courses at Madera, but success rates are lower by almost 8%. High retention rates show that the courses are benefitting students, and instructors are successful at keeping the students in the classroom learning. At the developmental level, students often must repeat a course before being ready to move forward; consequently, we encourage students who are under-performing to continue in the class even if they appear to be failing, thus also contributing to high retention rates combined with lower success rates. The lower success rates are probably a result of the same factors that apply to Reedley College’s success rates in English 252. Students in developmental courses are usually still learning how to be college students, what study skills and time management skills are needed for success, and what self-analysis skills are needed to help their progress. In addition, numerous students enrolled in our English 252 courses still have ESL issues. In fact, some of these students would benefit from taking classes in an ESL program, but Madera campus has not been able to build up an ESL program yet. Also, many students enrolled in the developmental classes struggle with learning disabilities and come from low, socio-economic backgrounds. All these factors contribute to lower success rates at this level.

It is hoped that cross-training of any developmental instructor in ESL instruction and in learning disability instruction would be beneficial, as well as continuing to incorporate the best practices for instructing basic skills students. In addition, finding ways to encourage these students to take advantage if the support services offered would probably increase success rates.

**WI Enrollment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| Enrollment | |  |  | | --- | --- | | 100% | **33** | | |  |  | | --- | --- | | 100% | **27** | | |  |  | | --- | --- | | 100% | **46** | | |  |  | | --- | --- | | 100% | **23** | | |  |  | | --- | --- | | 100% | **46** | | |  |  | | --- | --- | | 100% | **22** | | |  |  | | --- | --- | | 100% | **43** | | |  |  | | --- | --- | | 100% | **36** | | |  |  | | --- | --- | | 100% | **73** | | |  |  | | --- | --- | | 100% | **50** | | |  |  | | --- | --- | | 100% | **55** | |

These classes are usually taught by full time instructors. The enrollment at WI has increased some because two additional classes were added when the WI campus opened. There are presently two English 252 classes at WI in fall and two in spring. Enrollment is full, though we have not had waiting lists for any of these classes. We are aware that many other students test into the English 252 level, but they do not enroll. This is cause for concern since it indicates that students who might be a part of our campus are turning themselves away or going elsewhere. More intervention by counseling at the time of placement testing is recommended.

**WI Age**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| 19 or Less | |  |  | | --- | --- | | 61% | **20** | | |  |  | | --- | --- | | 37% | **10** | | |  |  | | --- | --- | | 72% | **33** | | |  |  | | --- | --- | | 17% | **4** | | |  |  | | --- | --- | | 61% | **28** | | |  |  | | --- | --- | | 36% | **8** | | |  |  | | --- | --- | | 44% | **19** | | |  |  | | --- | --- | | 39% | **14** | | |  |  | | --- | --- | | 78% | **57** | | |  |  | | --- | --- | | 30% | **15** | | |  |  | | --- | --- | | 56% | **31** | |
| 20-24 | |  |  | | --- | --- | | 18% | **6** | | |  |  | | --- | --- | | 33% | **9** | | |  |  | | --- | --- | | 20% | **9** | | |  |  | | --- | --- | | 48% | **11** | | |  |  | | --- | --- | | 17% | **8** | | |  |  | | --- | --- | | 18% | **4** | | |  |  | | --- | --- | | 35% | **15** | | |  |  | | --- | --- | | 22% | **8** | | |  |  | | --- | --- | | 10% | **7** | | |  |  | | --- | --- | | 34% | **17** | | |  |  | | --- | --- | | 20% | **11** | |
| 25-29 | |  |  | | --- | --- | | 3% | **1** | | |  |  | | --- | --- | | 11% | **3** | | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 13% | **3** | | |  |  | | --- | --- | | 13% | **6** | | |  |  | | --- | --- | | 9% | **2** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 11% | **4** | | |  |  | | --- | --- | | 7% | **5** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 5% | **3** | |
| 30-34 | |  |  | | --- | --- | | 6% | **2** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 7% | **3** | | |  |  | | --- | --- | | 11% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 5% | **3** | |
| 35-39 | |  |  | | --- | --- | | 9% | **3** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 9% | **2** | | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 14% | **3** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 6% | **2** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 10% | **5** | | |  |  | | --- | --- | | 4% | **2** | |
| 40-49 | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 7% | **2** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 9% | **2** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 14% | **3** | | |  |  | | --- | --- | | 5% | **2** | | |  |  | | --- | --- | | 11% | **4** | | |  |  | | --- | --- | | 4% | **3** | | |  |  | | --- | --- | | 6% | **3** | | |  |  | | --- | --- | | 4% | **2** | |
| 50+ | |  |  | | --- | --- | | 3% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 5% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 4% | **2** | | |  |  | | --- | --- | | 4% | **2** | |
| NA | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **1** | |
| Totals | 100% **33** | 100% **27** | 100% **46** | 100% **23** | 100% **46** | 100% **22** | 100% **43** | 100% **36** | 100% **73** | 100% **50** | 100% **55** |

It seems that the age of students enrolled in English 252 at WI reflects the enrollment age of other English classes.

**WI Gender**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| F | |  |  | | --- | --- | | 55% | **18** | | |  |  | | --- | --- | | 48% | **13** | | |  |  | | --- | --- | | 48% | **22** | | |  |  | | --- | --- | | 57% | **13** | | |  |  | | --- | --- | | 59% | **27** | | |  |  | | --- | --- | | 77% | **17** | | |  |  | | --- | --- | | 58% | **25** | | |  |  | | --- | --- | | 50% | **18** | | |  |  | | --- | --- | | 58% | **42** | | |  |  | | --- | --- | | 54% | **27** | | |  |  | | --- | --- | | 53% | **29** | |
| M | |  |  | | --- | --- | | 45% | **15** | | |  |  | | --- | --- | | 52% | **14** | | |  |  | | --- | --- | | 52% | **24** | | |  |  | | --- | --- | | 43% | **10** | | |  |  | | --- | --- | | 41% | **19** | | |  |  | | --- | --- | | 23% | **5** | | |  |  | | --- | --- | | 42% | **18** | | |  |  | | --- | --- | | 50% | **18** | | |  |  | | --- | --- | | 42% | **31** | | |  |  | | --- | --- | | 46% | **23** | | |  |  | | --- | --- | | 47% | **26** | |
| Totals | 100% **33** | 100% **27** | 100% **46** | 100% **23** | 100% **46** | 100% **22** | 100% **43** | 100% **36** | 100% **73** | 100% **50** | 100% **55** |

WI, unlike the other campuses, has a much flatter difference between female and male students. The other campuses average around a 60/40 split in most program classes, but WI, in nearly all classes, including English 252, has a minimal spread of about 53/47%.

**WI Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 6% | **2** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 9% | **4** | | |  |  | | --- | --- | | 9% | **2** | | |  |  | | --- | --- | | 12% | **5** | | |  |  | | --- | --- | | 3% | **1** | | |  |  | | --- | --- | | 3% | **2** | | |  |  | | --- | --- | | 6% | **3** | | |  |  | | --- | --- | | 2% | **1** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 5% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **1** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 6% | **2** | | |  |  | | --- | --- | | 7% | **2** | | |  |  | | --- | --- | | 11% | **5** | | |  |  | | --- | --- | | 17% | **4** | | |  |  | | --- | --- | | 7% | **3** | | |  |  | | --- | --- | | 5% | **1** | | |  |  | | --- | --- | | 19% | **8** | | |  |  | | --- | --- | | 14% | **5** | | |  |  | | --- | --- | | 12% | **9** | | |  |  | | --- | --- | | 8% | **4** | | |  |  | | --- | --- | | 9% | **5** | |
| Hispanic | |  |  | | --- | --- | | 36% | **12** | | |  |  | | --- | --- | | 48% | **13** | | |  |  | | --- | --- | | 33% | **15** | | |  |  | | --- | --- | | 35% | **8** | | |  |  | | --- | --- | | 33% | **15** | | |  |  | | --- | --- | | 32% | **7** | | |  |  | | --- | --- | | 28% | **12** | | |  |  | | --- | --- | | 19% | **7** | | |  |  | | --- | --- | | 34% | **25** | | |  |  | | --- | --- | | 42% | **21** | | |  |  | | --- | --- | | 53% | **29** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 24% | **8** | | |  |  | | --- | --- | | 4% | **1** | | |  |  | | --- | --- | | 24% | **11** | | |  |  | | --- | --- | | 22% | **5** | | |  |  | | --- | --- | | 7% | **3** | | |  |  | | --- | --- | | 14% | **3** | | |  |  | | --- | --- | | 9% | **4** | | |  |  | | --- | --- | | 14% | **5** | | |  |  | | --- | --- | | 7% | **5** | | |  |  | | --- | --- | | 10% | **5** | | |  |  | | --- | --- | | 5% | **3** | |
| White/non-Hispanic | |  |  | | --- | --- | | 27% | **9** | | |  |  | | --- | --- | | 37% | **10** | | |  |  | | --- | --- | | 30% | **14** | | |  |  | | --- | --- | | 22% | **5** | | |  |  | | --- | --- | | 43% | **20** | | |  |  | | --- | --- | | 41% | **9** | | |  |  | | --- | --- | | 33% | **14** | | |  |  | | --- | --- | | 50% | **18** | | |  |  | | --- | --- | | 38% | **28** | | |  |  | | --- | --- | | 34% | **17** | | |  |  | | --- | --- | | 29% | **16** | |
| Totals | 100% **33** | 100% **27** | 100% **46** | 100% |  |  |  |  |  |  |  |

There is a difference in the ethnicity of the students in English 252 compared to the students in all English classes at WI. The averages of three largest categories are:

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnicity** | **All English** | **Engl 252** |  |
| African-American | 2.3% | 5.7% | +3.4% |
| Hispanic | 20% | 32% | + 12% |
| White | 55% | 35% | -20% |

The conclusion is that the population of White students is much lower in English 252 than in English classes as a whole. Ethnicity is only part of the picture here. We have many students whose native languages are Russian, Polish, Punjabi, Arabic, Chinese, etc. These do not necessarily show up as “ethnic” categories. At Willow, since we have no ESL program available, English 252 is our default class. Cross-training of any developmental instructor in ESL instruction would probably be beneficial.

**Retention and Success**

Willow International

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Retention | Successful completion | Difference |
| 02 FA | 90.9 % | 90.9% |  |
| 03 SP | 85.2% | 55.6% | 29.6% |
| 03 FA | 89.1% | 67.4% | 21.7% |
| 04 SP | 82.6% | 69.6% | 13% |
| 04 FA | 97.8% | 71.7% | 26.1% |
| 05 SP | 90.9% | 50% | 40.9% |
| 05 FA | 83.7% | 62.8% | 20.9% |
| 06 SP | 68.4% | 15.8% | 52.6% |
| 06 FA | 78.1% | 53.4% | 24.7% |
| 07 SP | 80% | 44% | 36% |
| 07 FA | 89.1% | 43.6% | 45.5% |

There is a bigger variety of difference between retention and successful completion in the WI English 252 class (the chart above) and the English classes as a whole (the chart that follows). The reasons for this might be:

1. The ESL situation, mentioned above, probably figures into this. It is not unusual to have 1/3 of the class be L2 learners at Willow, and they are not a unified group of Spanish speakers, but students from a variety of backgrounds and language sophistication.

2. Because we view English 252 as a developmental class, meaning that students often must repeat it before being ready to move forward, we encourage students who are under performing to continue in the class beyond the drop date even if they appear to be failing. Therefore, our retention remains high, though we anticipate failures, which we do not discourage. A student who persists to the end of the term and re-enrolls often becomes a successful student in subsequent semesters. That’s a proper use of a developmental class.

3. The population of English 252 students does not reflect the overall demographic of the Willow campus, which is largely college-bound, upper economic income, and privileged in many ways. This different population struggles with basics of life and education in ways that the “typical” WI student does not.

**Grade Data for Clovis/Willow Center—All English courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | GPA | Retention | Successful Completion | Difference |
| 02FA | 2.40 | 86.9% | 64.2% | 22.7% |
| 03SP | 2.29 | 86.9% | 61.9% | 25% |
| 03FA | 2.25 | 84.7% | 59.6% | 25.1% |
| 04SP | 2.24 | 84.8% | 60.1% | 24.7% |
| 04FA | 2.29 | 86.5% | 62% | 24.5% |
| 05SP | 2.28 | 85% | 62.1% | 23.9% |
| 05FA | 2.30 | 85.9% | 63.5% | 22.4% |
| 06SP | 2.40 | 82.9% | 61% | 21.9% |
| 06FA | 2.44 | 85.2% | 65% | 22.2% |
| 07SP | 2.31 | 82.5% | 60.3% | 22.2% |
| 07FA | 2.32 | 87.5% | 63.6% | 23.9% |

Additional Discussion and Analysis

In our last program review, it was recommended that we try short term classes. For the last few years Reedley has offered 2 short term (9 week) sections of English 252—one offered the first 9 weeks of the semester and the other offered the second 9 weeks of the semester. Unfortunately, there has yet to be an evaluation or their effectiveness. We need to track the retention/success of those courses in comparison to regular length courses. As a department we are opposed to offering English 252 as a short term class because students at basic skills levels need more time to synthesize information.

We can address the issues discussed above in several ways:

1) Consider expanding Learning Communities in basic skills classes. In the past, we had the GOAL Learning Community, but this program was discontinued. Because LCs weren’t institutionalized, the data was never fully analyzed, and no further tracking of these students has been completed. Learning communities paired with GS classes, reading classes, information system classes, and even math classes could benefit these students.

2) Theme composition classes with vocational classes in mind.

3) Continue Student Success Committee activities. During spring 08, the Student Success Committee at Reedley experimented with embedding a tutor in English 250. While there are still kinks that need to be worked out, this program should continue in English 250 and 252 for several reasons. For one, students are often reluctant to get a tutor in the Writing Center/Tutorial Center. Some seem to be insecure about approaching someone they do not know. Others say that they don’t have time to schedule an appointment. Building a relationship with a tutor in class can increase the students’ comfort level and make them more inclined to rearrange their schedule for a regular tutoring or walk-in session.

Having Writing Center tutors embedded in the classroom can also benefit the tutors. As many of the tutors have not taken classes at these levels, being embedded will raise their awareness of the concepts and activities being taught, the methods that the instructors use, and the needs of these particular students.

Madera Center began a pilot program last semester with embedded tutors, and one was embedded in the combined English 250/252 course. The program operated only the second half of the semester as a trial, and is being attempted on a semester-long basis this fall. The Willow International Center has also tried a tutor-in-the-classroom project for two semesters, and it was a success. For one Saturday 252 last spring, Jeff Burdick had a 4 hour tutor working directly with students for the entire time. Jeff utilized the tutor to (1) pull out individual students, (2) work with small groups, and (3) and on occasion be a special topic presenter. The tutor would give a quick lesson on a topic that students were having trouble with.

Since we have no access to data for the specific classes except our own classroom records, our statistics are anecdotal. However, the experience at Willow International, mentioned above, was a Saturday-only class of 16 students. Several were DSP&S students, and several were return students with severe language deficiencies and/or ESL challenges. It was a relatively low functioning group of students, and since English 252 has an average retention of 80% and a success of about 44%, we should have anticipated retaining perhaps 12.8 students (80% retention historically) with 7 of them (44% success rate) achieving success.

In fact, we retained 15 students, and 9 of them were successful and ready to move into English 125. Some of the 6 who were retained but not successful re-enrolled for English 252 for a second semester.

Last semester, one 252 instructor requested the tutorial support for two hours/week. She reported good progress on the part of her students, but she also suffered a large attrition rate, partly due to the Saturday time period.

English 252 is a class that frequently needs to be repeated at least once before success, so those 6 who stayed to the end were, in one sense, successful, even if they received a failing grade for the time being. We must be patient with students who are struggling with language and learning.

We believe that this experience argues for two things:

(1) the continuation and expansion of the embedded tutor program and

(2) continued experimentation with long-format classes. The conventional wisdom is that a basic skills class should be taught in short, frequent iterations, but the full immersion approach in this class was valuable and worth trying again.

What does an embedded tutor do?

Each instructor who has worked with an embedded tutor has taken a different approach, and we’d like that freedom to continue. The following tasks have been assigned in the classroom for tutors:

1. Work with individual students who are struggling with a specific assignment;

2. Work with small groups of students on the writing process (brainstorming, outlining, drafting, etc.);

3. Present mini-lessons to the whole class about writing strategies (sometimes students are more receptive to someone their own age presenting a strategy);

4. Work one-on-one on specific reading assignments for those struggling with comprehension;

5. Work in small groups to direct research and citation; and

6. Be a role model of academic curiosity and accomplishment.

The keys to a good experience with an embedded tutor include good communication and a good choice of tutor. The Willow International experiment described above was with a tutor who had come up through developmental composition himself and who had an ESL education. His experiences were demonstrations of success, and he shared them generously and with enthusiasm for success.

Unfortunately, the project has not continued because the tutors were fully booked in spring 08. Additional money dedicated to this program is needed.

4) Continue looking at scheduling issues. Currently, attention at Reedley is being given to the spring 09 semester. We are trying to keep English 250 and 252 in the same classrooms rather than three or four. Furthermore, the classes are being scheduled in some of our nicer, better equipped classrooms. Recommend coordination of scheduling with reading classes as Madera and Willow-International do.

5) Continue to look at the standards for this class. The Reedley Campus will be holding a norming session for English 252, 125, and 1A beginning of fall 08. This will not only give us an opportunity to discuss standards and SLOs for these classes, but to also interact with our adjunct and to talk about any issues they might be having with these classes. The student success committee will be paying for adjunct faculty to attend.

6) A substantial upgrade of on-line sources should also be considered. The current major database for literature studies is EBSCOHOST, which is far inferior to our previous database, PROQUEST.

7) Use available software. One program that can benefit many of our instructors is Inspiration. While we have this program in several labs, the program should be available in all labs, and training should be given to full and part time instructors. According to Linda Reither, our DSPS specialist, Inspiration can be used for several levels.

She explains: “Inspiration is a graphic organization software program that integrates mapping and connection of ideas with an outline view. Students can access pictures from a bank of ideas to help get them thinking and then write their thoughts in the text box below the picture. Next they connect their ideas together and then the program transfers them to an outline site to facilitate the finished product.  
  
Instructors with beginning writers can set up a consistent process for prewriting organization. Assignment particulars can be transferred from the assignment sheet to the Inspiration organizer so the students can see the elements they need to incorporate. This program helps visual-motor and auditory learners. Visual-motor learners can see the structure and add ideas as they occur to them. Auditory learners can learn to build an overall integrated structure rather than going step by step, losing track, and repeating themselves. Each idea can be confined to a textbox which helps them to build and generate new ideas.   
  
For more advanced writers, the program provides templates in language arts for structures such as a persuasive essay, character web, comparative analysis, and business letter. There are also templates for planning, science, social studies and thinking skills.”

We also recognize the need for more conversations and training for full and part time instructors regarding the issues that developmental students have. Unpreparedness in language and student behaviors along with the changing nature of the classes require that the instructors be well versed in teaching strategies.

English 252 Summary Statement

The English 252 student is largely unprepared in language and study skills.  The issues surrounding the Generation 1.5 student make learning and teaching a challenge.  It is important that instructors of this course are well versed in the teaching strategies needed to work with the unique groups that are typically enrolled in English 252 in order to prepare students most effectively for the next level in the composition sequence, English 125.

**ENGLISH 125**

English 125 is the prerequisite for English 1A for those students who do not reach the placement standard in writing for 1A through testing. Since a majority of our students do not place into English 1A, English 125 is a common entry-level class for a large number of students, some of whom are L2 learners, re-entry students, and learning disabled students. Although there is an extensive ESL program at Reedley College, at the North Centers, English 125 and English 252 are the default classes for L2 learners.

Retention, attrition, and success

According to the institutional research page, our four semester average for student retention in English 125 is about 81% at Reedley College, 87% at the Madera Center, and 84% at Willow International; our student success is 52% at Reedley and Willow International, and 61% at Madera.

Site GPA Retention/attrition Success

|  |  |  |  |
| --- | --- | --- | --- |
| Willow International | 1.95 | 84% / 16% | 52% |
| Madera | 2.2 | 87% / 13% | 61.3% |
| Reedley | 1.95 | 81% / 19% | 52% |

We are aware of several factors that influence these figures:

1. Students in English 125 struggle with basic English skills, including, but not limited to, the following list of examples:

A. Basic skills-- word choice, verb tense, subject/verb agreement, and spelling.

B. Mechanics-- indicating titles of works, capitalization, and using the hyphen.

C. Punctuation-- comma, semi-colon, colon, em-dash, apostrophes, etc.

D. Syntax-- writing coherent sentences, avoiding sentence boundary errors such as fragments,

comma splices, and sentence fuses.

E. ESL issues-- (as noted above, English 125 is often a default ESL class, especially in the North Centers. ESL students most often struggle with all of the skills noted in all basic skills items listed).

F. Essay writing-- thesis, support, transition, topic sentences, critical thinking, MLA citation and format.

2. Students often are misplaced in English 125 when they would benefit from developmental composition classes like 250 and 252 or ESL classes before moving into English 125.

*We have two sets of figures from Steve Jones, which show the placement test results for English 252, 125, and 1A. He used the Acculplacer and Companion to come up with these statistics, and we thank him for sharing them with us.*

*We have college-wide statistics, and we have Willow/Clovis-specific statistics. They do not show which of these students actually enrolled, only the raw number and percentage of the total of students who took the test.*

*The trends are interesting, and, if they could be correlated with (1) actual enrollments and (2) success and retention rates, they would be invaluable resources for planning our developmental composition program. This will have to wait for an institutional researcher.*

*The three charts below represent the three year record of students college-wide who took the placement tests:*

*Year 2005/6*

|  |  |  |
| --- | --- | --- |
| *English 252* | *1023* | *23%* |
| *English 125* | *2629* | *60%* |
| *English 1A* | *722* | *17%* |
| *Totals* | *4374* | *100%* |

*Year 2006/07*

|  |  |  |
| --- | --- | --- |
| *English 252* | *796* | *19%* |
| *English 125* | *2717* | *66%* |
| *English 1A* | *576* | *14%* |
| *Totals* | *4089* | *100%* |

*Year 2007/8*

|  |  |  |
| --- | --- | --- |
| *English 252* | *948* | *16%* |
| *English 125* | *4234* | *70%* |
| *English 1A* | *862* | *14%* |
| *Totals* | *6044* | *100%* |

*The percentage of students who tested into English 252 is dropping rapidly over the three year period, from 23% to 16%, a drop of 7 points. This may indicate that more students are arriving in college with higher skills since the percentage of students who placed into English 125 roughly corresponds with that drop: The percentage of students who tested into English 125 increased about 10% from 60% to 70%.*

*This suggests a general trend toward more English 125 classes and, perhaps, fewer English 250/252 classes unless this trend can be reversed through better outreach to those students who test into those classes.*

*There are three issues involved in this interpretation of the data:*

*1. We do not know whether lower level students are somehow discouraged from taking the test;*

*2. We do not know how accurate the placement test is, and it may be that some students who should be placed in a different class are misplaced and are either succeeding or failing because of that placement. Further longitudinal research is necessary to correlate placement test scores with student success.*

*3. The number of students who have placed into English 252 is very high compared to the number of students who actually take these classes. This may be because non-college-bound students are encouraged to take the test, or it may be that the low test scores discourage students from moving into college. We would like to see increased outreach to basic skills students to encourage them to enroll.*

*The chart below is for one year’s experience at Willow International. We cannot see any trends from this chart, but we can compare them to the college as a whole.*

*Willow International*

*2007/08*

|  |  |  |
| --- | --- | --- |
| *English 252* | *195* | *10%* |
| *English 125* | *1425* | *73%* |
| *English 1A* | *335* | *17%* |
| *Totals* | *1955* | *100%* |

*This year, we have a much lower percentage of students testing into English 252 than the college as a whole, which is logical because of the demographic of the surrounding neighborhood and the major feeder high schools. The percentages for placing in English 125 and 1A are higher (about 3% for each category) than the college as a whole.*

*It is interesting to note that of the 195 who tested into English 252, we have enrolled about 30% of that number in the Fall semester, a much higher percentage of student enrollment than in the college as a whole.*

3. Students often take English 125 before taking English 126, an error that is encouraged by the numbering sequence and often as a result of class availability. Most instructors of Reading and Composition agree that learning to read well is the first step to writing well. It would be useful to encourage students to take English 126 before attempting English 125

4. Students often lack the specific study skills (notebook organization, calendar organization, note taking, etc.) and discipline required to succeed in college classes.

5. Many students attempt to take too many units and work too many hours to be successful.

6. Informal tracking suggests that early morning English 125 classes have a higher drop out rate than classes scheduled later in the day, which suggests that scheduling developmental classes later in the day might improve retention and success.

7. Also, many students drop for reasons that are not easily tracked. The proposal to institute a “FW” grade to show that a student has failed as a result of non-attendance rather than performance is one way to track these drops and create a better picture of retention and success.

For example, anecdotal evidence suggests that some students quit attending English 125 as soon as the 9 week drop date passes. This may be because some students enroll in order to stay on their parents’ health insurance, to obtain auto insurance discounts, and/or to collect financial aid.

For another example, we have noted that some students quit attending as soon as registration for the next semester begins. We believe that they are aware that we do not have an effective mechanism to drop them from 1A if they have not passed English 125 (The Datatel system is actually in place, though it is faulty or it isn’t used consistently). Again, the implementation of the FW grade will make tracking these students easier.

8. There is an additional factor that influences the success rate of students in other classes. Since basic skills students often must carry a full load for financial aid or for other reasons, they fill out their schedule with classes from other disciplines where writing is required. Without the necessary skills, they do poorly or drop out of these other classes. One response is learning communities. Willow International will offer a basic skills semester in fall 08. This cohort class will include English 125/126, Basic Skills Math, and guidance studies. By creating a full load of basic skills classes, students will work toward college level performance before attempting classes that require sophisticated writing skills.

The following strategies are being used and should be expanded in order to improve retention and success rates:

* Use Blackboard for classroom support
* Create more learning communities. For example, Willow International will offer a basic skills semester in fall 08. This cohort class will include English 125, English 126, Math 103, and Counseling 47. By creating a full load of basic skills classes, students will work toward college level performance before attempting classes that require sophisticated writing skills.
* Encourage or require students to use auxiliary services: the writing center, library, counseling, etc.
* Encourage students to take counseling classes to learn basic study and organizational techniques
* Teach study and organizational techniques in English 125
* Schedule English 125 classes in the late morning and afternoon; avoid early mornings.
* Encourage students to take English 126 before English 125

Reedley Enrollment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Enrollment | |  |  | | --- | --- | | 100% | **622** | | |  |  | | --- | --- | | 100% | **442** | | |  |  | | --- | --- | | 100% | **694** | | |  |  | | --- | --- | | 100% | **481** | | |  |  | | --- | --- | | 100% | **742** | | |  |  | | --- | --- | | 100% | **435** | | |  |  | | --- | --- | | 100% | **679** | | |  |  | | --- | --- | | 100% | **503** | | |  |  | | --- | --- | | 100% | **769** | | |  |  | | --- | --- | | 100% | **454** | |

Willow Enrollment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Enrollment | |  |  | | --- | --- | | 100% | **276** | | |  |  | | --- | --- | | 100% | **202** | | |  |  | | --- | --- | | 100% | **266** | | |  |  | | --- | --- | | 100% | **196** | | |  |  | | --- | --- | | 100% | **244** | | |  |  | | --- | --- | | 100% | **251** | | |  |  | | --- | --- | | 100% | **250** | | |  |  | | --- | --- | | 100% | **246** | | |  |  | | --- | --- | | 100% | **363** | | |  |  | | --- | --- | | 100% | **233** | |

Madera Enrollment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Enrollment | |  |  | | --- | --- | | 100% | **182** | | |  |  | | --- | --- | | 100% | **190** | | |  |  | | --- | --- | | 100% | **206** | | |  |  | | --- | --- | | 100% | **215** | | |  |  | | --- | --- | | 100% | **211** | | |  |  | | --- | --- | | 100% | **166** | | |  |  | | --- | --- | | 100% | **262** | | |  |  | | --- | --- | | 100% | **183** | | |  |  | | --- | --- | | 100% | **247** | | |  |  | | --- | --- | | 100% | **170** | |

English 125 enrollment has increased on all three campuses, with a larger growth in percentage at the NC campuses. This reflects the general increase in student population as well as a growing need for developmental composition courses.

Reedley Age

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| 19 or Less | |  |  | | --- | --- | | 59% | **369** | | |  |  | | --- | --- | | 46% | **204** | | |  |  | | --- | --- | | 65% | **451** | | |  |  | | --- | --- | | 46% | **220** | | |  |  | | --- | --- | | 63% | **469** | | |  |  | | --- | --- | | 41% | **180** | | |  |  | | --- | --- | | 64% | **436** | | |  |  | | --- | --- | | 46% | **232** | | |  |  | | --- | --- | | 59% | **457** | | |  |  | | --- | --- | | 39% | **178** | |
| 20-24 | |  |  | | --- | --- | | 24% | **150** | | |  |  | | --- | --- | | 33% | **145** | | |  |  | | --- | --- | | 23% | **159** | | |  |  | | --- | --- | | 33% | **158** | | |  |  | | --- | --- | | 24% | **178** | | |  |  | | --- | --- | | 37% | **160** | | |  |  | | --- | --- | | 21% | **145** | | |  |  | | --- | --- | | 32% | **161** | | |  |  | | --- | --- | | 27% | **210** | | |  |  | | --- | --- | | 41% | **184** | |
| 25-29 | |  |  | | --- | --- | | 5% | **33** | | |  |  | | --- | --- | | 8% | **34** | | |  |  | | --- | --- | | 5% | **33** | | |  |  | | --- | --- | | 8% | **40** | | |  |  | | --- | --- | | 5% | **39** | | |  |  | | --- | --- | | 8% | **35** | | |  |  | | --- | --- | | 6% | **41** | | |  |  | | --- | --- | | 9% | **47** | | |  |  | | --- | --- | | 7% | **52** | | |  |  | | --- | --- | | 9% | **43** | |
| 30-34 | |  |  | | --- | --- | | 4% | **23** | | |  |  | | --- | --- | | 5% | **24** | | |  |  | | --- | --- | | 3% | **23** | | |  |  | | --- | --- | | 4% | **21** | | |  |  | | --- | --- | | 2% | **14** | | |  |  | | --- | --- | | 3% | **12** | | |  |  | | --- | --- | | 2% | **12** | | |  |  | | --- | --- | | 6% | **30** | | |  |  | | --- | --- | | 3% | **21** | | |  |  | | --- | --- | | 4% | **19** | |
| 35-39 | |  |  | | --- | --- | | 2% | **13** | | |  |  | | --- | --- | | 2% | **11** | | |  |  | | --- | --- | | 2% | **11** | | |  |  | | --- | --- | | 2% | **11** | | |  |  | | --- | --- | | 2% | **14** | | |  |  | | --- | --- | | 5% | **23** | | |  |  | | --- | --- | | 3% | **17** | | |  |  | | --- | --- | | 3% | **15** | | |  |  | | --- | --- | | 2% | **12** | | |  |  | | --- | --- | | 3% | **15** | |
| 40-49 | |  |  | | --- | --- | | 4% | **26** | | |  |  | | --- | --- | | 4% | **18** | | |  |  | | --- | --- | | 2% | **12** | | |  |  | | --- | --- | | 5% | **26** | | |  |  | | --- | --- | | 3% | **24** | | |  |  | | --- | --- | | 4% | **19** | | |  |  | | --- | --- | | 4% | **24** | | |  |  | | --- | --- | | 3% | **15** | | |  |  | | --- | --- | | 2% | **15** | | |  |  | | --- | --- | | 3% | **13** | |
| 50+ | |  |  | | --- | --- | | 1% | **7** | | |  |  | | --- | --- | | 1% | **6** | | |  |  | | --- | --- | | 1% | **4** | | |  |  | | --- | --- | | 1% | **5** | | |  |  | | --- | --- | | 1% | **4** | | |  |  | | --- | --- | | 1% | **6** | | |  |  | | --- | --- | | 1% | **4** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 0% | **2** | | |  |  | | --- | --- | | 0% | **2** | |
| NA | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | |
| Totals | 100% **622** | 100% **442** | 100% **694** | 100% **481** | 100% **742** | 100% **435** | 100% **679** | 100% **503** | 100% **769** | 100% **454** |

Willow Age

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| 19 or Less | |  |  | | --- | --- | | 68% | **188** | | |  |  | | --- | --- | | 52% | **105** | | |  |  | | --- | --- | | 73% | **193** | | |  |  | | --- | --- | | 49% | **96** | | |  |  | | --- | --- | | 75% | **183** | | |  |  | | --- | --- | | 45% | **114** | | |  |  | | --- | --- | | 72% | **181** | | |  |  | | --- | --- | | 49% | **120** | | |  |  | | --- | --- | | 69% | **252** | | |  |  | | --- | --- | | 49% | **114** | |
| 20-24 | |  |  | | --- | --- | | 20% | **54** | | |  |  | | --- | --- | | 38% | **76** | | |  |  | | --- | --- | | 18% | **49** | | |  |  | | --- | --- | | 36% | **71** | | |  |  | | --- | --- | | 17% | **41** | | |  |  | | --- | --- | | 33% | **83** | | |  |  | | --- | --- | | 19% | **48** | | |  |  | | --- | --- | | 33% | **82** | | |  |  | | --- | --- | | 23% | **82** | | |  |  | | --- | --- | | 33% | **77** | |
| 25-29 | |  |  | | --- | --- | | 5% | **13** | | |  |  | | --- | --- | | 6% | **13** | | |  |  | | --- | --- | | 4% | **10** | | |  |  | | --- | --- | | 6% | **12** | | |  |  | | --- | --- | | 4% | **10** | | |  |  | | --- | --- | | 8% | **20** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 7% | **18** | | |  |  | | --- | --- | | 3% | **11** | | |  |  | | --- | --- | | 6% | **13** | |
| 30-34 | |  |  | | --- | --- | | 4% | **11** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 5% | **13** | | |  |  | | --- | --- | | 3% | **7** | | |  |  | | --- | --- | | 6% | **14** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 4% | **10** | |
| 35-39 | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 2% | **8** | | |  |  | | --- | --- | | 2% | **5** | |
| 40-49 | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 4% | **7** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 6% | **14** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 4% | **9** | |
| 50+ | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 2% | **5** | |

Madera Age

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| 19 or Less | |  |  | | --- | --- | | 64% | **116** | | |  |  | | --- | --- | | 39% | **74** | | |  |  | | --- | --- | | 66% | **136** | | |  |  | | --- | --- | | 40% | **87** | | |  |  | | --- | --- | | 62% | **130** | | |  |  | | --- | --- | | 46% | **77** | | |  |  | | --- | --- | | 66% | **172** | | |  |  | | --- | --- | | 46% | **85** | | |  |  | | --- | --- | | 71% | **176** | | |  |  | | --- | --- | | 44% | **75** | |
| 20-24 | |  |  | | --- | --- | | 21% | **38** | | |  |  | | --- | --- | | 31% | **59** | | |  |  | | --- | --- | | 21% | **43** | | |  |  | | --- | --- | | 34% | **73** | | |  |  | | --- | --- | | 23% | **49** | | |  |  | | --- | --- | | 33% | **55** | | |  |  | | --- | --- | | 22% | **57** | | |  |  | | --- | --- | | 30% | **55** | | |  |  | | --- | --- | | 19% | **47** | | |  |  | | --- | --- | | 32% | **55** | |
| 25-29 | |  |  | | --- | --- | | 6% | **11** | | |  |  | | --- | --- | | 9% | **17** | | |  |  | | --- | --- | | 7% | **14** | | |  |  | | --- | --- | | 12% | **26** | | |  |  | | --- | --- | | 5% | **11** | | |  |  | | --- | --- | | 5% | **9** | | |  |  | | --- | --- | | 6% | **15** | | |  |  | | --- | --- | | 7% | **13** | | |  |  | | --- | --- | | 4% | **11** | | |  |  | | --- | --- | | 11% | **18** | |
| 30-34 | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 6% | **12** | | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 5% | **10** | | |  |  | | --- | --- | | 5% | **10** | | |  |  | | --- | --- | | 6% | **10** | | |  |  | | --- | --- | | 3% | **9** | | |  |  | | --- | --- | | 7% | **12** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 5% | **8** | |
| 35-39 | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 5% | **10** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 4% | **9** | | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 4% | **7** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 2% | **4** | |
| 40-49 | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 7% | **14** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 4% | **8** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 7% | **11** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 4% | **7** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 5% | **8** | |
| 50+ | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **2** | |
| Totals | 100% **182** | 100%**190** | 100% **206** | 100%**215** | 100% **211** | 100%**166** | 100% **262** | 100%**183** | 100% **247** | 100%**170** |

There is a general decline in students older than 29 years old on all campuses, though there is a slight increase in the percentage (about 3%) of students 20 – 24 on the WI and Reedley campuses and a slight increase (about 2%) of students 25-29 on the Reedley campus. On average, about 90% of our English 125 students are 25 or younger.

Reedley ethnicity

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 4% | **88** | | |  |  | | --- | --- | | 4% | **63** | | |  |  | | --- | --- | | 4% | **88** | | |  |  | | --- | --- | | 4% | **66** | | |  |  | | --- | --- | | 4% | **83** | | |  |  | | --- | --- | | 4% | **72** | | |  |  | | --- | --- | | 4% | **87** | | |  |  | | --- | --- | | 4% | **66** | | |  |  | | --- | --- | | 4% | **91** | | |  |  | | --- | --- | | 5% | **81** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 1% | **11** | | |  |  | | --- | --- | | 1% | **14** | | |  |  | | --- | --- | | 1% | **14** | | |  |  | | --- | --- | | 1% | **11** | | |  |  | | --- | --- | | 1% | **18** | | |  |  | | --- | --- | | 1% | **13** | | |  |  | | --- | --- | | 1% | **18** | | |  |  | | --- | --- | | 1% | **14** | | |  |  | | --- | --- | | 1% | **16** | | |  |  | | --- | --- | | 1% | **16** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 3% | **74** | | |  |  | | --- | --- | | 3% | **48** | | |  |  | | --- | --- | | 3% | **59** | | |  |  | | --- | --- | | 3% | **56** | | |  |  | | --- | --- | | 3% | **67** | | |  |  | | --- | --- | | 4% | **62** | | |  |  | | --- | --- | | 5% | **97** | | |  |  | | --- | --- | | 4% | **76** | | |  |  | | --- | --- | | 4% | **87** | | |  |  | | --- | --- | | 5% | **91** | |
| Hispanic | |  |  | | --- | --- | | 62% | **1335** | | |  |  | | --- | --- | | 65% | **1078** | | |  |  | | --- | --- | | 65% | **1323** | | |  |  | | --- | --- | | 64% | **1127** | | |  |  | | --- | --- | | 66% | **1413** | | |  |  | | --- | --- | | 65% | **1078** | | |  |  | | --- | --- | | 63% | **1313** | | |  |  | | --- | --- | | 62% | **1091** | | |  |  | | --- | --- | | 61% | **1309** | | |  |  | | --- | --- | | 62% | **1101** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 9% | **185** | | |  |  | | --- | --- | | 9% | **143** | | |  |  | | --- | --- | | 8% | **157** | | |  |  | | --- | --- | | 8% | **144** | | |  |  | | --- | --- | | 7% | **144** | | |  |  | | --- | --- | | 8% | **125** | | |  |  | | --- | --- | | 8% | **162** | | |  |  | | --- | --- | | 7% | **123** | | |  |  | | --- | --- | | 8% | **167** | | |  |  | | --- | --- | | 8% | **136** | |
| White/non-Hispanic | |  |  | | --- | --- | | 21% | **446** | | |  |  | | --- | --- | | 19% | **325** | | |  |  | | --- | --- | | 20% | **406** | | |  |  | | --- | --- | | 20% | **346** | | |  |  | | --- | --- | | 19% | **411** | | |  |  | | --- | --- | | 19% | **308** | | |  |  | | --- | --- | | 20% | **411** | | |  |  | | --- | --- | | 22% | **388** | | |  |  | | --- | --- | | 22% | **467** | | |  |  | | --- | --- | | 20% | **363** | |

Willow ethnicity

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| African-American/non-Hispanic | |  |  | | --- | --- | | 3% | **8** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 4% | **10** | | |  |  | | --- | --- | | 2% | **9** | | |  |  | | --- | --- | | 5% | **11** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 3% | **7** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 3% | **10** | | |  |  | | --- | --- | | 3% | **6** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 4% | **12** | | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 7% | **13** | | |  |  | | --- | --- | | 6% | **14** | | |  |  | | --- | --- | | 6% | **16** | | |  |  | | --- | --- | | 3% | **8** | | |  |  | | --- | --- | | 7% | **18** | | |  |  | | --- | --- | | 8% | **28** | | |  |  | | --- | --- | | 11% | **25** | |
| Hispanic | |  |  | | --- | --- | | 22% | **61** | | |  |  | | --- | --- | | 28% | **57** | | |  |  | | --- | --- | | 17% | **45** | | |  |  | | --- | --- | | 20% | **39** | | |  |  | | --- | --- | | 29% | **70** | | |  |  | | --- | --- | | 23% | **58** | | |  |  | | --- | --- | | 21% | **53** | | |  |  | | --- | --- | | 25% | **61** | | |  |  | | --- | --- | | 21% | **76** | | |  |  | | --- | --- | | 28% | **66** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 21% | **57** | | |  |  | | --- | --- | | 17% | **34** | | |  |  | | --- | --- | | 15% | **39** | | |  |  | | --- | --- | | 13% | **26** | | |  |  | | --- | --- | | 6% | **15** | | |  |  | | --- | --- | | 12% | **29** | | |  |  | | --- | --- | | 9% | **23** | | |  |  | | --- | --- | | 12% | **30** | | |  |  | | --- | --- | | 8% | **30** | | |  |  | | --- | --- | | 9% | **21** | |
| White/non-Hispanic | |  |  | | --- | --- | | 48% | **133** | | |  |  | | --- | --- | | 49% | **99** | | |  |  | | --- | --- | | 59% | **157** | | |  |  | | --- | --- | | 57% | **111** | | |  |  | | --- | --- | | 56% | **137** | | |  |  | | --- | --- | | 55% | **139** | | |  |  | | --- | --- | | 61% | **153** | | |  |  | | --- | --- | | 50% | **124** | | |  |  | | --- | --- | | 58% | **210** | | |  |  | | --- | --- | | 45% | **104** | |

Madera ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| African-American/non-Hispanic | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 3% | **6** | | |  |  | | --- | --- | | 4% | **9** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 4% | **6** | | |  |  | | --- | --- | | 2% | **6** | | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 2% | **5** | | |  |  | | --- | --- | | 3% | **5** | |
| American Indian/Alaskan Native | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 2% | **3** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **2** | | |  |  | | --- | --- | | 1% | **2** | |
| Asian/Pacific Islander | |  |  | | --- | --- | | 1% | **1** | | |  |  | | --- | --- | | 4% | **8** | | |  |  | | --- | --- | | 1% | **3** | | |  |  | | --- | --- | | 3% | **7** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 3% | **5** | | |  |  | | --- | --- | | 4% | **11** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 2% | **4** | | |  |  | | --- | --- | | 1% | **2** | |
| Hispanic | |  |  | | --- | --- | | 60% | **109** | | |  |  | | --- | --- | | 66% | **126** | | |  |  | | --- | --- | | 59% | **122** | | |  |  | | --- | --- | | 55% | **118** | | |  |  | | --- | --- | | 51% | **108** | | |  |  | | --- | --- | | 57% | **95** | | |  |  | | --- | --- | | 58% | **153** | | |  |  | | --- | --- | | 68% | **124** | | |  |  | | --- | --- | | 64% | **157** | | |  |  | | --- | --- | | 68% | **115** | |
| Race/ethnicity unknown | |  |  | | --- | --- | | 12% | **21** | | |  |  | | --- | --- | | 6% | **11** | | |  |  | | --- | --- | | 15% | **31** | | |  |  | | --- | --- | | 14% | **30** | | |  |  | | --- | --- | | 18% | **37** | | |  |  | | --- | --- | | 16% | **27** | | |  |  | | --- | --- | | 15% | **39** | | |  |  | | --- | --- | | 14% | **26** | | |  |  | | --- | --- | | 16% | **40** | | |  |  | | --- | --- | | 11% | **19** | |
| White/non-Hispanic | |  |  | | --- | --- | | 24% | **44** | | |  |  | | --- | --- | | 20% | **38** | | |  |  | | --- | --- | | 21% | **44** | | |  |  | | --- | --- | | 22% | **48** | | |  |  | | --- | --- | | 27% | **57** | | |  |  | | --- | --- | | 18% | **30** | | |  |  | | --- | --- | | 20% | **53** | | |  |  | | --- | --- | | 12% | **22** | | |  |  | | --- | --- | | 16% | **39** | | |  |  | | --- | --- | | 16% | **27** | |
| Totals | 100% **182** | 100% **190** | 100% **206** | 100% **215** | 100% **211** | 100%**166** | 100% **262** | 100% **183** | 100% **247** | 100% **170** |

There are two ethnic designations that cover a great majority of our students: white and Hispanic. African Americans make up an average of only 2-4 % of the total student body. On the Reedley campus, the Hispanic population has remained fairly stable at about 61% of the student body; the white population has remained stable at about 22%. On the Willow campus, the Asian population has increased over the past several years to about 8% of the total student population, while Hispanics have remained fairly steady at about 22%. The large increase (10%) of white/non-Hispanic students reflects the changing demographic of the Clovis/North Fresno area. Madera has experienced a different trend with an increase in Hispianic students (from about 60% to 68%) and a decrease in white/non-Hispanic students (24% – 16%)

Reedley gender

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| F | |  |  | | --- | --- | | 54% | **334** | | |  |  | | --- | --- | | 55% | **242** | | |  |  | | --- | --- | | 51% | **357** | | |  |  | | --- | --- | | 59% | **282** | | |  |  | | --- | --- | | 54% | **402** | | |  |  | | --- | --- | | 58% | **253** | | |  |  | | --- | --- | | 54% | **364** | | |  |  | | --- | --- | | 59% | **298** | | |  |  | | --- | --- | | 56% | **434** | | |  |  | | --- | --- | | 59% | **269** | |
| M | |  |  | | --- | --- | | 46% | **288** | | |  |  | | --- | --- | | 45% | **200** | | |  |  | | --- | --- | | 48% | **336** | | |  |  | | --- | --- | | 41% | **197** | | |  |  | | --- | --- | | 46% | **340** | | |  |  | | --- | --- | | 42% | **182** | | |  |  | | --- | --- | | 46% | **315** | | |  |  | | --- | --- | | 41% | **205** | | |  |  | | --- | --- | | 44% | **335** | | |  |  | | --- | --- | | 41% | **184** | |

Willow gender

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| F | |  |  | | --- | --- | | 52% | **144** | | |  |  | | --- | --- | | 57% | **115** | | |  |  | | --- | --- | | 53% | **142** | | |  |  | | --- | --- | | 56% | **110** | | |  |  | | --- | --- | | 61% | **148** | | |  |  | | --- | --- | | 56% | **141** | | |  |  | | --- | --- | | 54% | **136** | | |  |  | | --- | --- | | 54% | **133** | | |  |  | | --- | --- | | 52% | **190** | | |  |  | | --- | --- | | 58% | **136** | |
| M | |  |  | | --- | --- | | 48% | **132** | | |  |  | | --- | --- | | 43% | **87** | | |  |  | | --- | --- | | 46% | **123** | | |  |  | | --- | --- | | 44% | **86** | | |  |  | | --- | --- | | 39% | **96** | | |  |  | | --- | --- | | 44% | **110** | | |  |  | | --- | --- | | 46% | **114** | | |  |  | | --- | --- | | 46% | **113** | | |  |  | | --- | --- | | 47% | **172** | | |  |  | | --- | --- | | 41% | **95** | |

Madera gender

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| F | |  |  | | --- | --- | | 55% | **101** | | |  |  | | --- | --- | | 64% | **122** | | |  |  | | --- | --- | | 65% | **134** | | |  |  | | --- | --- | | 64% | **138** | | |  |  | | --- | --- | | 61% | **128** | | |  |  | | --- | --- | | 60% | **100** | | |  |  | | --- | --- | | 62% | **162** | | |  |  | | --- | --- | | 63% | **115** | | |  |  | | --- | --- | | 60% | **147** | | |  |  | | --- | --- | | 60% | **102** | |
| M | |  |  | | --- | --- | | 45% | **81** | | |  |  | | --- | --- | | 36% | **68** | | |  |  | | --- | --- | | 35% | **72** | | |  |  | | --- | --- | | 36% | **77** | | |  |  | | --- | --- | | 39% | **83** | | |  |  | | --- | --- | | 40% | **66** | | |  |  | | --- | --- | | 38% | **100** | | |  |  | | --- | --- | | 37% | **68** | | |  |  | | --- | --- | | 40% | **100** | | |  |  | | --- | --- | | 39% | **67** | |
| X | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **1** | |

The general trend toward an increase in female students and a decrease in male students by percentage also shows up in English 125. The approximate split of 60% female/40% male is reflected on all campuses.

Developmental Writing FT-PT Enrollment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 72% | **675** | 66% | **412** | 74% | **681** | 64% | **409** | 78% | **784** | 63% | **404** | 78% | **818** | 63% | **379** | 72% | **697** | 60% | **388** |
| Part Time (11 Or Less Units) | 28% | **257** | 34% | **215** | 27% | **245** | 36% | **227** | 22% | **221** | 37% | **237** | 22% | **232** | 37% | **225** | 28% | **271** | 40% | **257** |
| **Totals** | **###** | **932** | **###** | **627** | **###** | **926** | **###** | **636** | **100%** | **1005** | **100%** | **641** | **100%** | **1050** | **###** | **604** | **###** | **968** | **###** | **645** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 53% | **399** | 39% | **220** | 57% | **374** | 49% | **262** | 60% | **398** | 46% | **242** | 61% | **389** | 50% | **282** | 62% | **434** | 49% | **286** |
| Part Time (11 Or Less Units) | 47% | **353** | 61% | **340** | 43% | **280** | 51% | **273** | 40% | **264** | 54% | **285** | 39% | **248** | 51% | **288** | 38% | **268** | 51% | **293** |
| **Totals** | **###** | **752** | **###** | **560** | **###** | **654** | **###** | **535** | **100%** | **662** | **100%** | **527** | **100%** | **637** | **###** | **570** | **###** | **702** | **###** | **579** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 57% | **214** | 43% | **110** | 66% | **212** | 56% | **127** | 71% | **221** | 54% | **117** | 69% | **198** | 56% | **160** | 74% | **239** | 57% | **169** |
| Part Time (11 Or Less Units) | 43% | **162** | 57% | **148** | 34% | **110** | 44% | **98** | 29% | **91** | 46% | **101** | 31% | **89** | 44% | **127** | 26% | **84** | 43% | **127** |
| **Totals** | **###** | **376** | **###** | **258** | **###** | **322** | **###** | **225** | **100%** | **312** | **100%** | **218** | **100%** | **287** | **###** | **287** | **###** | **323** | **###** | **296** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 47% | **153** | 37% | **101** | 50% | **141** | 44% | **123** | 48% | **148** | 38% | **109** | 54% | **161** | 45% | **109** | 53% | **178** | 43% | **106** |
| Part Time (11 Or Less Units) | 53% | **174** | 63% | **173** | 50% | **140** | 56% | **154** | 52% | **160** | 62% | **176** | 46% | **139** | 56% | **136** | 47% | **156** | 57% | **142** |
| **Totals** | **###** | **327** | **###** | **274** | **###** | **281** | **###** | **277** | **100%** | **308** | **100%** | **285** | **100%** | **300** | **###** | **245** | **###** | **334** | **###** | **248** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 65% | **32** | 31% | **9** | 41% | **21** | 36% | **12** | 69% | **29** | 67% | **16** | 60% | **30** | 34% | **13** | 38% | **17** | 31% | **11** |
| Part Time (11 Or Less Units) | 35% | **17** | 69% | **20** | 59% | **30** | 64% | **21** | 31% | **13** | 33% | **8** | 40% | **20** | 66% | **25** | 62% | **28** | 69% | **24** |
| **Totals** | **###** | **49** | **###** | **29** | **###** | **51** | **###** | **33** | **100%** | **42** | **100%** | **24** | **100%** | **50** | **###** | **38** | **###** | **45** | **###** | **35** |

Full-time/part-time enrollment ratio:

The full-time to part-time student ratio varies widely among the campuses: FT:PT = Reedley 60:40; Willow 57:43; Madera 43:57. Maybe this ratio needs to be considered when scheduling courses.

WSCH/FTEF data: Developmental Writing FT-PT Enrollment

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Developmental Writing FTE Data | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 3.80 | 2.60 | 2.20 | 2.20 | 3.60 | 2.40 | 4.20 | 3.60 | 4.40 | 2.80 |
|  | **Part Time** | 2.40 | 1.40 | 2.80 | 1.40 | 2.60 | 2.00 | 11.80 |  | 11.40 | 0.60 |
|  | **Extra Pay** | 0.40 | 0.40 | 1.20 | 0.60 | 0.40 | 0.20 | 0.40 | 0.20 | 0.20 | 1.00 |
|  | **FTE Faculty** | 6.60 | 4.40 | 6.20 | 4.20 | 6.60 | 4.60 | 16.40 | 3.80 | 16.00 | 4.40 |
|  | **FTE Students** | 113.16 | 78.98 | 112.77 | 73.35 | 123.1 | 77.06 | 121.1 | 70.9 | 109.03 | 70.84 |
|  | **FTES per FTEF** | 17.15 | 17.95 | 18.19 | 17.46 | 18.65 | 16.75 | 16.82 | 14.77 | 16.03 | 16.10 |
|  | **WSCH per FTEF** | 514.36 | 538.50 | 545.66 | 523.93 | 559.55 | 502.57 | 504.58 | 443.13 | 481.01 | 483.00 |
|  | **FT:PT LHE Ratio** | 1.75:1 | 2.14:1 | 1.21:1 | 2.00:1 | 1.54:1 | 1.30:1 | 0.39:1 | 0.00:1 | 0.40:1 | 6.33:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 1.60 | 1.00 | 1.80 | 1.40 | 2.00 | 1.60 | 1.20 | 1.40 | 1.20 | 1.20 |
|  | **Part Time** | 3.40 | 3.00 | 3.20 | 2.40 | 3.00 | 2.40 | 3.40 | 3.40 | 3.60 | 3.60 |
|  | **Extra Pay** | 0.20 | 0.00 | 0.00 | 0.40 | 0.00 | 0.20 | 0.20 | 0.00 | 0.20 | 0.00 |
|  | **FTE Faculty** | 5.20 | 4.00 | 5.00 | 4.20 | 5.00 | 4.20 | 4.80 | 4.80 | 5.00 | 4.80 |
|  | **FTE Students** | 97.49 | 70.34 | 86.63 | 69.80 | 87.51 | 68.20 | 85.60 | 75.42 | 92.87 | 75.47 |
|  | **FTES per FTEF** | 18.75 | 17.59 | 17.33 | 16.62 | 17.50 | 16.24 | 17.83 | 15.71 | 18.57 | 15.72 |
|  | **WSCH per FTEF** | 562.44 | 527.55 | 519.78 | 498.57 | 525.06 | 487.14 | 535.00 | 471.38 | 557.22 | 471.69 |
|  | **FT:PT LHE Ratio** | 0.53:1 | 0.33:1 | 0.56:1 | 0.75:1 | 0.67:1 | 0.75:1 | 0.41:1 | 0.41:1 | 0.39:1 | 0.33:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 0.20 | 0.00 | 0.00 | 0.20 | 0.40 | 0.40 | 0.40 | 0.80 | 0.80 | 0.60 |
|  | **Part Time** | 2.20 | 1.80 | 2.40 | 1.40 | 1.80 | 1.20 | 1.60 | 1.40 | 1.40 | 0.00 |
|  | **Extra Pay** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.20 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | 2.40 | 1.80 | 2.40 | 1.60 | 2.20 | 1.60 | 2.20 | 2.20 | 2.20 | 0.60 |
|  | **FTE Students** | 49.99 | 33.87 | 42.67 | 29.47 | 41.34 | 28.67 | 38.54 | 38.53 | 43.07 | 38.94 |
|  | **FTES per FTEF** | 20.83 | 18.82 | 17.78 | 18.42 | 18.79 | 17.92 | 17.52 | 17.51 | 19.58 | 16.23 |
|  | **WSCH per FTEF** | 624.88 | 564.50 | 533.38 | 552.56 | 563.73 | 537.56 | 525.55 | 525.41 | 587.32 | 486.75 |
|  | **FT:PT LHE Ratio** | 0.09:1 | 0.00:1 | 0.00:1 | 0.14:1 | 0.22:1 | 0.33:1 | 0.38:1 | 0.57:1 | 0.57:1 | 0.00:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 1.40 | 1.00 | 1.80 | 1.20 | 1.60 | 1.20 | 0.80 | 0.60 | 0.40 | 0.60 |
|  | **Part Time** | 0.80 | 0.80 | 0.40 | 0.60 | 0.80 | 0.80 | 1.40 | 1.60 | 1.80 | 1.40 |
|  | **Extra Pay** | 0.20 | 0.00 | 0.00 | 0.40 | 0.00 | 0.20 | 0.00 | 0.00 | 0.20 | 0.00 |
|  | **FTE Faculty** | 2.40 | 1.80 | 2.20 | 2.20 | 2.40 | 2.20 | 2.20 | 2.20 | 2.40 | 2.00 |
|  | **FTE Students** | 40.97 | 32.6 | 37.42 | 35.93 | 40.57 | 36.33 | 40.4 | 31.96 | 43.8 | 32.00 |
|  | **FTES per FTEF** | 17.07 | 18.11 | 17.07 | 16.33 | 16.90 | 16.51 | 18.36 | 14.53 | 18.25 | 16.00 |
|  | **WSCH per FTEF** | 512.13 | 543.33 | 512.13 | 489.95 | 507.13 | 495.41 | 550.91 | 435.82 | 547.50 | 480.00 |
|  | **FT:PT LHE Ratio** | 2.00:1 | 1.25:1 | 4.50:1 | 2.67:1 | 2.00:1 | 1.75:1 | 0.57:1 | 0.38:1 | 0.33:1 | 0.43:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **Part Time** | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 |
|  | **Extra Pay** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 |
|  | **FTE Students** | 6.53 | 3.87 | 6.54 | 4.40 | 5.60 | 3.20 | 6.66 | 4.93 | 6.00 | 4.53 |
|  | **FTES per FTEF** | 16.33 | 9.68 | 16.35 | 11.00 | 14.00 | 8.00 | 16.65 | 12.33 | 15.00 | 11.33 |
|  | **WSCH per FTEF** | 489.75 | 290.25 | 490.50 | 330.00 | 420.00 | 240.00 | 499.50 | 369.75 | 450.00 | 339.75 |
|  | **FT:PT LHE Ratio** | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 |

It is a best practice, identified in “Basic Skills as a Foundation for Student Success in California Community Colleges,” that developmental composition classes be taught by full time instructors because they are likely to be better prepared and because they are more fully integrated into the college support system than adjuncts are. Although the attached chart is not correct, we are aware that many developmental composition courses are taught by adjuncts, and it should be our goal to accomplish two things: (1) increase the number of developmental composition classes taught by full time instructors and (2) assist adjuncts who are teaching developmental composition classes through informal mentoring, through formal, paid training sessions, etc.

English 125 Online:

We have been teaching English 125 online since fall 03 and there is always interest in the class.   
  
Based on observations, many of the students who enroll in E-125 online work full time and have children.  The perception seems to be that taking an online class is easier or the work can be completed in a few hours over the weekend.  Because of these misperceptions, we recommend that the district make a general statement about online classes that appears when students register for these classes.  The statement should mention minimum hardware requirements, time commitment, and the responsibilities online students need to accept when taking online classes. A general online assessment or mini course might help students assess whether or not online learning fits their needs, learning styles, and personality (students need to be more motivated and disciplined to take an online class.  As experiences have suggested, often, students don't realize this and forget to log in to the class thus missing assignments).  Although there are statements and assessments for students to take, these need to be given to the student before they register for the class.   
  
Successful online students generally need better critical thinking skills so that they can figure out what to do if a quiz shuts down or if they have other problems with the class.  Many times, students just ignore problems rather than communicating with the instructor to come up with a solution.  Again, because students lack judgment and don't always communicate with the instructor or get help, they end up missing key assignments which results in them either dropping the class or getting a poor grade.   
  
It seems, however, that the students who do stay in the class are largely successful--perhaps more so than in the face-to-face classes, but there is no research to support any conclusions.   
  
In general, more research needs to be gathered regarding why students who take English 125 online choose to take this class as well as other general demographics need to be gathered for all online students.

***English 125 Student Learning Outcome:***

*Upon completion of English 125 a student will be able to:*

*Write an essay with a beginning, middle, and end which uses convincing examples*.

***Timeline:*** *ongoing*

***Assessment of this SLO:***

*The North Centers use the following rubric:*

***ENGL. 125 CRITERIA FOR GRADING OF ENGLISH ESSAYS***

***A****This response to the assignment is excellent in all respects, a clear "A" level response.  It addresses all aspects of the topic or writing assignment.  A significant portion of this response is thoughtful and analytical.  It is virtually free of grammatical and mechanical errors.  It is more than sufficiently developed and organized, and it includes numerous specifics.  In addition, the writing displays a sophistication of expression and/or an ability to be creative.  Furthermore, the response clearly demonstrates the writer's fluency in standard written English.  This student is clearly ready to meet the demands of English 1A.*

***B****This is a competent response, solid "B" level work.  It addresses all aspects of the topic or writing assignment; it is sufficiently analytical; and it is adequately developed, providing enough specifics to make the writer's general statements clear to the reader.  This essay may be less developed, or less organized, or less specific than the "A" essay, but the writing is still cogent, coherent, and focused.  There are few mechanical and grammatical errors.  This student is also ready to meet the demands of English 1A.*

***C****This response sufficiently answers the question, a "C" level response.  Although it may lack the development and the specifics of a "B" or "A", it does address all aspects of the assignment.  This paper may be brief, or not as expressive and fluent as a "B" or "A".  There are a few mechanical and grammatical errors, but the ones that do appear tend not to distract from the meaning the writer is trying to communicate.  This student is likely to be able to meet the demands of English 1A.*

***D****This response displays at least one serious problem.  It is too short or does not address all aspects of the writing assignment or lacks an analytical segment.  The writer may not have provided a sufficiently developed introduction or conclusion.  Supporting details and examples may not be clearly stated.  This writing contains numerous, persistent errors in grammar and mechanics that interfere with the meaning that the writer is trying to communicate.  However, except for the one serious problem, the writing shows fluency.  This student would be likely to have a difficult time meeting the demands of English 1A.*

***F****This response has more than one serious problem; in fact, it may have several serious problems.  It does not adequately address all areas of the topic or writing assignment, or it may lack a clear thesis or supporting details and specifics.  It may not be clearly focused, or it may lack coherence.  Grammar and mechanical errors obscure and confuse the meaning that the writer is trying to convey.  It is clear from this essay that the writer is not able to consistently control the fundamentals of writing and would struggle with meeting the demands of English 1A.  Therefore, this student is not yet ready for English 1A.*

*Reedley College has similar, individual guidelines that are used in our series of norming sessions.  A common rubric may come from these normings.*

*\*Funding is required for part-time faculty at both Reedley College and the North Centers to be trained and included in the implementation process of the assessment procedures in their classes.*

English 125 Summary Statement

Students who test into English 125 are largely under prepared for college writing and studying.  Many factors influence these deficiencies, and personal situations halter the students' success. As we implement best practices identified by the student success initiative, we need substantial research support to track the effectiveness of the program. Also, more research regarding online instruction and support for students taking English 125 online will help this growing population.  Scheduling changes, along with the hiring of more full-time developmental instructors may help these circumstances as these students prepare themselves for English 1A, our upcoming graduation requirement.

**ENGLISH 1A**

Overall College Enrollment (Table 1A, 1B, & 1C):

Overall enrollment for English classes for all sites has been fine. While Reedley does show a drop in enrollment, the college as a whole has shown a drop in enrollment as well. The North Centers has experienced an overall increase in total enrollment and enrollment in English classes.

However, the data is confusing. For instance, the original numbers listed for total enrollment for North Centers and English classes were wrong. The non-parenthetical numbers are the data initially given; the parenthetical numbers are the data when all three sites are added together. Hence, someone miscalculated the combined total for the three sites of the North Centers.

Moreover, fall semesters typically experience an increase in enrollment and spring experiences a drop in enrollment. However, in all three tables we find examples of the opposite. For instance, in table 1A for WI for years 05/06 and 06/07 we find the exact opposite. Moreover, some numbers seem wrong. For instance, it seems highly improbable that 04/05 for WI would have the exact same numbers and that spring 06 and spring 07 would also have the same number of enrollment. While it is possible that spring would have higher enrollment than fall and that that same number of students would return to school for two or more years, nevertheless these numbers run counter to the norm and give a sense of how unreliable they very well may be.

Table 1A: Overall College Enrollment, Spring 2003 to Spring 2007

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **General**  **Enrollment** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** | **% Growth**  **2002FA through 2007Sp** |
| Reedley College | 5749 | 5800 | 5335 | 5701 | 5545 | 5733 | 5432 | 5698 | 5661 | **-1.53** |
| North Centers | 6503(6666) | 6533(6706) | 6075(6258) | 6435(6635) | 6325(6709) | 6651(6840) | 6548(6757) | 6905(6820) | 7004(6863) | **2.31** |
| WI | 3941 | 4013 | 3754 | 4131 | 4131 | 4102 | 4162 | 4102 | 4162 | **5.60** |
| Madera | 2233 | 2205 | 2064 | 2100 | 2112 | 2262 | 2142 | 2277 | 2255 | **0.98** |
| Oakhurst | 492 | 488 | 440 | 404 | 466 | 476 | 453 | 441 | 446 | **-9.34** |

Table 1B: Overall English Enrollment, Spring 2003 to Spring 2007

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  **Enrollment** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** | **% Growth**  **2002FA through 2007Sp** |
| Reedley College | 1846 | 2139 | 1671 | 2074 | 1750 | 2136 | 1658 | 2088 | 1758 | **-4.76** |
| North Centers | 1829(1627) | 1605(1829) | 1767(1605) | 1910(1767) | 1582 | 1811 | 1696 | 1913 | 1771 | **8.85** |
| WI | 881 | 1132 | 908 | 1051 | 856 | 1048 | 970 | 1088 | 1050 | **19.18** |
| Madera | 660 | 587 | 594 | 622 | 630 | 662 | 621 | 729 | 625 | **-5.30** |
| Oakhurst | 86 | 110 | 103 | 94 | 96 | 101 | 105 | 96 | 96 | **11.62** |

Table 1C: Overall English 1A Enrollment, Spring 2003 to Spring 2007

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English 1A Enrollment** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** | **% Growth**  **2002FA through 2007Sp** |
| Reedley College | 559 | 495 | 462 | 461 | 516 | 446 | 450 | 441 | 466 | **-16.63** |
| North Centers | 690 | 733 | 625 | 644 | 579 | 632 | 578 | 663 | 608 | **-11.88** |
| WI | 438 | 550 | 395 | 468 | 355 | 454 | 371 | 461 | 405 | **-7.76** |
| Madera | 204 | 149 | 176 | 143 | 159 | 143 | 157 | 163 | 157 | **-23.03** |
| Oakhurst | 48 | 34 | 54 | 33 | 65 | 35 | 50 | 39 | 46 | **-4.16** |

Reedley College: Reedley’s English 1A classes spiked in enrollment in spring 03 with 559 students and in spring 05 with 516 students. All other semesters remain fairly consistent. In part, the drop in enrollment for English 1A is in keeping with the drop in overall enrollment for Reedley College. However, we should consider other factors.

1. Out of the nine semesters represented in this cycle, six vary from 462 to 441, which represent greater consistency. If these numbers seem to offer better representation of enrollment, we have a variation of -4% rather than -16%.
2. In semesters of high enrollment, high school students may have been better prepared for college English. More high school students passed the placement test, and/or more high school students preformed better in English 125 because of their high school education and did not need to repeat 125.
3. One contributing factor may be online enrollment. Teachers may have enrolled over the cap, especially in spring 03, because teachers understood the high drop rate for all online classes. Students could have rushed to enroll in online 1A because they believed this version would be easier. The semesters after spring 03 may represent students understanding the difficulty in taking and passing an online 1A and consequently they were less inclined to enroll in online learning.
4. Given the general discrepancies with the data as a whole, the -16% in enrollment is highly questionable. Here again, the data reflect higher numbers in spring than in fall.
5. Here again, the requirement of 1A for an AA degree will most likely impact enrollment.

North Centers Combined: Overall, the tables for total enrollment in English (table 1B) and English 1A (table 1C) are hard to understand. How is it that the North Centers show a strong increase in overall growth of English classes but a fairly dramatic decrease in enrollment for English 1A? Granted percentages will have a more dramatic increase or decrease when calculating lower numbers than higher numbers. Nevertheless, English 1A is a pivotal class for all community college students. If we have growth in the overall English classes, we should find some growth or a minimal decrease in English 1A. However, if the current growth for the North Centers holds, we will more than likely have an increase in English 1A because of the new requirement to earn an AA.

WI: WI underscores some of the confusing discrepancies in these tables. The total enrollment for English (Table 1B) shows a dramatic increase in enrollment by 19.10%. And yet, English 1A’s enrollment dropped by -7.76%. Budget cuts did affect the numbers, since WI offered sixteen 1A classes in the spring 04 but only thirteen in spring 05. However, with such a large percentage of increase, it seems as though English 1A should break even or show some increase.

Madera: By this data, Madera shows the most dramatic decrease in enrollment. Spring 03 shows the largest number of 204 (Table 1C). However, the other semesters demonstrate much more consistency. All spring semesters range from 176 to 157 and the fall semesters range from 149 to 163. Part, and perhaps all, of the drop in enrollment is due to budget cuts. For spring 03 to have 204 students, Madera must have offered a minimum of seven classes. Madera must have cut at least one class between spring 03 and spring 04. Moreover, Madera’s online English 1A would also affect the numbers, since the online class was not an addition but a replacement of a traditional face to face class. An online class, because it is offered at all three North Center sites, would have had a minimum of ten students. Therefore, by making the online class a replacement and not an addition, Madera lost a minimum of 20 students.

Oakhurst: Overall, Oakhurst’s decrease of -4.16% is minimal. The largest increase in enrollment was in the spring 05 with 65 students. However, if that year is excluded, other years of increased enrollment are as follows: 57 (fall 02), 54 (spring 04), 50 (spring 06), and 46. These numbers show a steady decrease. The lowest numbers are as follows: 34 (fall 03), 33 (fall 04), 35 (fall 06), & 39 (fall 07).

Enrollment by Age (2A, B, C, and D)

Reedley College: English 1A classes are in line with the total enrollment of age. The majority of students attending Reedley College are 25 and younger. In fact, from 03 to 07, 25 and younger made up 59%-65% of the student body. Students 24 years and younger made up anywhere from 72%-81% of the English 1A classes, a higher percentage than the total enrollment by age of Reedley College.

Table 2A: Reedley College Total Enrollment by Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 25% | **1421** | 30% | **1753** | 26% | **1376** | 31% | **1762** | 28% | **1533** | 32% | **1824** | 28% | **1519** | 32% | **1800** | 28% | **1600** |
| 20-24 | 34% | **1979** | 33% | **1898** | 35% | **1866** | 32% | **1831** | 34% | **1911** | 33% | **1869** | 36% | **1958** | 33% | **1892** | 35% | **2000** |
| 25-29 | 10% | **577** | 10% | **574** | 11% | **575** | 11% | **607** | 11% | **588** | 10% | **593** | 11% | **575** | 11% | **625** | 11% | **636** |
| 30-34 | 7% | **422** | 6% | **368** | 7% | **370** | 7% | **375** | 7% | **380** | 6% | **345** | 6% | **343** | 6% | **332** | 6% | **360** |
| 35-39 | 6% | **338** | 5% | **293** | 6% | **301** | 5% | **288** | 5% | **304** | 5% | **294** | 5% | **288** | 5% | **299** | 5% | **270** |
| 40-49 | 10% | **574** | 9% | **543** | 9% | **487** | 8% | **465** | 8% | **447** | 8% | **448** | 7% | **397** | 7% | **403** | 8% | **426** |
| 50+ | 7% | **379** | 6% | **336** | 6% | **334** | 6% | **342** | 6% | **355** | 6% | **327** | 6% | **352** | 5% | **311** | 7% | **369** |
| NA | 1% | **59** | 1% | **35** | 0% | **26** | 1% | **31** | 0% | **27** | 1% | **33** | 0% | **0** | 1% | **36** | 0% | **0** |
| Totals | 100% **5749** | | 100% **5800** | | 100% **5335** | | 100% **5701** | | 100% **5545** | | 100% **5733** | | 100% **5432** | | 100% **5698** | | 100% **5661** | |

Table 2B: Reedley English 1A Age Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 38% | **215** | 44% | **217** | 42% | **194** | 41% | **190** | 41% | **210** | 48% | **216** | 46% | **207** | 47% | **206** | 37% | **174** |
| 20-24 | 34% | **189** | 37% | **183** | 35% | **161** | 40% | **184** | 35% | **183** | 34% | **151** | 36% | **163** | 33% | **147** | 39% | **183** |
| 25-29 | 8% | **44** | 8% | **40** | 8% | **37** | 9% | **41** | 9% | **46** | 6% | **28** | 8% | **38** | 10% | **42** | 11% | **49** |
| 30-34 | 6% | **34** | 3% | **15** | 5% | **22** | 3% | **16** | 6% | **31** | 4% | **20** | 4% | **19** | 3% | **14** | 4% | **19** |
| 35-39 | 5% | **30** | 2% | **12** | 4% | **19** | 2% | **8** | 4% | **22** | 2% | **8** | 2% | **10** | 4% | **16** | 2% | **9** |
| 40-49 | 7% | **37** | 5% | **27** | 4% | **18** | 4% | **19** | 3% | **16** | 4% | **16** | 2% | **10** | 2% | **10** | 6% | **26** |
| 50+ | 1% | **7** | 0% | **1** | 2% | **11** | 1% | **3** | 2% | **8** | 2% | **7** | 1% | **3** | 1% | **6** | 1% | **6** |
| NA | 1% | **3** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **559** | | 100% **495** | | 100% **462** | | 100% **461** | | 100% **516** | | 100% **446** | | 100% **450** | | 100% **441** | | 100% **466** | |

North Centers Combined: Percentage of students who attend the North Centers in the 24 years and under category ranges from 60% to 68%, which indicates little fluctuation. English 1A classes from all sites tend to be higher in this age category by an average of 10-15%.

WI: The percentages indicate a slow increase for the English 1A enrollment of 24 years and younger. In spring 03, this age bracket comprised 79% and 75%, respectively. While in the spring of 06 the percentage dipped to 79%, all other years after spring 03 maintained an 80% or better rate of enrollment for the 24 years and younger category.

Madera: English 1A in Madera also consistently has a higher percentage of students than the college as a whole in 25 and younger category. The lowest percentage year occurred in spring 03 with 66%. However, all other years maintained a consistent percentage. True to the trend, fall years maintained a higher percentage than the spring, with an average of 80% and higher in fall and 75%-77% in the spring.

Oakhurst: Oakhurst English 1A experienced its lowest percentages in spring 03 in the 25 and younger category with 68% and 65%, respectively. After those years, Oakhurst increased its percentages to an average of 73%-75%.

Table 2C: Total Enrollment by Age for North Centers Combined

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 24% | **1529** | 31% | **2021** | 25% | **1489** | 30% | **1920** | 25% | **1603** | 29% | **1938** | 24% | **1598** | 30% | **2044** | 24% | **1710** |
| 20-24 | 36% | **2348** | 35% | **2275** | 39% | **2351** | 37% | **2409** | 40% | **2529** | 39% | **2571** | 40% | **2638** | 38% | **2616** | 40% | **2797** |
| 25-29 | 12% | **787** | 11% | **729** | 12% | **718** | 11% | **703** | 12% | **735** | 11% | **715** | 12% | **812** | 11% | **792** | 13% | **933** |
| 30-34 | 7% | **487** | 7% | **446** | 7% | **449** | 6% | **400** | 7% | **426** | 6% | **418** | 7% | **454** | 6% | **409** | 7% | **459** |
| 35-39 | 6% | **379** | 5% | **327** | 5% | **333** | 5% | **313** | 5% | **308** | 5% | **304** | 5% | **317** | 5% | **312** | 5% | **341** |
| 40-49 | 11% | **685** | 8% | **538** | 8% | **515** | 7% | **474** | 8% | **505** | 8% | **501** | 8% | **514** | 8% | **535** | 8% | **538** |
| 50+ | 4% | **277** | 3% | **197** | 4% | **219** | 3% | **214** | 3% | **218** | 3% | **203** | 3% | **215** | 3% | **196** | 3% | **226** |
| NA | 0% | **11** | 0% | **0** | 0% | **1** | 0% | **2** | 0% | **1** | 0% | **1** | 0% | **0** | 0% | **1** | 0% | **0** |
| Totals | 100% **6503** | | 100% **6533** | | 100% **6075** | | 100% **6435** | | 100% **6325** | | 100% **6651** | | 100% **6548** | | 100% **6905** | | 100% **7004** | |

WI Total Enrollment by Age Category

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** |
| 19 or Less | |  |  | | --- | --- | | 24% | **942** | | |  |  | | --- | --- | | 31% | **1224** | | |  |  | | --- | --- | | 24% | **915** | | |  |  | | --- | --- | | 30% | **1251** | | |  |  | | --- | --- | | 25% | **988** | | |  |  | | --- | --- | | 29% | **1172** | | |  |  | | --- | --- | | 23% | **976** | | |  |  | | --- | --- | | 29% | **1283** | | |  |  | | --- | --- | | 24% | **1086** | | |  |  | | --- | --- | | 30% | **1403** | |
| 20-24 | |  |  | | --- | --- | | 40% | **1568** | | |  |  | | --- | --- | | 38% | **1520** | | |  |  | | --- | --- | | 42% | **1564** | | |  |  | | --- | --- | | 39% | **1629** | | |  |  | | --- | --- | | 43% | **1673** | | |  |  | | --- | --- | | 42% | **1732** | | |  |  | | --- | --- | | 43% | **1805** | | |  |  | | --- | --- | | 40% | **1774** | | |  |  | | --- | --- | | 43% | **1936** | | |  |  | | --- | --- | | 39% | **1831** | |
| 25-29 | |  |  | | --- | --- | | 12% | **487** | | |  |  | | --- | --- | | 11% | **460** | | |  |  | | --- | --- | | 12% | **445** | | |  |  | | --- | --- | | 11% | **461** | | |  |  | | --- | --- | | 12% | **472** | | |  |  | | --- | --- | | 11% | **437** | | |  |  | | --- | --- | | 13% | **522** | | |  |  | | --- | --- | | 12% | **511** | | |  |  | | --- | --- | | 14% | **610** | | |  |  | | --- | --- | | 11% | **524** | |
| 30-34 | |  |  | | --- | --- | | 7% | **287** | | |  |  | | --- | --- | | 7% | **270** | | |  |  | | --- | --- | | 7% | **270** | | |  |  | | --- | --- | | 5% | **220** | | |  |  | | --- | --- | | 6% | **223** | | |  |  | | --- | --- | | 5% | **216** | | |  |  | | --- | --- | | 6% | **260** | | |  |  | | --- | --- | | 5% | **234** | | |  |  | | --- | --- | | 6% | **256** | | |  |  | | --- | --- | | 6% | **285** | |
| 35-39 | |  |  | | --- | --- | | 5% | **199** | | |  |  | | --- | --- | | 4% | **179** | | |  |  | | --- | --- | | 5% | **177** | | |  |  | | --- | --- | | 4% | **179** | | |  |  | | --- | --- | | 5% | **178** | | |  |  | | --- | --- | | 4% | **174** | | |  |  | | --- | --- | | 5% | **189** | | |  |  | | --- | --- | | 4% | **179** | | |  |  | | --- | --- | | 4% | **185** | | |  |  | | --- | --- | | 4% | **206** | |
| 40-49 | |  |  | | --- | --- | | 9% | **346** | | |  |  | | --- | --- | | 7% | **276** | | |  |  | | --- | --- | | 7% | **262** | | |  |  | | --- | --- | | 7% | **270** | | |  |  | | --- | --- | | 7% | **276** | | |  |  | | --- | --- | | 7% | **276** | | |  |  | | --- | --- | | 7% | **287** | | |  |  | | --- | --- | | 7% | **293** | | |  |  | | --- | --- | | 7% | **306** | | |  |  | | --- | --- | | 6% | **302** | |
| 50+ | |  |  | | --- | --- | | 3% | **105** | | |  |  | | --- | --- | | 2% | **84** | | |  |  | | --- | --- | | 3% | **120** | | |  |  | | --- | --- | | 3% | **120** | | |  |  | | --- | --- | | 3% | **111** | | |  |  | | --- | --- | | 2% | **94** | | |  |  | | --- | --- | | 3% | **123** | | |  |  | | --- | --- | | 3% | **111** | | |  |  | | --- | --- | | 3% | **113** | | |  |  | | --- | --- | | 3% | **127** | |
| NA | |  |  | | --- | --- | | 0% | **7** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **1** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 0% | **1** | |
| Totals | 100% **3941** | 100% **4013** | 100% **3754** | 100% **4131** | 100% **3922** | 100% **4102** | 100% **4162** | 100% **4386** | 100% **4492** | 100% **4679** |

Madera Total Enrollment by Age Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 23% | **518** | 31% | **695** | 24% | **500** | 28% | **593** | 25% | **521** | 29% | **662** | 25% | **536** | 29% | **670** | 25% | **554** |
| 20-24 | 32% | **710** | 32% | **712** | 35% | **732** | 35% | **738** | 37% | **784** | 35% | **781** | 37% | **784** | 35% | **806** | 36% | **823** |
| 25-29 | 12% | **267** | 11% | **241** | 12% | **257** | 11% | **228** | 11% | **235** | 11% | **256** | 12% | **263** | 11% | **259** | 13% | **293** |
| 30-34 | 8% | **184** | 7% | **149** | 8% | **158** | 8% | **163** | 8% | **178** | 8% | **182** | 8% | **177** | 7% | **162** | 8% | **179** |
| 35-39 | 7% | **159** | 6% | **136** | 7% | **138** | 6% | **126** | 6% | **124** | 5% | **120** | 6% | **126** | 5% | **119** | 7% | **147** |
| 40-49 | 12% | **265** | 9% | **203** | 10% | **210** | 9% | **181** | 9% | **197** | 8% | **186** | 9% | **197** | 9% | **203** | 8% | **188** |
| 50+ | 6% | **127** | 3% | **69** | 3% | **69** | 3% | **71** | 3% | **73** | 3% | **75** | 3% | **59** | 3% | **58** | 3% | **71** |
| NA | 0% | **3** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **2233** | | 100% **2205** | | 100% **2064** | | 100% **2100** | | 100% **2112** | | 100% **2262** | | 100% **2142** | | 100% **2277** | | 100% **2255** | |

Oakhurst Total Enrollment by Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 35% | **30** | 51% | **56** | 35% | **36** | 49% | **46** | 42% | **40** | 45% | **45** | 39% | **41** | 47% | **45** | 44% | **42** |
| 20-24 | 24% | **21** | 22% | **24** | 27% | **28** | 26% | **24** | 33% | **32** | 28% | **28** | 36% | **38** | 26% | **25** | 27% | **26** |
| 25-29 | 6% | **5** | 5% | **5** | 11% | **11** | 7% | **7** | 6% | **6** | 10% | **10** | 10% | **10** | 9% | **9** | 13% | **12** |
| 30-34 | 5% | **4** | 5% | **5** | 9% | **9** | 6% | **6** | 7% | **7** | 7% | **7** | 3% | **3** | 6% | **6** | 6% | **6** |
| 35-39 | 9% | **8** | 3% | **3** | 3% | **3** | 3% | **3** | 2% | **2** | 4% | **4** | 2% | **2** | 2% | **2** | 1% | **1** |
| 40-49 | 13% | **11** | 9% | **10** | 12% | **12** | 6% | **6** | 8% | **8** | 6% | **6** | 9% | **9** | 8% | **8** | 7% | **7** |
| 50+ | 8% | **7** | 6% | **7** | 4% | **4** | 2% | **2** | 1% | **1** | 1% | **1** | 2% | **2** | 1% | **1** | 2% | **2** |
| Totals | 100% **86** | | 100% **110** | | 100% **103** | | 100% **94** | | 100% **96** | | 100% **101** | | 100% **105** | | 100% **96** | | 100% **96** | |

Table 2D: North Centers Combined English 1A Enrollment by Age. Note: We had to create this chart, since this information was not included in IR web site. We have no idea how to give percentages.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 03SP | 03FA | 04SP | 04FA | 05SP | 05FA | 06SP | 06FA | 07SP |
| 19 or  less | 544 | 1463 | 587 | 844 | 615 | 870 | 610 | 940 | 702 |
| 20-24 | 583 | 545 | 598 | 558 | 622 | 556 | 674 | 601 | 643 |
| 25-29 | 136 | 227 | 136 | 118 | 122 | 114 | 143 | 130 | 140 |
| 30-34 | 162 | 64 | 80 | 68 | 71 | 72 | 76 | 68 | 88 |
| 35-39 | 75 | 48 | 49 | 47 | 43 | 43 | 40 | 33 | 59 |
| 40-49 | 109 | 66 | 82 | 54 | 70 | 71 | 73 | 66 | 65 |
| 50+ | 32 | 36 | 24 | 17 | 8 | 7 | 25 | 17 | 24 |
| NA | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Totals | 1589 | 1753 | 1556 | 1706 | 1551 | 1745 | 1641 | 1856 | 1721 |

WI English 1A Total Enrollment by Age Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 36% | **318** | 50% | **567** | 39% | **357** | 50% | **526** | 41% | **347** | 50% | **521** | 36% | **349** | 51% | **554** | 40% | **419** |
| 20-24 | 39% | **341** | 33% | **371** | 41% | **370** | 33% | **344** | 43% | **365** | 35% | **365** | 43% | **415** | 34% | **368** | 40% | **421** |
| 25-29 | 10% | **87** | 7% | **81** | 8% | **77** | 8% | **79** | 7% | **64** | 6% | **66** | 10% | **94** | 6% | **68** | 8% | **89** |
| 30-34 | 5% | **43** | 4% | **45** | 5% | **42** | 4% | **37** | 3% | **27** | 3% | **29** | 4% | **39** | 3% | **29** | 4% | **47** |
| 35-39 | 4% | **33** | 2% | **24** | 2% | **17** | 2% | **26** | 2% | **21** | 2% | **19** | 2% | **24** | 2% | **23** | 3% | **32** |
| 40-49 | 5% | **42** | 3% | **37** | 4% | **36** | 3% | **29** | 3% | **29** | 3% | **36** | 4% | **35** | 3% | **33** | 3% | **31** |
| 50+ | 2% | **17** | 1% | **7** | 1% | **9** | 1% | **10** | 0% | **3** | 1% | **12** | 1% | **14** | 1% | **12** | 1% | **11** |
| NA | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **1** | 0% | **0** |
| Totals | 100% **881** | | 100% **1132** | | 100% **908** | | 100% **1051** | | 100% **856** | | 100% **1048** | | 100% **970** | | 100% **1088** | | 100% **1050** | |

Madera English 1A Total Enrollment by Age Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 31% | **206** | 53% | **309** | 35% | **205** | 49% | **302** | 38% | **240** | 51% | **335** | 39% | **240** | 50% | **367** | 42% | **263** |
| 20-24 | 35% | **231** | 28% | **167** | 36% | **216** | 33% | **203** | 37% | **235** | 27% | **181** | 38% | **238** | 31% | **223** | 33% | **208** |
| 25-29 | 10% | **68** | 7% | **44** | 9% | **54** | 6% | **37** | 9% | **54** | 7% | **45** | 7% | **46** | 8% | **58** | 7% | **46** |
| 30-34 | 6% | **38** | 3% | **17** | 6% | **35** | 5% | **30** | 6% | **39** | 6% | **40** | 6% | **35** | 5% | **36** | 6% | **38** |
| 35-39 | 6% | **41** | 4% | **22** | 5% | **30** | 3% | **20** | 3% | **21** | 3% | **21** | 3% | **16** | 1% | **10** | 4% | **26** |
| 40-49 | 9% | **62** | 4% | **26** | 7% | **40** | 4% | **23** | 6% | **37** | 5% | **33** | 6% | **36** | 4% | **31** | 5% | **31** |
| 50+ | 2% | **12** | 0% | **2** | 2% | **14** | 1% | **7** | 1% | **4** | 1% | **7** | 2% | **10** | 1% | **4** | 2% | **13** |
| NA | 0% | **2** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **660** | | 100% **587** | | 100% **594** | | 100% **622** | | 100% **630** | | 100% **662** | | 100% **621** | | 100% **729** | | 100% **625** | |

Oakhurst English 1A Total Enrollment by Age Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 42% | **20** | 50% | **17** | 46% | **25** | 48% | **16** | 43% | **28** | 40% | **14** | 42% | **21** | 49% | **19** | 43% | **20** |
| 20-24 | 23% | **11** | 21% | **7** | 22% | **12** | 33% | **11** | 34% | **22** | 29% | **10** | 42% | **21** | 26% | **10** | 30% | **14** |
| 25-29 | 10% | **5** | 6% | **2** | 9% | **5** | 6% | **2** | 6% | **4** | 9% | **3** | 6% | **3** | 10% | **4** | 11% | **5** |
| 30-34 | 0% | **0** | 6% | **2** | 6% | **3** | 3% | **1** | 8% | **5** | 9% | **3** | 4% | **2** | 8% | **3** | 7% | **3** |
| 35-39 | 8% | **4** | 6% | **2** | 4% | **2** | 3% | **1** | 2% | **1** | 9% | **3** | 0% | **0** | 0% | **0** | 2% | **1** |
| 40-49 | 10% | **5** | 9% | **3** | 11% | **6** | 6% | **2** | 6% | **4** | 6% | **2** | 4% | **2** | 5% | **2** | 7% | **3** |
| 50+ | 6% | **3** | 3% | **1** | 2% | **1** | 0% | **0** | 2% | **1** | 0% | **0** | 2% | **1** | 3% | **1** | 0% | **0** |
| Totals | 100% **48** | | 100% **34** | | 100% **54** | | 100% **33** | | 100% **65** | | 100% **35** | | 100% **50** | | 100% **39** | | 100% **46** | |

Enrollment by Gender (Tables 3A, B, C, and D)

Reedley College: Females comprise the majority of students at Reedley College by a percentage of some 15% to 20% over males. English 1A reflects identical percentages with the same 15%-20% ratio over males.

Table 3A: Reedley College Total Student Population by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 59% | **3400** | 59% | **3420** | 60% | **3186** | 61% | **3454** | 60% | **3322** | 60% | **3436** | 61% | **3292** | 60% | **3393** | 60% | **3379** |
| M | 41% | **2349** | 41% | **2380** | 40% | **2149** | 39% | **2214** | 40% | **2203** | 40% | **2297** | 39% | **2140** | 40% | **2305** | 40% | **2282** |
| X | 0% | **0** | 0% | **0** | 0% | **0** | 1% | **33** | 0% | **20** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **5749** | | 100% **5800** | | 100% **5335** | | 100% **5701** | | 100% **5545** | | 100% **5733** | | 100% **5432** | | 100% **5698** | | 100% **5661** | |

Table 3B: Reedley English 1A Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 59% | **332** | 51% | **252** | 57% | **264** | 58% | **269** | 60% | **312** | 55% | **246** | 56% | **252** | 60% | **263** | 62% | **287** |
| M | 41% | **227** | 49% | **243** | 43% | **198** | 42% | **192** | 40% | **204** | 45% | **200** | 44% | **198** | 40% | **178** | 38% | **179** |
| Totals | 100% **559** | | 100% **495** | | 100% **462** | | 100% **461** | | 100% **516** | | 100% **446** | | 100% **450** | | 100% **441** | | 100% **466** | |

North Centers Combined: The North Centers reflect the same percentage, or even a little higher, of differences between females and males with, once again, females averaging 24% to 26% over males. English 1A classes on the whole reflect this trend with some fluctuation between the three sites.

WI: Between the three sites in English 1A, WI possesses the lowest percentages of the differences between males and females. The greatest increase occurred in the spring of 06 with 21% increase of females over males. Most other years WI hovered around 9%-14%.

Madera: Madera English 1A classes have higher percentages than the total enrollment of North Centers. In most years, females have 25% to 30% higher enrollment over males.

Oakhurst: Oakhurst has the highest of the all three North Center sites of female enrollment, with the spring of 2003 recording the highest number with a 51% increase of females over males. After spring of 03, females maintain higher percentage of enrollment over males, but the percentages are all over the map. Spring of 04 has 48% of females higher than males; in the next three semesters, males close the gap, with an 8% difference in the fall 06. In the spring of 07, females increase enrollment and account for 40% higher enrollment than males.

Table 3C: North Centers Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 63% | **4096** | 62% | **4065** | 64% | **3864** | 62% | **3982** | 62% | **3904** | 62% | **4111** | 63% | **4113** | 63% | **4361** | 63% | **4418** |
| M | 37% | **2407** | 38% | **2468** | 36% | **2211** | 38% | **2426** | 38% | **2404** | 38% | **2540** | 37% | **2435** | 37% | **2544** | 37% | **2586** |
| X | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **27** | 0% | **17** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **6503** | | 100% **6533** | | 100% **6075** | | 100% **6435** | | 100% **6325** | | 100% **6651** | | 100% **6548** | | 100% **6905** | | 100% **7004** | |

WI Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 59% | **2367** | 60% | **2260** | 59% | **2436** | 58% | **2293** | 59% | **2411** | 60% | **2477** | 60% | **2636** | 59% | **2664** |
| M | 41% | **1646** | 40% | **1494** | 40% | **1673** | 41% | **1615** | 41% | **1691** | 40% | **1685** | 40% | **1750** | 41% | **1828** |
| X | 0% | **0** | 0% | **0** | 1% | **22** | 0% | **14** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **4013** | | 100% **3754** | | 100% **4131** | | 100% **3922** | | 100% **4102** | | 100% **4162** | | 100% **4386** | | 100% **4492** | |

Madera Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 68% | **1520** | 67% | **1480** | 69% | **1421** | 68% | **1423** | 68% | **1427** | 67% | **1522** | 69% | **1479** | 69% | **1563** | 70% | **1582** |
| M | 32% | **713** | 33% | **725** | 31% | **643** | 32% | **672** | 32% | **683** | 33% | **740** | 31% | **663** | 31% | **714** | 30% | **673** |
| X | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **5** | 0% | **2** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **2233** | | 100% **2205** | | 100% **2064** | | 100% **2100** | | 100% **2112** | | 100% **2262** | | 100% **2142** | | 100% **2277** | | 100% **2255** | |

Oakhurst Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 77% | **66** | 69% | **76** | 72% | **74** | 61% | **57** | 57% | **55** | 64% | **65** | 71% | **75** | 60% | **58** | 70% | **67** |
| M | 23% | **20** | 31% | **34** | 28% | **29** | 38% | **36** | 43% | **41** | 36% | **36** | 29% | **30** | 40% | **38** | 30% | **29** |
| X | 0% | **0** | 0% | **0** | 0% | **0** | 1% | **1** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **86** | | 100% **110** | | 100% **103** | | 100% **94** | | 100% **96** | | 100% **101** | | 100% **105** | | 100% **96** | | 100% **96** | |

Table 3D: North Centers English 1A Total Enrollment by Gender. Note: We had to create this chart, since this information was not included in IR web site. We have no idea how to give percentages.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 03SP | 03FA | 04SP | 04FA | 05SP | 05FA | 06SP | 06FA | 07SP |
| F | 923 | 992 | 947 | 997 | 904 | 1026 | 1019 | 1095 | 1031 |
| M | 666 | 761 | 609 | 703 | 645 | 714 | 622 | 761 | 690 |
| X | 0 | 0 | 0 | 6 | 2 | 5 | 0 | 0 | 0 |
| Totals | 1589 | 1753 | 1556 | 1706 | 1551 | 1745 | 1641 | 1856 | 1721 |

WI English 1A Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 56% | **494** | 54% | **612** | 56% | **511** | 54% | **571** | 54% | **466** | 57% | **594** | 61% | **589** | 57% | **615** | 57% | **601** |
| M | 44% | **387** | 46% | **520** | 44% | **397** | 45% | **474** | 45% | **388** | 43% | **451** | 39% | **381** | 43% | **473** | 43% | **449** |
| N | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **3** | 0% | **0** | 0% | **0** | 0% | **0** |
| X | 0% | **0** | 0% | **0** | 0% | **0** | 1% | **6** | 0% | **2** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **881** | | 100%**1132** | | 100% **908** | | 100%**1051** | | 100% **856** | | 100%**1048** | | 100% **970** | | 100%**1088** | | 100%**1050** | |

Madera English 1A Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 60% | **393** | 61% | **357** | 67% | **396** | 65% | **405** | 64% | **401** | 62% | **411** | 63% | **394** | 63% | **459** | 64% | **398** |
| M | 40% | **267** | 39% | **230** | 33% | **198** | 35% | **217** | 36% | **229** | 38% | **249** | 37% | **227** | 37% | **270** | 36% | **227** |
| N | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **2** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **660** | | 100% **587** | | 100% **594** | | 100% **622** | | 100% **630** | | 100% **662** | | 100% **621** | | 100% **729** | | 100% **625** | |

Oakhurst English 1A Total Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| F | 75% | **36** | 68% | **23** | 74% | **40** | 64% | **21** | 57% | **37** | 60% | **21** | 72% | **36** | 54% | **21** | 70% | **32** |
| M | 25% | **12** | 32% | **11** | 26% | **14** | 36% | **12** | 43% | **28** | 40% | **14** | 28% | **14** | 46% | **18** | 30% | **14** |
| Totals | 100% **48** | | 100% **34** | | 100% **54** | | 100% **33** | | 100% **65** | | 100% **35** | | 100% **50** | | 100% **39** | | 100% **46** | |

Enrollment by Ethnicity (Table 4A, B, C, and D)

Reedley College: Reedley College’s ethnic makeup reflects the surrounding community, with 58% to 61% of the student body comprised of Hispanics and 22%-24% of the student body comprised of White/non-Hispanics. African-American/non-Hispanic comprises 2% to 3%; Asian/Pacific Islander total 3-4% of the student population; American Indian/Alaskan Native total 1%; and finally Race/Ethnicity unknown round off the numbers 9-11%.

Reedley English 1A: Reedley’s English 1A is fairly close to total enrollment of the college. Here again, Hispanics have the highest numbers of enrollment for English 1A, with the lowest of 52% in fall 03 and the highest of 60% in spring 06. Whites/non-Hispanics make up the second largest ethnic group with an average of 22-31%, which is slightly higher than the total enrollment of the college. African Americans have fluctuated from 6% at the begging of the five year period to decrease of 2% in the middle of the same period to a rebound of 4% at the end of the same five year period. Asia/Pacific Inland students have consistently varied between 3 and 4% for the total five year period, and American Indian/Alaskan Native students have remained 1% of student population. Race/ethnicity unknown has also remained consistent with 10-11% for the five year period.

Table 4A: Reedley College Total Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 2% | **138** | 3% | **145** | 2% | **120** | 3% | **143** | A | **125** | 2% | **135** | 2% | **123** | 3% | **161** | 2% | **131** |
| American Indian/Alaskan Native | 1% | **54** | 1% | **51** | 1% | **54** | 1% | **48** | 1% | **45** | 1% | **50** | 1% | **54** | 1% | **50** | 1% | **55** |
| Asian/Pacific Islander | 4% | **205** | 4% | **226** | 3% | **171** | 3% | **197** | 3% | **176** | 4% | **207** | 4% | **215** | 4% | **244** | 5% | **268** |
| Hispanic | 58% | **3321** | 58% | **3352** | 60% | **3180** | 60% | **3441** | 61% | **3367** | 61% | **3474** | 60% | **3239** | 60% | **3401** | 58% | **3270** |
| Race/ethnicity unknown | 11% | **620** | 11% | **636** | 10% | **549** | 10% | **567** | 10% | **533** | 9% | **512** | 10% | **534** | 10% | **561** | 10% | **559** |
| White/non-Hispanic | 25% | **1411** | 24% | **1390** | 24% | **1261** | 23% | **1305** | 23% | **1299** | 24% | **1355** | 23% | **1267** | 22% | **1281** | 24% | **1378** |
| Totals | 100% **5749** | | 100% **5800** | | 100% **5335** | | 100% **5701** | | 100% **5545** | | 100% **5733** | | 100% **5432** | | 100% **5698** | | 100% **5661** | |

Table 4B: Reedley English 1A Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 6% | **32** | 5% | **23** | 5% | **21** | 3% | **16** | 2% | **9** | 4% | **17** | 4% | **19** | 3% | **15** | 4% | **17** |
| American Indian/Alaskan Native | 1% | **8** | 1% | **4** | 1% | **5** | 1% | **3** | 1% | **5** | 0% | **2** | 2% | **8** | 1% | **6** | 1% | **4** |
| Asian/Pacific Islander | 4% | **22** | 4% | **20** | 3% | **16** | 3% | **14** | 3% | **16** | 4% | **18** | 5% | **24** | 5% | **22** | 3% | **12** |
| Hispanic | 54% | **304** | 52% | **256** | 56% | **261** | 59% | **270** | 61% | **315** | 59% | **262** | 60% | **271** | 52% | **228** | 55% | **257** |
| Race/ethnicity unknown | 9% | **52** | 11% | **53** | 8% | **39** | 9% | **40** | 10% | **51** | 8% | **34** | 6% | **28** | 9% | **38** | 7% | **32** |
| White/non-Hispanic | 25% | **141** | 28% | **139** | 26% | **120** | 26% | **118** | 23% | **120** | 25% | **113** | 22% | **100** | 30% | **132** | 31% | **144** |
| Totals | 100% **559** | | 100% **495** | | 100% **462** | | 100% **461** | | 100% **516** | | 100% **446** | | 100% **450** | | 100% **441** | | 100% **466** | |

North Centers Combined: Overall, the ethnic makeup of each of the North Centers campuses (WI, Madera & Oakhurst) closely resemble the ethnic makeup of the communities they serve.

WI: With regards to White/non Hispanics, the total enrollment of WI and English 1A almost are identical. The total enrollment has a slight fluctuation from 54% at the beginning of the five year period and ending with 50%. English 1A varied between 56% at the beginning of the cycle, increased to 58%, and then ended the cycle back at 54%. For total enrollment Hispanics increased in percentages over the duration of the cycle and grew from 20% to 25%; English 1A classes has some fluctuation but remained fairly consistent, since they varied from 21% at the beginning of the cycle and ended with 22%. While African American/non Hispanics remained consistent for the total enrollment with 2-3%, English 1A showed an increase from 2% to 4%. American Indian/Alaskan Natives were almost identical for both total enrollment and English 1A with 1-2% variation. Asian Pacific Islander in English 1A remained the same for the entire cycle with 6% while Race/Ethnicity Unknown varied between 13-14%.

Madera Center: The largest ethnic population at the Madera Center is Hispanics, which showed a slight increase from 49% to 51% for total enrollment, and an increase from 58% to 61% in English 1A classes. In both total enrollment and English 1A, White/non Hispanic showed a decrease during the five year cycle from 31% to 26% for total enrollment and from 24% to 16% for English 1A. The decrease in enrollment for White/non Hispanics seems particularly interesting since the last three semesters of the cycle mark a decrease which does suggest a possible trend.

Oakhurst Center: White/non Hispanics comprise the largest ethnic population for the Oakhurst Center, although the five year cycle showed a slight decrease for both total enrollment and English 1A. English 1A began with 72% at the beginning of the cycle, and increased to 83% in fall 05, and then fell to 70% in the spring 07. Hispanics have showed the greatest fluctuation of the ethnic groups in English 1A. In fall 02, Hispanics comprised 2% of the student population, rose to 14% in fall 04, dipped to 0% in fall 05, and then dramatically increased to 20% in fall 07.

Table 4C: North Centers Total Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 3% | **210** | 3% | **172** | 3% | **157** | 3% | **200** | 3% | **175** | 3% | **182** | 3% | **175** | 3% | **202** | 3% | **226** |
| American Indian/Alaskan Native | 2% | **114** | 2% | **102** | 1% | **88** | 1% | **85** | 1% | **84** | 1% | **92** | 2% | **102** | 2% | **111** | 2% | **106** |
| Asian/Pacific Islander | 5% | **344** | 5% | **352** | 5% | **313** | 5% | **338** | 6% | **371** | 6% | **402** | 6% | **424** | 7% | **455** | 7% | **478** |
| Hispanic | 30% | **1930** | 29% | **1898** | 30% | **1841** | 29% | **1889** | 29% | **1844** | 30% | **2023** | 31% | **2020** | 32% | **2224** | 32% | **2247** |
| Race/ethnicity unknown | 13% | **828** | 14% | **927** | 14% | **840** | 14% | **889** | 14% | **854** | 13% | **859** | 13% | **841** | 12% | **855** | 13% | **881** |
| White/non-Hispanic | 47% | **3077** | 47% | **3082** | 47% | **2836** | 47% | **3034** | 47% | **2997** | 47% | **3093** | 46% | **2986** | 44% | **3058** | 44% | **3066** |
| Totals | 100% **6503** | | 100% **6533** | | 100% **6075** | | 100% **6435** | | 100% **6325** | | 100% **6651** | | 100% **6548** | | 100% **6905** | | 100% **7004** | |

WI Total Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | | **07FA** | |  |
| African-American/non-Hispanic |  | **127** | 3% | **108** | 3% | **94** | 3% | **124** | 2% | **97** | 3% | **107** | 3% | **105** | 3% | **126** | 4% | **162** | 3% | **142** |
| American Indian/Alaskan Native |  | **72** | 1% | **59** | 2% | **57** | 1% | **49** | 1% | **52** | 1% | **48** | 1% | **59** | 2% | **81** | 2% | **69** | 2% | **76** |
| Asian/Pacific Islander |  | **262** | 6% | **247** | 6% | **234** | 6% | **252** | 7% | **271** | 7% | **292** | 7% | **309** | 8% | **338** | 8% | **359** | 9% | **412** |
| Hispanic |  | **810** | 20% | **809** | 21% | **794** | 21% | **863** | 21% | **823** | 22% | **888** | 23% | **960** | 24% | **1038** | 24% | **1095** | 25% | **1153** |
| Race/ethnicity unknown |  | **545** | 15% | **618** | 15% | **573** | 14% | **596** | 14% | **546** | 13% | **545** | 13% | **544** | 12% | **537** | 12% | **544** | 12% | **539** |
| White/non-Hispanic |  | **2125** | 54% | **2172** | 53% | **2002** | 54% | **2247** | 54% | **2133** | 54% | **2222** | 52% | **2185** | 52% | **2266** | 50% | **2263** | 50% | **2357** |
| Totals |  | 100% **4013** | | 100% **3754** | | 100% **4131** | | 100% **3922** | | 100% **4102** | | 100% **4162** | | 100% **4386** | | 100% **4492** | | 100% **4679** | |  |

Madera Total Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 4% | **82** | 3% | **67** | 3% | **67** | 4% | **77** | 4% | **79** | 3% | **76** | 3% | **70** | 3% | **76** | 3% | **68** |
| American Indian/Alaskan Native | 1% | **25** | 1% | **28** | 1% | **19** | 1% | **21** | 1% | **21** | 1% | **27** | 1% | **27** | 1% | **23** | 1% | **26** |
| Asian/Pacific Islander | 4% | **80** | 5% | **107** | 4% | **79** | 4% | **82** | 5% | **102** | 5% | **112** | 5% | **117** | 5% | **117** | 6% | **133** |
| Hispanic | 51% | **1128** | 50% | **1099** | 51% | **1059** | 50% | **1041** | 48% | **1024** | 50% | **1140** | 49% | **1057** | 52% | **1184** | 51% | **1142** |
| Race/ethnicity unknown | 11% | **236** | 12% | **259** | 11% | **223** | 12% | **261** | 13% | **269** | 13% | **287** | 13% | **282** | 13% | **297** | 13% | **294** |
| White/non-Hispanic | 31% | **682** | 29% | **645** | 30% | **617** | 29% | **618** | 29% | **617** | 27% | **620** | 27% | **589** | 25% | **580** | 26% | **592** |
| Totals | 100% **2233** | | 100% **2205** | | 100% **2064** | | 100% **2100** | | 100% **2112** | | 100% **2262** | | 100% **2142** | | 100% **2277** | | 100% **2255** | |

Oakhurst Total Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 0% | **0** | 1% | **1** | 1% | **1** | 3% | **3** | 0% | **0** | 1% | **1** | 2% | **2** | 2% | **2** | 1% | **1** |
| American Indian/Alaskan Native | 8% | **7** | 5% | **5** | 2% | **2** | 4% | **4** | 2% | **2** | 7% | **7** | 8% | **8** | 2% | **2** | 5% | **5** |
| Asian/Pacific Islander | 0% | **0** | 1% | **1** | 1% | **1** | 5% | **5** | 0% | **0** | 2% | **2** | 1% | **1** | 4% | **4** | 0% | **0** |
| Hispanic | 14% | **12** | 8% | **9** | 11% | **11** | 10% | **9** | 7% | **7** | 3% | **3** | 9% | **9** | 9% | **9** | 18% | **17** |
| Race/ethnicity unknown | 12% | **10** | 13% | **14** | 11% | **11** | 13% | **12** | 13% | **12** | 6% | **6** | 11% | **12** | 9% | **9** | 7% | **7** |
| White/non-Hispanic | 66% | **57** | 73% | **80** | 75% | **77** | 65% | **61** | 78% | **75** | 81% | **82** | 70% | **73** | 73% | **70** | 69% | **66** |
| Totals | 100% **86** | | 100%**110** | | 100%**103** | | 100% **94** | | 100% **96** | | 100%**101** | | 100%**105** | | 100% **96** | | 100% **96** | |

Table 4D: North Centers Combined English Total Enrollment by Ethnicity. Note: We had to create this chart, since this information was not included in IR web site. We have no idea how to give percentages.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 03SP | 03FA | 04SP | 04FA | 05SP | 05FA | 06SP | 06FA | 07SP |
| African-American  /non-Hispanic | 54 | 34 | 36 | 43 | 44 | 45 | 44 | 47 | 60 |
| American Indian  /Alaskan Native | 30 | 22 | 23 | 17 | 20 | 24 | 24 | 31 | 28 |
| Asian/Pacific Islander | 90 | 80 | 57 | 60 | 69 | 79 | 91 | 84 | 83 |
| Hispanic | 554 | 574 | 552 | 563 | 517 | 573 | 575 | 657 | 607 |
| Race/ethnicity  unknown | 198 | 181 | 219 | 241 | 212 | 223 | 212 | 223 | 236 |
| White/non-Hispanic | 692 | 761 | 869 | 782 | 689 | 790 | 680 | 809 | 698 |
| Totals | 1618 | 1652 | 1756 | 1706 | 1551 | 1734 | 1626 | 1851 | 1712 |

WI English 1A Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 2% | **19** | 2% | **19** | 2% | **16** | 2% | **22** | 3% | **24** | 2% | **26** | 2% | **23** | 2% | **23** | 4% | **41** |
| American Indian/Alaskan Native | 2% | **19** | 1% | **14** | 2% | **16** | 1% | **14** | 2% | **13** | 1% | **15** | 2% | **16** | 2% | **25** | 2% | **19** |
| Asian/Pacific Islander | 8% | **67** | 6% | **63** | 5% | **42** | 5% | **51** | 6% | **51** | 6% | **64** | 7% | **71** | 5% | **57** | 6% | **63** |
| Hispanic | 20% | **179** | 20% | **227** | 21% | **195** | 19% | **199** | 18% | **158** | 20% | **209** | 22% | **210** | 21% | **233** | 22% | **228** |
| Race/ethnicity unknown | 15% | **129** | 17% | **194** | 17% | **150** | 15% | **158** | 14% | **122** | 12% | **121** | 12% | **121** | 10% | **114** | 13% | **134** |
| White/non-Hispanic | 53% | **468** | 54% | **615** | 54% | **489** | 58% | **607** | 57% | **488** | 58% | **613** | 55% | **529** | 58% | **636** | 54% | **565** |
| Totals | 100% **881** | | 100%**1132** | | 100% **908** | | 100%**1051** | | 100% **856** | | 100%**1048** | | 100% **970** | | 100%**1088** | | 100%**1050** | |

Madera English 1A Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 3% | **23** | 5% | **35** | 3% | **15** | 3% | **20** | 3% | **21** | 3% | **20** | 3% | **19** | 3% | **21** | 3% | **23** | 3% | **19** |
| American Indian/Alaskan Native | 1% | **8** | 1% | **8** | 1% | **8** | 1% | **6** | 0% | **2** | 1% | **6** | 1% | **7** | 1% | **5** | 1% | **5** | 1% | **7** |
| Asian/Pacific Islander | 4% | **25** | 3% | **23** | 3% | **16** | 3% | **15** | 1% | **8** | 3% | **18** | 2% | **15** | 3% | **20** | 4% | **27** | 3% | **20** |
| Hispanic | 58% | **390** | 55% | **360** | 58% | **343** | 59% | **352** | 58% | **359** | 56% | **352** | 55% | **364** | 59% | **365** | 58% | **424** | 61% | **379** |
| Race/ethnicity unknown | 10% | **66** | 10% | **64** | 14% | **81** | 11% | **63** | 13% | **80** | 13% | **81** | 15% | **99** | 14% | **86** | 14% | **105** | 16% | **99** |
| White/non-Hispanic | 24% | **162** | 26% | **170** | 21% | **124** | 23% | **138** | 24% | **152** | 24% | **153** | 24% | **158** | 20% | **124** | 20% | **145** | 16% | **101** |
| Totals | 100% **674** | | 100% **660** | | 100% **587** | | 100% **594** | | 100% **622** | | 100% **630** | | 100% **662** | | 100% **621** | | 100% **729** | | 100% **625** | |

Oakhurst English 1A Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/non-Hispanic | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 3% | **1** | 0% | **0** |
| American Indian/Alaskan Native | 6% | **3** | 0% | **0** | 2% | **1** | 3% | **1** | 2% | **1** | 6% | **2** | 6% | **3** | 3% | **1** | 4% | **2** |
| Asian/Pacific Islander | 0% | **0** | 3% | **1** | 0% | **0** | 3% | **1** | 0% | **0** | 3% | **1** | 2% | **1** | 3% | **1** | 0% | **0** |
| Hispanic | 13% | **6** | 12% | **4** | 9% | **5** | 15% | **5** | 11% | **7** | 0% | **0** | 8% | **4** | 10% | **4** | 20% | **9** |
| Race/ethnicity unknown | 10% | **5** | 21% | **7** | 11% | **6** | 9% | **3** | 14% | **9** | 9% | **3** | 10% | **5** | 10% | **4** | 7% | **3** |
| White/non-Hispanic | 71% | **34** | 65% | **22** | 78% | **42** | 70% | **23** | 74% | **48** | 83% | **29** | 74% | **37** | 72% | **28** | 70% | **32** |
| Totals | 100% **48** | | 100% **34** | | 100% **54** | | 100% **33** | | 100% **65** | | 100% **35** | | 100% **50** | | 100% **39** | | 100% **46** | |

Data for Success, Retention, and Attrition for Reedley College English 1A (Tables 5A, B, C, and D)**\***

Success:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Composition Grade Data** | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.23 | 2.06 | 2.05 | 1.94 | 2.18 | 1.89 | 2.18 | 2.06 | 2.25 | 2.10 |
|  | Retention | 86% | 84% | 82% | 82% | 79% | 77% | 85% | 84% | 83% | 85% |
|  | Success | 63% | 57% | 56% | 54% | 57% | 47% | 63% | 55% | 64% | 59% |
|  | Attrition | 14% | 16% | 18% | 18% | 21% | 23% | 15% | 16% | 17% | 15% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.40 | 2.31 | 2.28 | 2.37 | 2.26 | 2.15 | 2.34 | 2.24 | 2.33 | 2.24 |
|  | Retention | 85% | 86% | 84% | 86% | 84% | 87% | 84% | 83% | 85% | 84% |
|  | Success | 63% | 62% | 59% | 65% | 62% | 61% | 62% | 61% | 63% | 61% |
|  | Attrition | 15% | 14% | 16% | 14% | 16% | 13% | 16% | 17% | 15% | 16% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.41 | 2.38 | 2.37 | 2.36 | 2.41 | 2.25 | 2.41 | 2.35 | 2.52 | 2.34 |
|  | Retention | 85% | 88% | 83% | 88% | 83% | 86% | 85% | 81% | 84% | 82% |
|  | Success | 62% | 65% | 60% | 65% | 64% | 63% | 63% | 62% | 68% | 62% |
|  | Attrition | 15% | 12% | 17% | 12% | 17% | 14% | 15% | 19% | 16% | 18% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.20 | 2.17 | 2.00 | 2.26 | 1.80 | 1.76 | 2.14 | 1.96 | 1.70 | 2.05 |
|  | Retention | 0.80 | 0.81 | 0.87 | 0.82 | 0.90 | 0.87 | 0.85 | 0.90 | 0.89 | 0.93 |
|  | Success | 0.59 | 0.56 | 0.58 | 0.62 | 0.57 | 0.53 | 0.63 | 0.62 | 0.49 | 0.59 |
|  | Attrition | 0.20 | 0.19 | 0.13 | 0.18 | 0.10 | 0.13 | 0.15 | 0.10 | 0.11 | 0.07 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.85 | 2.23 | 2.19 | 2.80 | 2.35 | 2.57 | 2.29 | 2.39 | 2.74 | 2.15 |
|  | Retention | 93% | 83% | 79% | 83% | 79% | 88% | 69% | 74% | 87% | 72% |
|  | Success | 86% | 54% | 53% | 72% | 58% | 69% | 46% | 54% | 69% | 50% |
|  | Attrition | 7% | 17% | 21% | 17% | 21% | 12% | 31% | 26% | 13% | 28% |

* Reedley College Success: Success in English 1A has averaged 57.5% over the last ten semesters with the second largest disparity (Oakhurst is first) of 47% in spring 05 and 64% in fall 06. Of all the campuses, Reedley is the only one where success has dropped in the spring every year. A concern could the under preparedness of students going directly into 1A; praise could be the high standard set by the faculty who teach English 1A.
* North Centers Combined Success: The North Centers have fluctuated between 59 and 65% over the last 5 years, with the lowest and highest in back-to-back semesters: fall 03 and spring 04. The average for the three campuses is right around 62%. One concern might be the over 4% difference between Reedley and the North Centers.
* WI Success: WI Center has the smallest 5-year range in success rates of all the campuses: 8% (low of 60% and high of 68%). It also has the highest average success rate at almost 63.5%. The high success rate could be attributed to the larger number of native English speakers and the preparation of the surrounding secondary school district.
* Madera Center Success: Madera success averages 57.8%, which is closest to the Reedley success rate perhaps due to the similar demographics of the two campuses. MC experienced its highest rate of success in fall 05 at 63% and its lowest in fall 06 at 49% for a one-year difference of 14%, the highest one-year change in the district. Ironically, the least successful semester for Madera was the most successful for WI with a difference of nearly 20%. While the WI success could be attributed to few non-native speakers, the MC success rate could be attributed to just the opposite.
* Oakhurst Center Success: The OC success rate fluctuates the most, with a high of 86% in fall 02 compared to a low of 46% in fall 05. Despite the dramatic changes, the average has remained remarkably average at around 61%. The 40% range during the 5 years can be attributed simply to fewer—and typically smaller—sections of English 1A.

The overall success rates of English 1A are typically around 4 to 8% less than the success rate of the college at large. A number of factors play into this fact: the high writing and reading demands of English 1A, the subjectivity of the course work, and the transfer-level demands of the course objectives and outcomes.

At-Large Unit Loads:

Unit Loads—Reedley College

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Full Time (12 Or More Units) | 48%  2809 | 46%  2471 | 51%  2895 | 47%  2621 | 51%  2933 | 47%  2537 | 50%  2830 | 45%  2551 | 48%  2835 | 45%  2575 |
| Part Time (11 Or Less Units) | 52%  2991 | 54%  2864 | 49%  2806 | 53%  2926 | 49%  2800 | 53%  2895 | 50%  2868 | 55%  3110 | 52%  3091 | 55%  3206 |
| Totals | 100% **5800** | 100% **5335** | 100% **5701** | 100% **5547** | 100% **5733** | 100% **5432** | 100% **5698** | 100% **5661** | 100% **5926** | 100% **5781** |

Unit Loads—Reedley College and North Centers

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Full Time (12 Or More Units) | 43%  5203 | 40%  4540 | 45%  5357 | 42%  4898 | 45%  5442 | 42%  4898 | 44%  5500 | 41%  5024 | 43%  5660 | 41%  5136 |
| Part Time (11 Or Less Units) | 57%  6943 | 60%  6676 | 55%  6613 | 58%  6769 | 55%  6714 | 58%  6837 | 56%  6862 | 59%  7301 | 57%  7362 | 59%  7378 |
| Totals | 100% **12146** | 100% **11216** | 100% **11970** | 100% **11677** | 100% **12156** | 100% **11735** | 100% **12362** | 100% **12325** | 100% **13022** | 100% **12514** |

Unit Loads—North Centers Combined

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Full Time (12 Or More Units) | 38%  2500 | 36%  2179 | 40%  2556 | 38%  2382 | 40%  2642 | 38%  2500 | 41%  2819 | 38%  2662 | 40%  2976 | 39%  2730 |
| Part Time (11 Or Less Units) | 62%  4033 | 64%  3896 | 60%  3879 | 62%  3943 | 60%  4009 | 62%  4047 | 59%  4086 | 62%  4342 | 60%  4432 | 61%  4313 |
| Totals | 100% **6533** | 100% **6075** | 100% **6435** | 100% **6325** | 100% **6651** | 100% **6547** | 100% **6905** | 100% **7004** | 100% **7408** | 100% **7044** |

Unit Loads—Clovis Center/Willow International Center

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Full Time (12 Or More Units) | 43%  1706 | 40%  1503 | 43%  1790 | 41%  1606 | 44%  1794 | 41%  1713 | 45%  1989 | 42%  1870 | 43%  2027 | 42%  1922 |
| Part Time (11 Or Less Units) | 57%  2307 | 60%  2251 | 57%  2341 | 59%  2316 | 56%  2308 | 59%  2448 | 55%  2397 | 58%  2622 | 57%  2652 | 58%  2643 |
| Totals | 100% **4013** | 100% **3754** | 100% **4131** | 100% **3922** | 100% **4102** | 100% **4161** | 100% **4386** | 100% **4492** | 100% **4679** | 100% **4565** |

Unit Loads—Madera Center

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** | **07FA** | **08SP** |
| Full Time (12 Or More Units) | 34%  742 | 31%  645 | 35%  733 | 34%  716 | 35%  784 | 35%  751 | 35%  800 | 35%  798 | 37%  907 | 35%  819 |
| Part Time (11 Or Less Units) | 66%  1463 | 69%  1419 | 35%  1637 | 66%  1396 | 65%  1478 | 65%  1391 | 65%  1477 | 65%  1457 | 63%  1538 | 65%  1502 |
| Totals | 100% **2205** | 100% **2064** | 100% **2100** | 100% **2112** | 100% **2262** | 100% **2142** | 100% **2277** | 100% **2255** | 100% **2445** | 100% **2321** |

Full-Time/Part-Time Analysis:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Composition FT-PT Enrollment** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 76% | **##** | 71% | **##** | 71% | **##** | 70% | **##** | 70% | **##** | 69% | **##** | 76% | **##** | 70% | **##** | 77% | **##** | 69% | **##** |
| Part Time (11 Or Less Units) | 24% | **##** | 29% | **##** | 29% | **##** | 31% | **##** | 31% | **##** | 31% | **##** | 24% | **##** | 30% | **##** | 23% | **##** | 31% | **##** |
| **Totals** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 56% | **##** | 51% | **##** | 62% | **##** | 54% | **##** | 61% | **##** | 57% | **##** | 62% | **##** | 59% | **##** | 63% | **##** | 60% | **##** |
| Part Time (11 Or Less Units) | 44% | **##** | 49% | **##** | 38% | **##** | 46% | **##** | 39% | **##** | 43% | **##** | 38% | **##** | 41% | **##** | 37% | **##** | 40% | **##** |
| **Totals** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 58% | **##** | 55% | **##** | 63% | **##** | 55% | **##** | 63% | **##** | 57% | **##** | 63% | **##** | **62%** | **##** | 68% | **##** | 63% | **##** |
| Part Time (11 Or Less Units) | 42% | **##** | 45% | **##** | 37% | **##** | 45% | **##** | 37% | **##** | 43% | **##** | 37% | **##** | **38%** | **##** | 32% | **##** | 37% | **##** |
| **Totals** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 58% | **33** | 58% | **28** | 59% | **20** | **57%** | **31** | 67% | **22** | **62%** | **40** | 49% | **17** | **60%** | **30** | 56% | **22** | 39% | **18** |
| Part Time (11 Or Less Units) | 42% | **24** | 42% | **20** | 41% | **14** | **43%** | **23** | 33% | **11** | **38%** | **25** | 51% | **18** | **40%** | **20** | 44% | **17** | 61% | **28** |
| **Totals** | **###** | **57** | **###** | **48** | **###** | **34** | **###** | **54** | **###** | **33** | **###** | **65** | **###** | **35** | **###** | **50** | **###** | **39** | **###** | **46** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 58% | **33** | 58% | **28** | 59% | **20** | **57%** | **31** | 67% | **22** | **62%** | **40** | 49% | **17** | **60%** | **30** | 56% | **22** | 39% | **18** |
| Part Time (11 Or Less Units) | 42% | **24** | 42% | **20** | 41% | **14** | **43%** | **23** | 33% | **11** | **38%** | **25** | 51% | **18** | **40%** | **20** | 44% | **17** | 61% | **28** |
| **Totals** | **###** | **57** | **###** | **48** | **###** | **34** | **###** | **54** | **###** | **33** | **###** | **65** | **###** | **35** | **###** | **50** | **###** | **39** | **###** | **46** |

* Reedley College FT/PT Data: The Reedley campus has maintained a FT/PT ratio of around 70/30 for the last ten semesters, with the largest ratio of 77/23 in fall 06 and the smallest of 69/31, twice in the spring semesters of 05 and 07. Overall the ratio is larger than the North Centers and significantly larger than the college as a whole. This difference is probably due to the fact that, one, Reedley is the primary campus, and two, English 1A is a transferable course that many students are taking prior to transfer to a 4-year college or university. Furthermore, the FT/PT ratio is most stable at Reedley with a 5-year range of 8%.
* North Centers Combined FT/PT Data:

The North Centers combined, like Reedley College, also show a higher number of full-time to part-time students than the college at large, again because many 1A students tend towards transfer. The highest ratio occurred in fall 06 at 63/37 and the most balanced in spring 03 at 51/49 for a 5-year average of about 59/41. The North Centers still maintain a higher number of full-time students in English 1A than the college at large, which consistently enrolls slightly more part-time students than full-time students. The number of full-time English 1A students at the North Centers is lower than at the Reedley campus, which is likely due to the “satellite” roles—and facilities—of the North Centers.

* WI Center FT/PT Data:

WI Center FT enrollment bottomed at 55% in spring 03 and spring 04 and topped at 68% in fall 06, with a FT/PT 5-year average of around 61/39. As mentioned above, the FT numbers are higher than the college at large because of the transferability of English 1A and lower than Reedley for English 1A because of the full-service facilities of the mother campus.

* Madera Center FT/PT Data:

No data available. The data repeats for the Oakhurst Center. For example, with 5 sections of English 1A offered in Madera in fall 06, there were certainly more than 39 students enrolled. So, the data assigned to Madera in the chart appears to be for Oakhurst.

* Oakhurst Center FT/PT Data:

Assuming these data are for Oakhurst, we can see that the campus has usually enrolled more full-time than part-time students, typically around a high-50 to low-40 ratio. However, fall 05 saw a FT/PT drop to 49/51 and spring 07 to 39/61. Much of the disparity at the Oakhurst Center is due to its small size. Only 2 sections of English 1A each semester, the large number of degree and transfer courses not offered at the campus, and the size of the community the campus serves all could lend to the volatility of the FT/PT ratio. The 5-year range at the Oakhurst Center is 28%, compared to only 8% at Reedley and 13% at WI.

Full-time enrollment in English 1A is higher at the college at large and at every campus than the overall enrollment at the college. The enrollment also decreases while the 5-year FT/PT ratio ranges increase as we work downward through the campuses on the charts (but not necessarily chronologically). As noted, these findings can be attributed to the roles of English 1A in the curriculum and the roles of the campuses within the system.

English 1A Summary Statement

Although the data in this section is particularly suspect, it is believed that enrollment and demographics in English 1A are consistent with that of the college. Success rates remain to be of concern at most campuses. Instructors of English 1A, what will become the new graduation requirement, keep high standards as they prepare students for graduation and English 2 and/or 3.

**ENGLISH 2 and 3**

English 2 is a course designed to develop critical thinking, reading, and writing skills beyond the level achieved in ENGL 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of fiction and literary criticism.

Note: English 2 was not offered during the last program review cycle. However, the same recommendations for English 3 should used for English 2 as well. As of right now, only one instructor teaches English 2 at Reedley, one or two instructors offer the class at Willow and International; Madera and Oakhurst have never offered the class.

English 3 is a course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course focuses on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction.

1. Quantitative Analysis—Instructional

**English 2**

Enrollment for English 2 at Reedley has varied in the five year cycle from 30 in fall 03 to 50 in fall 04 to finally 13 in fall 07. WI has steadily progressed in growth from 19 in fall of 03 to 36 in fall 07.

Retention at both sites has been high, ranging from 80-90%.

Success varied in Reedley. Out of the nine semesters covered, five semesters were between 67-75%, with one semester attaining a high of 83% and one semester dropping to 50%. For WI, of seven the nine semesters were between 60-75% and two semesters dropping to 53 & 58%. The same issues of success recommended for English 3 should be used for English 2. Since English 2 is a relatively new class, we should use Blackboard to post lesson plans, assignments, rubrics, and sample essays to maintain a dialogue on how to use literature to develop critical thinking and fulfill the English 2/critical thinking objectives.

**English 3**

Note: The data received for English 3 had contrary data to that found on the District's Institutional Research page. Based on anecdotal evidence, it is believed that the data found on the District's Institutional Research page is more accurate, and therefore is used in the analysis that follows. All other data received for this report regarding English 2 and 3 (demographics, etc.) is also suspect.

Enrollment at Reedley and North Center’s sites has been consistent and/or increasing in numbers. In the five year cycle, Reedley did drop to 111 students in fall 04, but has steadily increased enrollment to 164 in fall 07 (spring 08, a semester outside the five year cycle, shows 205). All three North center sites show a steady increase. W/I grew from 96 in fall 03 to 132 in fall 07; Madera remained consistent with 43 in fall of 03 increasing to 52 in spring of 06 and then ending with 43 in fall 07. Oakhurst offered English 3 for three semesters: fall 03, spring and fall 04. Enrollment was from 8-10 students.

Retention at Reedley and North Center sites is high. Reedley’s retention varied from 76-84% with the majority of semesters maintaining 80-85%. All three sites of the North Centers maintained retention from 80-90%.

Success for Reedley and the North Centers varied from mid 50% to mid 60%. All sites, with the exception of WI, had at least one semester that dipped below 50%. From the point of view of success and retention, English 3 at Reedley and North Centers does show consistency. However, monitoring the percentage of success should be an ongoing task. As was stated above, one method that will help consistency is posting course outlines and example essays on Blackboard. One specific concern is to discuss how and what ways instructors can help students make it past the middle of the semester. As is the case in English 1A, English 3 assignments become progressively more difficult, and by the mid-term students who passed 1A with a C usually find their minimal skills and work ethic faltering in writing passing papers. More than likely, these are students who disappear and receive a failing grade.

English 2 and 3 Summary Statement

Although retention is strong for English 2 and 3 at both sites, success rates remain a concern. One solution is the use Blackboard to post sample essays and course documents.

Student Learning Outcome (North Centers)

|  |  |
| --- | --- |
| Outcome | Assessment |
| Students will  1. demonstrate an ability to recognize formal and informal fallacies in language and thought and avoid them in the construction of their argument.  2. demonstrate the ability to write correct college-level prose containing proper essay structure, organization, development and diction and mechanics  3. research and evaluate outside sources for use in the development of their own writing. | 1. Determined by sample questions from midterms or finals or a worksheet performed in class.  2. Students will earn a passing score on a formal argument essay.  3. Scan of the Works Cited pages of the formal argument essay above to prove that students are using reputable, collegiate sources found under their own steam. |

**Additional Composition Sequence Quantitative Analysis**

Reedley College Enrollment By Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | | **05FA** | | | **06SP** | | | **06FA** | | **07SP** | |
| 19 or Less | 29% | **1712** | 25% | **1421** | 30% | **1753** | 26% | **1376** | 31% | **1762** | 28% | **1533** | 32% | | **1824** | 28% | | **1519** | 32% | | **1800** | 28% | **1600** |
| 20-24 | 32% | **1902** | 34% | **1979** | 33% | **1898** | 35% | **1866** | 32% | **1831** | 34% | **1911** | 33% | | **1869** | 36% | | **1958** | 33% | | **1892** | 35% | **2000** |
| 25-29 | 10% | **565** | 10% | **577** | 10% | **574** | 11% | **575** | 11% | **607** | 11% | **588** | 10% | | **593** | 11% | | **575** | 11% | | **625** | 11% | **636** |
| 30-34 | 7% | **428** | 7% | **422** | 6% | **368** | 7% | **370** | 7% | **375** | 7% | **380** | 6% | | **345** | 6% | | **343** | 6% | | **332** | 6% | **360** |
| 35-39 | 6% | **337** | 6% | **338** | 5% | **293** | 6% | **301** | 5% | **288** | 5% | **304** | 5% | | **294** | 5% | | **288** | 5% | | **299** | 5% | **270** |
| 40-49 | 10% | **585** | 10% | **574** | 9% | **543** | 9% | **487** | 8% | **465** | 8% | **447** | 8% | | **448** | 7% | | **397** | 7% | | **403** | 8% | **426** |
| 50+ | 6% | **374** | 7% | **379** | 6% | **336** | 6% | **334** | 6% | **342** | 6% | **355** | 6% | | **327** | 6% | | **352** | 5% | | **311** | 7% | **369** |
| NA | 0% | **0** | 1% | **59** | 1% | **35** | 0% | **26** | 1% | **31** | 0% | **27** | 1% | | **33** | 0% | | **0** | 1% | | **36** | 0% | **0** |
| Totals | 100% **5903** | | 100% **5749** | | 100% **5800** | | 100% **5335** | | 100% **5701** | | 100% **5545** | | | 100% **5733** | | | 100% **5432** | | | 100% **5698** | | 100% **5661** | |

Reedley College English Enrollment By Age.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 43% | **234** | 38% | **215** | 44% | **217** | 42% | **194** | 41% | **190** | 41% | **210** | 48% | **216** | 46% | **207** | 47% | **206** | 37% | **174** |
| 20-24 | 36% | **193** | 34% | **189** | 37% | **183** | 35% | **161** | 40% | **184** | 35% | **183** | 34% | **151** | 36% | **163** | 33% | **147** | 39% | **183** |
| 25-29 | 10% | **53** | 8% | **44** | 8% | **40** | 8% | **37** | 9% | **41** | 9% | **46** | 6% | **28** | 8% | **38** | 10% | **42** | 11% | **49** |
| 30-34 | 4% | **23** | 6% | **34** | 3% | **15** | 5% | **22** | 3% | **16** | 6% | **31** | 4% | **20** | 4% | **19** | 3% | **14** | 4% | **19** |
| 35-39 | 3% | **16** | 5% | **30** | 2% | **12** | 4% | **19** | 2% | **8** | 4% | **22** | 2% | **8** | 2% | **10** | 4% | **16** | 2% | **9** |
| 40-49 | 3% | **18** | 7% | **37** | 5% | **27** | 4% | **18** | 4% | **19** | 3% | **16** | 4% | **16** | 2% | **10** | 2% | **10** | 6% | **26** |
| 50+ | 1% | **6** | 1% | **7** | 0% | **1** | 2% | **11** | 1% | **3** | 2% | **8** | 2% | **7** | 1% | **3** | 1% | **6** | 1% | **6** |
| NA | 0% | **0** | 1% | **3** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| Totals | 100% **543** | | 100% **559** | | 100% **495** | | 100% **462** | | 100% **461** | | 100% **516** | | 100% **446** | | 100% **450** | | 100% **441** | | 100% **466** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| North Centers Combined | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 28% | **1870** | 24% | **1529** | 31% | **2021** | 25% | **1489** | 30% | **1920** | 25% | **1603** | 29% | **1938** | 24% | **1598** | 30% | **2044** | 24% | **1710** |
| 20-24 | 34% | **2321** | 36% | **2348** | 35% | **2275** | 39% | **2351** | 37% | **2409** | 40% | **2529** | 39% | **2571** | 40% | **2638** | 38% | **2616** | 40% | **2797** |
| 25-29 | 12% | **774** | 12% | **787** | 11% | **729** | 12% | **718** | 11% | **703** | 12% | **735** | 11% | **715** | 12% | **812** | 11% | **792** | 13% | **933** |
| 30-34 | 6% | **432** | 7% | **487** | 7% | **446** | 7% | **449** | 6% | **400** | 7% | **426** | 6% | **418** | 7% | **454** | 6% | **409** | 7% | **459** |
| 35-39 | 6% | **396** | 6% | **379** | 5% | **327** | 5% | **333** | 5% | **313** | 5% | **308** | 5% | **304** | 5% | **317** | 5% | **312** | 5% | **341** |
| 40-49 | 10% | **648** | 11% | **685** | 8% | **538** | 8% | **515** | 7% | **474** | 8% | **505** | 8% | **501** | 8% | **514** | 8% | **535** | 8% | **538** |
| 50+ | 4% | **289** | 4% | **277** | 3% | **197** | 4% | **219** | 3% | **214** | 3% | **218** | 3% | **203** | 3% | **215** | 3% | **196** | 3% | **226** |
| NA | 0% | **0** | 0% | **11** | 0% | **0** | 0% | **1** | 0% | **2** | 0% | **1** | 0% | **1** | 0% | **0** | 0% | **1** | 0% | **0** |
| Totals | 100% **6730** | | 100% **6503** | | 100% **6533** | | 100% **6075** | | 100% **6435** | | 100% **6325** | | 100% **6651** | | 100% **6548** | | 100% **6905** | | 100% **7004** | |

Total Enrollment—The Reedley College English department has remained more or less static since the last Program Review in 2002. The North Center English Department has declined slightly, but this will likely increase again with the opening of the Willow and International Center.

Composition Enrollment

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Reedley College | 100% | **491** | 100% | **563** | 100% | **559** | 100% | **523** | 100% | **462** | 100% | **482** | 100% | **516** | 100% | **471** | 100% | **450** | 100% | **466** |
| North Centers Combined |  | **695** |  | **690** |  | **733** |  | **625** |  | **644** |  | **579** |  | **631** |  | **578** |  | **676** |  | **608** |
| WI Center |  | **470** |  | **438** |  | **550** |  | **395** |  | **468** |  | **355** |  | **454** |  | **371** |  | **471** |  | **405** |
| Madera Center |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Oakhurst Center |  | **57** |  | **48** |  | **34** |  | **54** |  | **33** |  | **65** |  | **35** |  | **50** |  | **39** |  | **46** |

Composition Enrollment by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 58% | **328** | 59% | **332** | 52% | **271** | 57% | **264** | 59% | **282** | 61% | **312** | 56% | **262** | 56% | **252** | 60% | **278** | 62% | **287** |
| Male | 41% | **232** | 40% | **222** | 48% | **252** | 43% | **198** | 42% | **200** | 40% | **204** | 44% | **209** | 44% | **198** | 40% | **188** | 38% | **179** |
| Unknown | 1% | **3** | 1% | **5** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** | **100%** | **563** | **100%** | **559** | **100%** | **523** | **100%** | **462** | **100%** | **482** | **100%** | **516** | **100%** | **471** | **100%** | **450** | **100%** | **466** | **100%** | **466** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 55% | **380** | 58% | **398** | 58% | **423** | 59% | **369** | 57% | **370** | 54% | **314** | 54% | **343** | 62% | **357** | 57% | **388** | 58% | **354** |
| Male | 44% | **308** | 42% | **287** | 42% | **310** | 40% | **251** | 42% | **270** | 46% | **265** | 45% | **285** | 38% | **221** | 43% | **288** | 41% | **251** |
| Unknown | 1% | **7** | 1% | **5** |  | **0** | 1% | **5** | 1% | **4** |  | **0** | 0% | **3** |  | **0** |  | **0** | 0% | **3** |
| **Totals** | **100%** | **695** | **100%** | **690** | **100%** | **733** | **100%** | **625** | **100%** | **644** | **100%** | **579** | **100%** | **631** | **100%** | **578** | **100%** | **676** | **100%** | **608** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 50% | **237** | 53% | **230** | 55% | **302** | 53% | **209** | 54% | **254** | 50% | **178** | 53% | **242** | 59% | **218** | 57% | **267** | 55% | **222** |
| Male | 48% | **227** | 47% | **205** | 45% | **248** | 46% | **183** | 45% | **210** | 50% | **177** | 46% | **209** | 41% | **153** | 43% | **204** | 44% | **180** |
| Unknown | 1% | **6** | 1% | **3** |  | **0** | 1% | **3** | 1% | **4** |  | **0** | 1% | **3** |  | **0** |  | **0** | 1% | **3** |
| **Totals** | **100%** | **470** | **100%** | **438** | **100%** | **550** | **100%** | **395** | **100%** | **468** | **100%** | **355** | **100%** | **454** | **100%** | **371** | **100%** | **471** | **100%** | **405** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 59% | **32** | 62% | **46** | 62% | **29** | 61% | **39** | 60% | **31** | 55% | **27** | 58% | **30** | 57% | **28** | 57% | **32** | 54% | **26** |
| Male | 39% | **21** | 35% | **26** | 38% | **18** | 36% | **23** | 40% | **21** | 45% | **22** | 42% | **22** | 43% | **21** | 43% | **24** | 46% | **22** |
| Unknown | 2% | **1** | 3% | **2** |  | **0** | 3% | **2** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** | **100%** | **54** | **100%** | **74** | **100%** | **47** | **100%** | **64** | **100%** | **52** | **100%** | **49** | **100%** | **52** | **100%** | **49** | **100%** | **56** | **100%** | **48** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 70% | **40** | 75% | **36** | 68% | **23** | 74% | **40** | 64% | **21** | 57% | **37** | 60% | **21** | 72% | **36** | 54% | **21** | 70% | **32** |
| Male | 30% | **17** | 25% | **12** | 32% | **11** | 26% | **14** | 36% | **12** | 43% | **28** | 40% | **14** | 28% | **14** | 46% | **18** | 30% | **14** |
| **Totals** | **100%** | **57** | **100%** | **48** | **100%** | **34** | **100%** | **54** | **100%** | **33** | **100%** | **65** | **100%** | **35** | **100%** | **50** | **100%** | **39** | **100%** | **46** |

Increasingly, females outnumber males enrolled in our classes. Our statistics are more striking than the national averages with a 62% to 38% gender disparity. The freshman Honors class at Reedley College is two-thirds female. According to “Where the Boys Aren’t: The Gender Gap on College Campuses” by Melana Zyla Vickers:

At colleges across the country, 58 women will enroll as freshmen for every 42 men. And as the class of 2010 proceeds toward graduation, the male numbers will dwindle. Because more men than women drop out, the ratio after four years will be 60--40, according to projections by the Department of Education,” a ratio we already exceed.

[Boys] thrive less in a school environment that prizes what Brian A. Jacob of Harvard's Kennedy School of Government calls ‘noncognitive skills.’ These include the ability to pay attention in class, to work with others, to organize and keep track of homework, and to seek help from others. Where boys and girls score comparably on cognitive skills, boys get worse grades in the touchy--feely stuff. Perhaps not coincidentally, boys reportedly enjoy school less than girls do, and are less likely to perceive that their teachers support them, according to studies of Hispanic dropouts. (Vickers)

This, in part, addresses the retention problem:

Consider that among Hispanic boys, the wage gap between high school dropouts and high school graduates is much smaller than for whites and blacks. Hispanic boys may figure that high college tuition and four more years of touchy--feely classroom work is less appealing than a job and an immediate income. The economic draw of the workplace holds great sway over male college dropouts as well. A ‘need to work’ accounted for fully 28 percent of male dropouts' reasons for leaving college, but only 18 percent of women dropouts' reasons, according to a Department of Education study. The men were also more likely than women to report academic problems and dissatisfaction with classes as their reasons for leaving. (Vickers)

Regarding ethnicity, the student population has remained about the same, with most of the students referring to themselves as Hispanic (55%) and 31 percent referring to themselves as White, mirroring the areas populations.

Composition Enrollment by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic | 6% | **36** | 6% | **32** | 5% | **24** | 5% | **21** | 3% | **16** | 2% | **9** | 4% | **17** | 4% | **19** | 3% | **15** | 4% | **17** |
| American Indian/Alaskan Native | 1% | **7** | 1% | **8** | 1% | **4** | 1% | **5** | 1% | **3** | 1% | **5** | 0% | **2** | 2% | **8** | 1% | **6** | 1% | **4** |
| Asian/Pacific Islander | 4% | **25** | 4% | **22** | 4% | **21** | 4% | **16** | 3% | **14** | 3% | **16** | 5% | **21** | 5% | **24** | 5% | **25** | 3% | **12** |
| Hispanic | 52% | **290** | 54% | **304** | 50% | **262** | 57% | **261** | 57% | **275** | 61% | **315** | 57% | **266** | 60% | **271** | 50% | **234** | 55% | **257** |
| Race/Ethnicity Unknown | 8% | **44** | 9% | **52** | 11% | **56** | 8% | **39** | 9% | **41** | 10% | **51** | 8% | **37** | 6% | **28** | 9% | **41** | 7% | **32** |
| White/Non-Hispanic | 29% | **161** | 25% | **141** | 30% | **156** | 26% | **120** | 28% | **133** | 23% | **120** | 27% | **128** | 22% | **100** | 31% | **145** | 31% | **144** |
| **Totals** | **100%** | **563** | **100%** | **559** | **100%** | **523** | **100%** | **462** | **100%** | **482** | **100%** | **516** | **100%** | **471** | **100%** | **450** | **100%** | **466** | **100%** | **466** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic | 1% | **9** | 3% | **18** | 1% | **10** | 2% | **15** | 2% | **13** | 2% | **11** | 1% | **8** | 2% | **12** | 2% | **14** | 4% | **23** |
| American Indian/Alaskan Native | 2% | **13** | 2% | **15** | 1% | **7** | 1% | **6** | 1% | **5** | 1% | **8** | 2% | **14** | 2% | **9** | 2% | **13** | 2% | **12** |
| Asian/Pacific Islander | 5% | **36** | 7% | **48** | 5% | **39** | 4% | **26** | 4% | **25** | 4% | **23** | 4% | **27** | 5% | **30** | 4% | **28** | 4% | **24** |
| Hispanic | 23% | **163** | 23% | **162** | 25% | **185** | 24% | **149** | 24% | **152** | 26% | **151** | 23% | **144** | 29% | **165** | 27% | **182** | 27% | **164** |
| Race/Ethnicity Unknown | 14% | **95** | 14% | **96** | 15% | **112** | 16% | **102** | 15% | **96** | 15% | **85** | 13% | **84** | 12% | **71** | 11% | **74** | 14% | **83** |
| White/Non-Hispanic | 55% | **379** | 51% | **351** | 52% | **380** | 52% | **327** | 55% | **353** | 52% | **301** | 56% | **354** | 50% | **291** | 54% | **365** | 50% | **302** |
| **Totals** | **100%** | **695** | **100%** | **690** | **100%** | **733** | **100%** | **625** | **100%** | **644** | **100%** | **579** | **100%** | **631** | **100%** | **578** | **100%** | **676** | **100%** | **608** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic | 1% | **6** | 2% | **10** | 1% | **7** | 2% | **7** | 1% | **6** | 2% | **7** | 1% | **6** | **2%** | **8** | 2% | **10** | 4% | **17** |
| American Indian/Alaskan Native | 2% | **10** | 2% | **9** | 1% | **6** | 1% | **4** | 1% | **3** | 1% | **5** | 2% | **7** | **2%** | **6** | 2% | **10** | 2% | **9** |
| Asian/Pacific Islander | 6% | **29** | 9% | **39** | 5% | **30** | 6% | **22** | 4% | **20** | 6% | **20** | 5% | **21** | **7%** | **26** | 4% | **18** | 5% | **21** |
| Hispanic | 18% | **83** | 15% | **64** | 20% | **108** | 17% | **66** | 17% | **78** | 17% | **59** | 18% | **82** | **18%** | **68** | 20% | **96** | 18% | **72** |
| Race/Ethnicity Unknown | 14% | **66** | 16% | **71** | 15% | **85** | 16% | **64** | 17% | **78** | 15% | **55** | 13% | **60** | **12%** | **43** | 10% | **48** | 13% | **54** |
| White/Non-Hispanic | 59% | **276** | 56% | **245** | 57% | **314** | 59% | **232** | 60% | **283** | 59% | **209** | 61% | **278** | **59%** | **220** | 61% | **289** | 57% | **232** |
| **Totals** | **100%** | **470** | **100%** | **438** | **100%** | **550** | **100%** | **395** | **100%** | **468** | **100%** | **355** | **100%** | **454** | **100%** | **371** | **100%** | **471** | **100%** | **405** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic | 4% | **2** | 9% | **6** | 7% | **3** | 10% | **6** | 10% | **5** | 6% | **3** | 4% | **2** | 8% | **4** | 6% | **3** | 7% | **3** |
| American Indian/Alaskan Native | 2% | **1** | 4% | **3** | 2% | **1** | 2% | **1** | 2% | **1** | 4% | **2** | 10% | **5** | 0% | **0** | 4% | **2** | 2% | **1** |
| Asian/Pacific Islander | 10% | **5** | 10% | **7** | 11% | **5** | 7% | **4** | 6% | **3** | 4% | **2** | 6% | **3** | 6% | **3** | 17% | **9** | 5% | **2** |
| Hispanic | 31% | **16** | 30% | **21** | 31% | **14** | 21% | **13** | 33% | **16** | 31% | **15** | 27% | **13** | 33% | **16** | 32% | **17** | 30% | **13** |
| Race/Ethnicity Unknown | 21% | **11** | 20% | **14** | 20% | **9** | 26% | **16** | 14% | **7** | 19% | **9** | 23% | **11** | 19% | **9** | 13% | **7** | 26% | **11** |
| White/Non-Hispanic | 33% | **17** | 26% | **18** | 29% | **13** | 34% | **21** | 35% | **17** | 35% | **17** | 29% | **14** | 33% | **16** | 28% | **15** | 30% | **13** |
| **Totals** | **100%** | **52** | **100%** | **69** | **100%** | **45** | **100%** | **61** | **100%** | **49** | **100%** | **48** | **100%** | **48** | **100%** | **48** | **100%** | **53** | **100%** | **43** |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Asian/Pacific Islander | 4% | **2** | 0% | **0** | 3% | **1** | **0%** | **0** | 3% | **1** | **0%** | **0** | 3% | **1** | **2%** | **1** | 3% | **1** | 0% | **0** |
| Hispanic | 2% | **1** | 13% | **6** | 12% | **4** | **9%** | **5** | 15% | **5** | **11%** | **7** | 0% | **0** | **8%** | **4** | 10% | **4** | 20% | **9** |
| Race/Ethnicity Unknown | 19% | **11** | 10% | **5** | 21% | **7** | **11%** | **6** | 9% | **3** | **14%** | **9** | 9% | **3** | **10%** | **5** | 10% | **4** | 7% | **3** |
| White/Non-Hispanic | 72% | **41** | 71% | **34** | 65% | **22** | **78%** | **42** | 70% | **23** | **74%** | **48** | 83% | **29** | **74%** | **37** | 72% | **28** | 70% | **32** |
| **Totals** | **100%** | **57** | **100%** | **48** | **100%** | **34** | **100%** | **54** | **100%** | **33** | **100%** | **65** | **100%** | **35** | **100%** | **50** | **100%** | **39** | **100%** | **46** |

Awards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **English Awards** |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **2002-03** | **2003-04** | **2004-05** | **2005-06** | **2006-07** |
| Associate of Arts | 1 | 2 | 0 | 3 | 2 |
| Certificate of Achievement | na | na | na | na | na |
| Certificate of Completion | na | na | na | na | na |
|  |  |  |  |  |  |
| na = not applicable |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total English majors/semester** | **73** | **37** | **80** | **31** | **83** | **35** | **9** | **348** |
|  |  |  |  |  |  |  |  |  |
| **WI / WI** | **60** | **29** | **54** | **26** | **71** | **27** | **8** | **275** |
| **Madera** | **11** | **6** | **16** | **4** | **11** | **5** | **1** | **54** |
| **Oakhurst** | **2** | **2** | **10** | **1** | **1** | **3** | **0** | **19** |
|  |  |  |  |  |  |  |  |  |
| **Graduates with AA** |  | **1** |  |  |  | **2** |  |  |

* Reedley College Awards:

The above table shows the number of Associate of Arts in English degrees over a 5-year span. Few students obtain A.A. degrees in English because most English majors plan to teach, and many with that goal probably choose to transfer before or in lieu of obtaining and A.A. in English. Creating a certificate or perhaps modifying the English degree to ease the transfer or English majors into the CSU and UC could be considered to increase these numbers.

These statistics indicate only a first-semester declaration of new English majors, not the number of English majors on campus during any one semester. Without an institutional researcher who can track individual ID numbers through a time span, we can not measure the current population of English majors, the persistence of people within the major, etc.

It is clear from these numbers that we are not graduating many people who are declared English majors. The likely cause is that students who declare are transfer students who focus on transfer classes rather than on degree completion which is realistic rather than negative.

The number of declared English majors suggests that all sites consider an organization to make this a cohesive group. This organization might explore career opportunities, focus on special subjects in composition and literature, course offerings and scheduling, reading groups, etc. At Reedley College this spring, a meeting was called, and six students emailed regrets and suggestions. Most of the students were taking online classes, making a meeting on campus impractical.

**\*FTE**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Composition FTE Data** | **Updated Version to follow shortly with FTE data** | | | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | na | na | na | na | 2.20 | 2.20 | 1.60 | 1.60 | 1.40 | 1.40 |
|  | **Part Time** | na | na | na | na | 1.20 | 0.80 | 1.80 | 1.60 | 1.20 | 1.40 |
|  | **Extra Pay** | na | na | na | na | 0.20 | 0.60 | 0.20 | 0.00 | 0.20 | 0.00 |
|  | **FTE Faculty** | na | na | na | na | 3.60 | 3.60 | 3.60 | 3.20 | 2.80 | 2.80 |
|  | **FTE Students** | na | na | na | na | 55.70 | 58.39 | 55.85 | 43.60 | 47.99 | 48.54 |
|  | **FTES per FTEF** | na | na | na | na | 16.38 | 16.22 | 15.51 | 13.69 | 17.14 | 17.34 |
|  | **WSCH per FTEF** | na | na | na | na | 491.47 | 486.58 | 465.42 | 410.63 | 514.18 | 520.07 |
|  | **FT:PT LHE Ratio** | na | na | na | na | 2.00:1 | 3.50:1 | 1.00:1 | 1.00:1 | 1.33:1 | 1.00:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | na | na | na | na | 1.80 | 1.80 | 2.20 | 2.80 | 1.6 | 2.8 |
|  | **Part Time** | na | na | na | na | 3.00 | 0.20 | 2.60 | 2.40 | 3.4 | 3 |
|  | **Extra Pay** | na | na | na | na | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | na | na | na | na | 4.80 | 2.00 | 4.80 | 5.20 | 5.00 | 5.80 |
|  | **FTE Students** | na | na | na | na | 85.59 | 75.61 | 82.94 | 76.51 | 88.41 | 81.04 |
|  | **FTES per FTEF** | na | na | na | na | 17.83 | 15.12 | 17.28 | 14.71 | 17.68 | 13.97 |
|  | **WSCH per FTEF** | na | na | na | na | 534.94 | 453.66 | 518.38 | 441.40 | 530.46 | 419.17 |
|  | **FT:PT LHE Ratio** | na | na | na | na | 0.60:1 | 9.00:1 | 0.85:1 | 1.17:1 | 0.47:1 | 0.93:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | na | na | na | na | 1.20 | 1.40 | 1.20 | 1.80 | 1.00 | 1.80 |
|  | **Part Time** | na | na | na | na | 2.20 | 1.80 | 2.20 | 1.60 | 2.60 | 1.80 |
|  | **Extra Pay** | na | na | na | na | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | na | na | na | na | 3.40 | 3.20 | 3.40 | 3.40 | 3.60 | 3.60 |
|  | **FTE Students** | na | na | na | na | 62.26 | 46.41 | 59.60 | 49.32 | 61.87 | 54.23 |
|  | **FTES per FTEF** | na | na | na | na | 18.31 | 14.50 | 17.53 | 14.51 | 17.19 | 15.06 |
|  | **WSCH per FTEF** | na | na | na | na | 549.35 | 435.09 | 525.88 | 435.18 | 515.58 | 451.92 |
|  | **FT:PT LHE Ratio** | na | na | na | na | 0.55:1 | 0.78:1 | 0.55:1 | 1.13:1 | 0.38:1 | 1.00:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | na | na | na | na | 0.40 | 0.20 | 0.80 | 0.80 | 0.60 | 0.80 |
|  | **Part Time** | na | na | na | na | 0.60 | 0.80 | 0.20 | 0.40 | 0.40 | 0.60 |
|  | **Extra Pay** | na | na | na | na | 0.00 | 0.20 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | na | na | na | na | 1.00 | 1.20 | 1.00 | 1.20 | 1.00 | 1.40 |
|  | **FTE Students** | na | na | na | na | 18.93 | 20.93 | 18.80 | 20.52 | 21.34 | 20.8 |
|  | **FTES per FTEF** | na | na | na | na | 18.93 | 17.44 | 18.80 | 17.10 | 21.34 | 14.86 |
|  | **WSCH per FTEF** | na | na | na | na | 567.90 | 523.25 | 564.00 | 513.00 | 640.2 | 445.71 |
|  | **FT:PT LHE Ratio** | na | na | na | na | 0.67:1 | 0.50:1 | 4.00:1 | 2.00:1 | 1.5:1 | 1.33:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | na | na | na | na | 0.20 | 0.20 | 0.20 | 0.20 | 0.00 | 0.20 |
|  | **Part Time** | na | na | na | na | 0.20 | 0.40 | 0.60 | 0.40 | 0.40 | 0.60 |
|  | **Extra Pay** | na | na | na | na | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** | na | na | na | na | 0.40 | 0.60 | 0.80 | 0.60 | 0.40 | 0.80 |
|  | **FTE Students** | na | na | na | na | 4.40 | 8.27 | 4.54 | 6.67 | 5.20 | 6.01 |
|  | **FTES per FTEF** | na | na | na | na | 11.00 | 13.78 | 11.35 | 11.12 | 13.00 | 7.51 |
|  | **WSCH per FTEF** | na | na | na | na | 330.00 | 413.50 | 340.50 | 335.50 | 390.00 | 225.38 |
|  | **FT:PT LHE Ratio** | na | na | na | na | 1.00:1 | 0.50:1 | 0.33:1 | 0.50:1 | 0.00:1 | 0.33:1 |
| na = not available |  |  |  |  |  |  |  |  |  |  |  |

**\*Please Note: The data above show all FTE data; however, the only analysis provided per the requirements of PR Handbook is that of WSCH per FTEF. Also, there is no available data for the college at large.**

* Reedley College WSCH/FTEF Data:

For the first four semesters of this 5-year PR period there is no available data. For the 6 semesters thereafter, beginning in fall 04, Reedley averaged around 481, with the four semesters from fall 04 to spring 06 in the 400s (a high around 490 and low 410). More encouraging, though, is that these numbers moved into the 500s the last academic year (514 and 520 in fall 06 and spring 07, respectively) for a 3-year growth of about 5.5%. See below: these last two semesters mentioned are one of only two instances at all campuses when the spring exceeded the fall, the other case occurring at Oakhurst.

* North Centers WSCH/FTEF Data:

For the first four semesters of this 5-year PR period there is no available data. The North Centers have seen much more fluctuation here, with numbers always in the 500s in the fall semesters and the 400s in the spring semesters. The number is always smaller in the spring than the fall, but that trend is surely due to the fact that enrollment in English 1A always decreases in the fall. There is no cause for concern as this trend is common for English 1A. The North Centers combined have seen a drop from fall 04 to spring 07 of almost 27%, but if the fall 08 trend of increased WSCH to FTE holds, there should be no cause for alarm.

* WI Center WSCH/FTEF Data:

For the first four semesters of this 5-year PR period there is no available data. The WI Center numbers, on average, are slightly higher than but similar to those at Reedley College. The 3-year decrease is about 21%, but again that’s comparing a fall semester to a spring semester which, in general, yields a negative percentage.

* Madera Center WSCH/FTEF Data:

For the first four semesters of this 5-year PR period there is no available data. The Madera Center numbers, on average, are slightly higher than those at Reedley and WI. The Madera Center has seen the second-highest percentage drop over three years from 567 to 445 for -27%, but Madera also has seen the highest numbers of contact hours (640) in fall 2006. In short, Madera is the most volatile of the three large campuses (excluding Oakhurst), but high occasional numbers are encouraging.

* Oakhurst Center WSCH/FTEF Data:

The Oakhurst trends are similar than the trends at the other three campuses; these numbers are just smaller because the campus is smaller and often the class sizes too.

The WSCH/FTEF data in Composition for all campuses appear fairly normal.

The numbers tend to wax and wane as they should compared to the college at

large and in light of enrollment. It will be important to see how (and if) these

numbers are influenced by the opening of a new campus (W/I) and increased

offerings of online sections.

**III. Student Learning Outcomes for the Composition Sequence/Program**

Beginning in fall 09, English 1A will be the graduation requirement for an AA or AS from Reedley College, but the AA degree in English requires a critical thinking class as well, as does transfer to a university. For that reason it is important to examine the student learning outcomes for English 1A as they pertain to all Reedley College graduates, as a “gateway course” for transfer to university, and as they fit into the overall program learning outcomes. The course-level outcomes in the developmental courses are all elemental (steps on the way to) the outcomes for English 1A.

The course-level student learning outcome we plan to track for English 1A (and the English program) is:

*Students will write a passing documented thesis/argument based research paper, free of intentional or unintentional plagiarism with annotated bibliography.*

This multi-faceted outcome prepares students for the ultimate program outcomes, which include documented argument and critical analysis of college-level text.

The department has held norming sessions, self-review of current assessment processes, and constant discussions to determine what constitutes a passing essay. The primary traits include an arguable thesis, clear topic sentences to control the body paragraphs, and supporting evidence, accurately cited. These traits are critical for all compositions at all levels, beginning with paragraph work in developmental classes, including introduction to research at the English 125 and the research paper at the 1A level, and eventually for analysis. We address the reading component of English 1A with this SLO in that a successful research paper also exhibits a student’s ability to read and analyze college-level prose.

All instructors receive course outlines and are expected to teach toward the outcomes. Fulltime faculty will share in the review of adjunct and full-time tenure evaluations and offer support and suggestions. Continuing peer review of the course outcomes also occurs as part of the tenure review and part-time faculty evaluation process. For example, when observing an adjunct instructor, a fulltime faculty member may recognize that the teaching was presented at a level too high or too low, opening discussion about the composition sequence. Fulltime faculty will continue to participate in ongoing flexible staff development and work together to develop and refine best practices.

Instructors tailor rubrics and composition profiles to particular assignments and particular classes, but most are similar to the following Composition Profile.

Composition Profile

# Content and critical thinking

23-24-25: original ideas, complex concepts, thorough research, compelling support, stunning analysis, particularly vivid

images; strong intro and strong conclusion

20-21-22: good ideas, complex concepts, adequate research, compelling support, good images

17-18-19 good ideas, simple concepts, scanty research, weak support, add details; good images; intro weak or

conclusion weak; overly general; summary, not analysis, develop

14-15-16 ideas confused, support weak or unrelated, images weak, more telling than showing

# Organization and support

23-24-25: complex thesis controls a well-planned essay; each paragraph functions to support main idea

20-21-22 standard thesis controls a well-planned essay; each paragraph functions to support main idea

17-18-19 weak thesis, paragraphs loosely support main idea; awkward order; predictable, aim for clearer topic sentences;

clarify thesis

14-15-16 thesis unclear, details very loosely related to main idea; needs more support, more details

# Language and style

23-24-25: strong, mature sentence structure, smooth word-crafting, appropriate vocabulary and diction

20-21-22 good sentence structure, good vocabulary; diction may be a little high or low; tense shift; eliminate 1st person or

2nd person reference; strengthen verbs; avoid passive voice

17-18-19 simple vocabulary; some errors in idiom or sentence structure (run-ons, fragments), agreement or reference

problems; choppy or twisted sentences; homophone issues; then/than; there/their/they’re; avoid repetition; avoid rhetorical questions

14-15-16 several errors in idiom or sentence structure (run-ons, fragments)

# Grammar and mechanics

23-24-25: almost no errors in mechanics or usage; purposeful punctuation; accurate documentation

20-21-22 a few minor errors in mechanics or usage; accurate punctuation and documentation; review commas,

apostrophes, semi colon, review MLA style

17-18-19 several errors in mechanics, usage, punctuation and documentation; some major errors: capitalization,

spelling—proofread!!!

14-15-16 major errors in mechanics, usage, punctuation and documentation

Still, to clarify the expectations generally held by the department for new and adjunct faculty, and to continue the process of self-review, the department plans to publish an official department rubric as a guide for determining the student learning outcome of “passing” research paper.

The process to assess English 1A as the gateway class in the composition sequence supports both the Reedley College Strategic Plan and the North Centers Strategic Plan: Reedley College Strategic Objective 3.1 calls for the college to “identify ways to improve student retention … [and] performance in basic skills.” The North Centers Strategic Objective 2.2 charges the faculty, staff and administrators of the North Centers to “develop and initiate strategies that increase student retention and success.” Each of these is critical to program goals.

**Program Level Student Learning Outcomes**

**Step 1:** Identify program student learning outcomes and determine in which certificates and/or degrees these learning outcomes are anticipated.

|  |  |
| --- | --- |
| Upon completion of the Reedley College Composition Sequence a student will be able to: | Associate in Arts Degree  English |
| 1. Write an essay with a beginning, middle, and end which uses convincing examples*.* | X |
| 2. Write a complete essay with in-text citations. | X |
| 3. Summarize a text choosing key elements. | X |
| 4. Write a passing documented research paper free of intentional or unintentional plagiarism with annotated bibliography. | X |

**Step 2:** Determine in which courses elements of the program student learning outcomes are incorporated.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Upon completion of the Reedley College Composition Sequence a student will be able to: | 250 | 252 | 125 | 1A | 2 | 3 |
| 1. Write an essay with a beginning, middle, and end which uses convincing examples*.* | X | X | X | X | X | X |
| 2. Write a complete essay with in-text citations. |  |  | X | X | X | X |
| 3. Summarize a text choosing key elements. |  |  | X | X | X | X |
| 4. Write a passing documented research paper free of intentional or unintentional plagiarism with annotated bibliography. |  |  |  | X | X | X |

**Step 3:**

**Student Learning Outcome and Implementation Timeline\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome** | **Fa 2008** | **Sp 2009** | **Fa 2009** |
| Students will write  1.a passing documented research paper  2.free of intentional or unintentional plagiarism  3.with annotated bibliography. | Completion of Program Review process.  Identification of specific course (Engl 1A) and course outcomes to measure.  Update English 1A and English 2 & 3 course outlines to include annotated bibliography.  Standardize use of assessment tool (such as Turnitin.com) for plagiarism and develop scoring guide for annotated bibliography. | Develop department rubric to clarify “passing research paper."  Collect data for outcomes 2 and 3. | First Cycle: Implement assessment rubric in all English 1A sections. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  | **2010sp** | **2010fa** | **2011sp** |
|  | Analyze assessment data from first implementation.  Modify assessment method if needed and prepare for second assessment cycle. | Initiate second assessment cycle in all English 1A sections.  Collect data. | Analyze second assessment data and collective data from cycle one and cycle two.  Produce report on findings, including recommendations for improving student success and retention. |

\*Funding is required for part-time faculty to be trained and included in the implementation process of the assessment procedures in their classes.

**IV. Qualitative Analysis**

A. Promoting English:

* Willow International will offer a basic skills semester in fall 08. This cohort class will include English 125/126, Basic Skills Math, and guidance studies. We hope that by creating a full load of basic skills classes, students will work toward college level writing before attempting classes that require sophisticated writing.
* English 1A now counts toward the general education requirements for Associate’s Degree as well as Bachelor’s Degree programs at most four-year institutions. To date, Reedley College and the North Centers have attracted enough transfer-seeking students to sustain generally robust enrollments and favorable FTES per FTEF ratios. It is important that the college continue to attract students seeking AA or BA degrees. One avenue for attracting these students is through the Honors Programs at Reedley College and Willow and International. Recruitment for these programs includes soliciting senior counselors and high school English teachers and visiting area high schools. The Honors Program and transfer information is also on the RC website, but is not very prominent.
* With respect to course scheduling strategies, the English program’s guiding principle is the same as other required transfer courses, “to schedule classes at times and locations to reach the largest student market while providing enough diversity in course titles, times, and locations to accommodate the academic needs and personal circumstances of the widest possible spectrum of students. For example, a certain number of online, evening, off-campus, and short-term courses must be scheduled for students whose personal situations make attendance at daytime 18-week courses inconvenient. Also, a range of different courses must be offered to provide students with opportunities to complete their general education requirements in a timely manner” (History PR). All these concerns are taken into consideration in establishing the course schedule for the English program. Especially at the North Centers, we are preferring to teach literature classes in two longer class segments. We have combo blocks of 9-week 125 and 1A back-to-back in the same room. We have tried Saturday classes, but they are less popular; we still run small English 125 and 1A classes on Saturday at Willow/International.
* Online course offerings in composition have been popular and successful, so we have increased online and hybrid offerings and have prioritized online experience in our search for replacement faculty hiring.
* We have tried Learning Communities with a variety of courses (art, history, guidance studies, sociology, etc) reinforcing the material of the subject matter class with the reading, writing, and organizational skills gained in English. The classes are popular and successful; however, administrative and counseling support regarding scheduling is needed. Currently, we run an English 1A linked with History 11 or 12, and the North Centers will pilot a developmental 4-way basic skills learning community.
* Most of out students are very young and female, and most come directly from high school. To widen our audience, we might encourage school relations to market to job sites with a slightly older population who might benefit from education in general, English skills in particular.
* *Each semester, faculty recommend students to tutor in both the tutorial center and the writing center. Both provide faculty with rosters for instructors to annotate with recommendations. Instructors regularly refer students to tutorial center and writing center. For writing, most students choose the writing center (which only makes sense) where the department faculty are guest lecturers in English 72 and host well-attended workshops.*

B. Funding patterns:

* Many English composition and literature classes at the Reedley Campus are running smoothly with an internet-linked computer to support BlackBoard, PowerPoint presentations and other websites, a DVD/VCR player, speaker system, and screen for audio-visual materials, and an overhead projector. The North Centers will benefit from the same technical support. Online classes are becoming more sophisticated with audio and video, including experimental live chats. Due to more sophisticated functions, the District needs to provide more support for students with disabilities who take online classes.
* The Writing Centers are integral to the support of composition classes, as well as all classes campus-wide which require writing. Student tutors and writing resources help students complete writing assignments and gain skills and confidence in a calm and supportive environment (See Appendix A).
* Adjunct faculty are currently not trained in BlackBoard, and few attend flexible staff development activities. Funding to train adjuncts and include them in norming and planning sessions will certainly benefit our composition students. Through Basic Skills soft money, adjuncts were recently paid to attend a norming session in April 08. More adjuncts attend activities when they are paid.
* *Symmetry* (Reedley) and *North Centers Review* have been funded irregularly. This irregularity is counterproductive to "an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment . . . ." (College Mission Statement). These journals are used as teaching tools, for marketing English courses, especially creative writing courses which do not receive the same advertising as other specialty programs on these campuses.

C. Future Trends Influencing the Discipline:

* According to the institutional research page, our four semester average for student retention in English 125 is about 81% at Reedley College, 87% at the Madera Center, and 84% at Willow International; our student success is 52% at Reedley and Willow International, and 61% at Madera.  
    
  In English 1A, student retention is supposedly 88% at Reedley College and the North Centers, but we notice a discrepancy when we include “FWs” to the attrition rate.  These students leave between the 10th and 16th week, so they artificially inflate retention (and deflate the gpa).  In an informal survey of English 1A teachers, when the FWs are factored in, the retention rate drops to 76% and the success rate improves to 84%.  The resulting gpa, with FWs extracted is 2.6.  
    
  The reason for any student to drop a class is individual, but a classroom survey of 50 English 1A students supports our suspicion that the primary factor affecting retention is “life” (not able to balance the time with job and family, not disciplined enough to choose homework over “hanging out” with friends, transportation problems, etc).  We recognize that the harder assignments, which require more endurance, come after the 9-week drop date. Increased use of BlackBoard, especially the email announcements feature helps faculty communicate with students who miss class.  Class notes and assignments on BlackBoard also help students keep up and keep connected.
* The change to English 1A as the graduation requirement will directly affect those students who are not transferring to a four-year university. In the past, those students pursuing an AA or AS degree did not need to pass English 1A. However, transferring students must pass not only English 1A, but a critical thinking course also. A passing score in English 1A is a "C".

*As transferring students already need English 1A anyhow, most of our students who graduate already take it. Last time we asked a researcher for the number, there were 19 students at Reedley who graduated without English 1A. Those 19 may either opt for a certificate or be absorbed into our current course offerings.*

Some schools in the state have created “alternate” graduation requirement classes to supplant English 1A as English 1A has become the graduation requirement. To accommodate a variety of major interests, several instructors have begun theming the English 1A courses, but the department is strongly opposed to altering the essential English 1A Course Outline or having such a seminal course taught outside the department. What the department does not want to see are classes that are designed to run around the graduation requirement of an English 1A taught by instructors outside the department and with a curriculum that does not meet English 1A outlines. As a department we need to be vigilant about any proposed courses that might go through curriculum. *Any student planning to transfer needs English 1A anyhow, and most of our students who graduate already take it. English 1A is a very flexible course content-wise, so there is no need to create new curriculum, and it is the department’s position that all composition classes should be taught by qualified English faculty in accordance with the flexible English 1A curriculum. Readings and essay topics can easily be matched with subgroups’ interests. Composition instructors already frequently theme English 1A classes by topic.*

* With an increase in students requiring basic academic skills because they are not acquiring these skills in high school, there will need to be an emphasis on basic study skills either through guidance studies classes or through integration of basic study skills in the English 125 classroom. We began offering English 105 (grammar) in response to the need we perceived in our last program review, but it still attracts a minimal number of students.
* Especially at the North Centers, we have noticed an increase in plagiarism in composition and critical thinking classes, which are more serious than misuse of sources. One essay entitled “Prayer in Schools,” touting the value of prayer in raising ethical values, had a plagiarism rating of 82%. In creative writing classes, students hand in full published works as their own. Thankfully we have Turnitin.com to monitor the offense.
* In spring of 2008, we hired instructors specifically chosen for training, aptitude and experience with developmental students. It is important that we keep most of our developmental students taught by fulltime faculty with small classes and regular office hours. According to “Basic Skills as a Foundation for Student Success in California Community Colleges,” put out by the Center for Student Success and the RP: Research and Planning Group for California Community Colleges. From pages 21-22:

“Increasingly, California community colleges rely on an adjunct workforce to deliver the transfer, occupational, and basic skills curriculum…Using the National Center for Educational Statistics data, Jacoby (2006) attempts to evaluate the evidence regarding graduation, learning outcomes, and the use of adjunct faculty. Jacoby concludes that ‘community college graduation rates decrease as the proportion of part-time faculty increases’ (1,100). He concludes that when ‘Faculty-student ratios are low, the Integrated postsecondary Education Data System (IPEDS) graduation rate rises from 21.1 percent to 25 percent . . . Likewise, for schools . . . categorized as having the best [highest] faculty-student ratios, graduation rates rise from 26 percent to 34.6 percent’  (1,097) [ellipses original to the document]

“Further, Jacoby cites other research that questions the relationship between a reliance on part-time faculty and student engagement. Several studies indicate that because part-time faculty may be less likely to be integrated into the institution, they were also less available to students, affecting student engagement and assimilation into the college culture. Grading patterns were also noted by McArthur (1999), who cites a difference in grading patterns that part-time faculty have a tendency to record higher grades, due in part perhaps to decreased job security and concerns about student evaluation results…

“Programmatic outcomes…have been lower for institutions in which 70 percent or more of the developmental courses were taught by adjunct faculty (Boylan and Saxon, 1998). [The authors conclude] it may be that the time commitment for coordination, planning and program development suffers when using large contingents of adjunct faculty. Boylan (2002) also notes that “best practice” institutions identified in his 2000 study had only about 50 percent of remedial courses taught by adjunct faculty, and further recommends that any adjunct hired be ‘fully integrated into the program and considered as valuable assets to the program’ (56).”

* A national trend indicates reading deficiencies in our primary age group. According to a November, 2007 *Boston Globe* article reprinted in *The Fresno Bee*, “Nearly half of Americans between ages 18 and 24 never read for pleasure,” but the average 15- to 24-year-old spends 2-21/2 hours watching TV daily and only 7 minutes reading. National Endowment for the Arts chairman Dana Goia told *The Washington Post* that teachers are doing a better job teaching elementary school students to read, but “’once they enter adolescence, they fall victim to a culture which does not encourage or promote reading. Because the people then read less, they read less well. Because they read less well, they do more poorly in school, in the job market and in civic life.’” While scores have improved for 9-year-olds, they dropped sharply for 17-year-olds. “Only about one-third of high school seniors read at a proficient level [as indicated by the daily newspaper], a 13% decline since 1992.” The NEA study said of college students: “In 2005, almost 40% of college freshmen (and 35% of seniors) read nothing at all for pleasure, and 26% (28% of seniors) read less than one hour per week.
* We require more than an hour per week of reading, in addition to the reading required in other courses, but students frequently don’t complete the reading or don’t read well, which contributes to their struggles in our classes. At every level, we teach reading skills and techniques, but our work is at odds with the prevalent non-reading culture.
* Over the past five years, we have added composition courses to the curriculum to address the changes in California State University, Fresno’s course offerings. Since CSUF no longer offers Subject A remedial English, the burden falls to us to prepare remedial composition students.
* The emphasis on Student Learning Outcomes (SLO’s) advocated by Western Association of Schools and Colleges and now included as an element of the college accreditation process has caused us to reflect on formalizing our department outcomes. We will implement an SLO trial in English 1A over the next six semesters formalized by a department rubric, as discussed in the timeline above.
* High schools in our area are implementing a SIOP (Sheltered Instruction) model. The department has prioritized communication with the feeder high schools over the past few years.  We have invited local English teachers to discuss articulation issues, and several high school teachers recently participated in a paper norming exercise and discussion.  Three faculty members who are also San Joaquin Valley Writing Project fellows, Deb Lapp, Carey Karle, and Emily Berg, are working with Selma High School under a grant for the Center for Applied Linguistics and the James Irvine Foundation to improve transfer skills of English Language Learners and all students entering from Selma High.  A Title V Grant focuses on Basic Skills, and also emphasizes preparation for college English.

D. Review course outlines; describe anticipated curriculum changes:

* The English 250 course outline needs no substantial changes
* The English 252 course outline needs to be better sequenced with English 250 and English 125.
* The English 125 course outline requires some modest revisions to the course outline in the following areas:

1. The objectives should clearly support the English 1A SLOs

2. The grammar and punctuation components listed in the course content outline need

to be better reflected in the outcomes and objectives

3. Assessment criteria should be reconsidered with the adoption of a standardized

rubric.

* To support the course-level student learning outcomes for English 1A, English 125 needs to expand the course objectives to include the following points:

1. Write timed in-class essays that exhibit thoughtful organization and a clear response to a prompt.
2. Use the MLA guidelines to format papers with works cited, in-text documentation, and without plagiarizing
3. Recognize the purposes of credible research.

To support the needs of classes across the curriculum, the course objective should include the following point:

1. Read selections of non-fiction academic material that reflect the academic writing students are expected to read and analyze across the curriculum.

* English 1A and English 2 and 3 course outlines need to reflect the forthcoming department rubric. To support the needs of classes across the curriculum, the course objective should include the following points:

1. Annotated bibliography (English 1A)

2. Critical, academic readings including analysis

* Although some colleges have added substitute English 1A-level courses when the graduation requirement has changed, the instructors at Reedley College feel strongly that the course outline for English 1A should not be modified. However, English instructors may chose to teach a theme-based English 1A. That is, all graduation-level English classes should be taught by English instructors using the English 1A course outline.
* Any composition class must not exceed its cap regardless of the instructional format.

E. Departmental changes over 5 years:

* WI, Madera, and Reedley are each adding one developmental comp position beginning fall 08 in order to support basic skills. We should continue to expand full-time participation in the developmental composition classes and add faculty in order to maintain as high a ratio of full-time to part-time instructors as possible
* The following is an excerpt from the “Basic Skills as a Foundation for Student Success in California Community Colleges,” by the Center for Student Success and the RP: Research and Planning Group for California Community Colleges.” This research shows that using full time faculty for developmental classes increases graduation success rates.

“Increasingly, California community colleges rely on an adjunct workforce to deliver the transfer, occupational, and basic skills curriculum. Implicitly, most instructors assume that the reliance on part-time faculty compromises student learning and potentially erodes academic standards; however, little research has been conducted to mark its specific effects. Using the National Center for Educational Statistics data, Jacoby (2006) attempts to evaluate the evidence regarding graduation, learning outcomes, and the use of adjunct faculty. Jacoby concludes that “community college graduation rates decrease as the proportion of part-time faculty increases” (1,100). He concludes that when “Faculty-student ratios are low, the Integrated postsecondary Education Data System (IPEDS) graduation rate rises from 21.1 percent to 25 percent . . . Likewise, for schools . . . categorized as having the best (highest) faculty-student ratios, graduation rates rise from 26 percent to 34.6 percent”  (1,097) [ellipses original to the document] (21-22)

* We anticipate the graduation requirement change to English 1A to have minimal impact, but we will observe demand and success carefully.

**V. Summary Statement for the Composition Sequence, Reedley College:**

As is apparent in the preceding pages, the Composition and Literature faculty are genuinely concerned for their students' learning. Instructor innovation and a willingness to attempt new strategies while examining current practices to evaluate their effectiveness is ongoing. Our program has adapted to the needs of our students who come to us under prepared. The following recommendations will help ensure the best learning situations for the students at Reedley College.

Based on the quantitative and qualitative analysis presented in this document, these departments support the following **goals** for the composition sequences courses.

* 1. Improve accurate placement and increase understanding of English 250, 252, and 125 sequence, such as examining placement test, meeting with counselors, having more intervention by counseling at the time of placement testing, "attaching" counselors, etc.: fall 08.
  2. Track the placement test scores of the students who have to repeat English 250 and 252: beginning with first data from institutional researcher
  3. Continue to seek support from the Student Success Committee and other programs (including embedded writing center tutors): ongoing
  4. Continue examining scheduling issues: ongoing
  5. Continue to examine standards for English 250 and 252: ongoing
  6. Consider using available software in developmental classes as best practices dictate: ongoing
  7. Update course outlines: fall 08 and spring 09

Based on the quantitative and qualitative analysis presented in this document, these departments support the following **recommendations** for the composition sequences courses.

1. To reflect best practices, as noted in the Basic Skills Initiative, 70% of basic skills students should be taught by full-time faculty. To be in compliance with state guidelines, 75% of all classes must be taught by full-time faculty. Hiring considerations should reflect these percentages: fall 08 for spring 09 (RC) and fall 08 for fall 09 (NC and RC).
2. *Hire more full-time generalist instructors: ongoing*.
3. All retiring and transfer positions must be immediately replaced with a tenure-track position: ongoing.
4. In addition to the incomplete and inaccurate data we have for this program review, we lack program-specific data that should be tracked as soon as institutional researchers are available. We should set the following tracking guidelines in place as a research request to begin as soon as possible (timeline dependent upon the hiring of a qualified institutional researcher):

* Track students from 250 🡪 252 🡪 125 for success and retention at each step. This will allow us to modify classes so the flow is more effective for students.
* Track subsequent success for students who repeat any of these classes. If we find that many students must retake one of these classes, we may need to change repeatability or modify the curriculum (such as linking courses with the Writing Center, imbedding tutors, etc.).
* Track students from 125 🡪 1A for the same reason.
* Track drop dates for students who are not retained (official drops and vanishing acts). If we know when we are losing students, we may be able to diagnose the problem(s).
* Track success and retention for each class in separate categories for transfer and non-transfer students.
* With this research, we would like to compare and contrast data with comparable institutions.

1. Continue and expand Learning Communities, even if scheduling is difficult: ongoing
2. Continue and expand writing center workshops: ongoing
3. Continue funding Turnitin.com: ongoing
4. Increase theming of English 1A classes to stimulate interest and retention: ongoing
5. Increase communication with feeder high schools and other recruiting sites to increase enrollment, success, and retention: ongoing
6. As a department (all sites), develop a common rubric for English 1A research papers: spring 09
7. Begin implementation of SLOs (RC and North Centers), collecting data from all English 1A classes for outcomes 2 and 3: spring 09
8. Implementation of first cycle of Student Learning Assessment in English 1A (RC and North Centers): fall 09.
9. Request Institutional Research project to determine persistence across the program, and success rates of males vs. females and ethnic diversity (RC and North Centers): fall 08.
10. Update North Center and Reedley libraries with online databases, (such as ProQuest and JSTOR)

and online books: spring 09

1. Control of *Symmetry* and  *North Centers Review* budget through the English Department:

ongoing.

1. *Instructors should attend conferences and workshops in basic skills, composition, research,*

*creative writing, new technology and/or teaching literature: ongoing.*

1. *As time and funding allow, we should research possible sources and solutions for low*

*student success rate in first-year-English classes: fall 09.*

1. *As time and funding allow, we should research ways to attract and retain more males in*

*composition classes: fall 09.*

1. *We should advertise our themes, and create some to appeal to occupational ed. students.*

*These courses should not be limited to occupational education students, but should be scheduled at times convenient for occupational ed. Students: ongoing*

**North Centers’ Recommendation summary**

The recommendations listed below are justified and explained within the larger PR document for the whole department. Some of these are North Center – specific, and others are jointly shared with Reedley. Those that are shared are marked with an asterisk(\*); those that are specific to one NC campus are listed with the campus name.

**To support developmental composition:**

* Additional full-time instructors at Willow and at Madera to increase the number of basic skills classes taught by full-time instructors. The goal should be approximately 70% of basic skills classes taught by full-time instructors.
* Expand the tutors-in-the-classroom program for English 250 (Madera) and English 252 (Madera and Willow).
* \*Monitor scheduling against DSP&S classes at Fresno City College and against English 262 and English 260 reading classes to avoid conflicts.
* Acquire funding for adjunct hours for basic skills training & participation in department functions such as norming.
* \*Meet with counseling department to discuss intervention through brochures or personal counseling to capture students who have taken the placement exam but who have placed into English 250/252. There is good evidence that many of these students do not enroll.
* Seek ESL training for English 250/252 instructors since those are the default ESL classes in the North Centers.
* \*Expand learning communities and research the success of students who are  in learning communities.
* \*Research possible  themed English 252 & 125 classes for vocational education majors. (This is not a recommendation for curriculum change but for a variety of readings and assignments that will meet the needs and interests of specific student populations).
* \*Continue implementing best practices through the Student Success Initiative.
* \*Urge the acquisition of JSTOR and ProQuest databases for our library to support research at all levels of composition and literature.
* \*Expand the use of available software (Inspiration, for example) for developmental composition classes. At Willow, this will require computer labs being available for composition classes, so this item will need to wait for Phase II completion).
* \*Discuss the flow of English 262  252 & 126  125 classes with the counseling staff. Currently, students are encouraged by the numbering system to take writing before reading, but clearly the reading skill is essential to writing success. Counselors should encourage students to take these classes in the proper order, numbering system to the contrary. Students should be discouraged from taking the writing classes first just because of a class vacancy. Perhaps a note in the class schedule would make this clear to students.
* \*Avoid scheduling English 125 classes before 9:00 a.m. to increase retention and success.
* \*Teach study and organization techniques as a part of the English 125 class to encourage success.

**To support the composition and critical thinking classes:**

* \*Encourage the college to implement the FW grade so we can track retention and success more accurately.
* \*Continue to expand the use of Blackboard for class support.
* \*Continue to encourage the use of auxiliary services: tutorial center, counseling, library, etc.
* \*Increase communication with on-line students about time commitments, hardware requirements, etc. Implement a general online assessment or mini-course on taking on-line classes.
* \*Create an English AA degree to expedite transfers to 4 year institutions.
* \*Begin using the English 1A SLO in Spring of 09 to create a base for tracking future semesters.
* Seek regular and adequate funding for the North Centers’ Review
* \*Course outline modifications to take through the curriculum committee:
  + English 252: Align with English 250 and English 125
  + English 125: to support preparation for English 1A SLO; to modify outcomes and objectives to reflect grammar elements in the course outline; to include timed in-class essays; to strengthen MLA guidelines; to recognize the purpose of credible research; to incorporate the reading of non-fiction prose.
  + English 1A and English 3: to add an annotated bibliography to the course outcomes; to incorporate critical, analytical readings, including analysis.
  + English 48: split into a two semester course
* North Centers institutional researcher will begin tracking students through the program so we have better statistics across time. This will ensure constant program review and improvement. See the PR text under Section V: Summary statement for specific tracking needs.

**To support the tutorial and writing centers:**

* Writing Centers at Madera and Willow will need funding beginning October of 2009 when the Title V grant discontinues funding.
* Writing centers at Madera and Willow need an increase of tutor hours to support (1) embedded tutor program, which is not active right now but which has proven to be very effective for retention and success, and (2) growth of student use. [It is worth noting that both Madera and Willow’s writing centers have enormous gains in unduplicated students and in utilization hours in the first weeks of Fall 08].
* \*We are investigating the possibility of creating new workshop classes that would be run through the writing centers to meet specific needs. These classes might run from .25 units – 1 unit, and would focus on a specific basic skill or on specific modules for classes.
* Move the WI tutorial center to the current admissions and records area of Phase I when Phase II is completed. This will allow more space for the variety of tutoring that takes place, and it will allow greater directed research in the lab area.
* Staff Madera and Willow International with the equivalent of a full-time tutorial coordinator, beginning Fall 2010.
* *Willow International: The department and the writing center are working closely together. Some instructors hold office hours in the center to raise awareness of the center and to interact with tutors and tutees. Other instructors are guest lecturers in English 72, the tutorial training class. Both Ann Brandon and Jeff Burdick have met with the tutorial staff in Fall of 09, and further visits are planned by other instructors.*

*However, more important than these direct interventions are the following:*

*(1) Instructors refer students to the writing center through announcements in the class syllabi of many instructors;*

*(2) Some instructors offer class credit for tutorial sessions;*

*(3) Some instructors require meetings in the writing center for specific assignments;*

*(4) Instructors invite tutors into the classroom to assist with draft workshops and for special projects;*

*(5) Several experiments with embedded tutors have shown success, and we are hoping to expand this program (see our notes under English 252);*

*(6) Our writing center director and coordinator are members of our faculty (full-time director, adjunct coordinator) and participate fully in department discussions and meetings;*

*(7) Writing center directors and coordinators are available for classroom presentations about specific writing problems; and*

*(8) The outreach of the writing center is not limited to full-time English faculty. In fact, the outreach includes contact with adjuncts in the English department and both full-time and adjunct faculty across the campus.*

*(9) The writing center hosts and encourages a creative writing club that includes English faculty.*

*(10) The writing center coordinator and tutors coordinate with the English faculty and with the Art faculty to produce the North Centers Journal.*

*(11) The data collected from tutorials is directly correlated with student success in English classes. So far, that success has been remarkable, and this has encouraged greater enthusiasm on the part of the English faculty to send students for tutoring.*

* Willow International and Madera recommendations, short term:
  + Track past learning assistant success
  + Explore live on-line tutorial
  + Investigate ways to increase retention.
  + Offer more in-center presentations and in-class presentations
  + Initiate a traveling tutor program that takes tutors into the classroom for specific lessons (workshops, for example) [note that this is not the embedded tutor program, which places tutors in the classroom on a regular basis]
  + Host a book club
  + Expand the inventory of marketing tools

**To support the Creative Writing program:**

* Promote the creative writing certificate to currently registered students in English
* Recruit students for the creative writing and English certificates from high school classes.
* Tie speakers’ series to English and Creative Writing classes.
* Encourage simultaneous enrollment in Creative Writing and Literature classes.
* Continually teach our creative writing courses each semester as scheduled.

**To support the Literature program:**

* Promote literature courses to retirees and high school teachers
* Link literature courses with courses in art, history, and philosophy
* \*Divide English 48 (American Literature) into two consecutive courses.
* \*Discuss a possible change of course title from “World Literature” to “Western Literature.”
* \*Create an enhanced course in American Literature to fulfill the Critical Thinking requirement.
* Create a Humanities cohort at Willow and Madera.

**To support the Film program:**

* \*Add Film Genre course
* Add film titles to libraries at Willow and Madera
* Schedule film classes at night once a year to attract non-traditional students at Willow and Madera
* \*Discuss and implement student learning outcome: “Filmic meaning” across the curriculum.
* Upgrade equipment (projectors, sound, DVD players) in film classrooms at Willow and Madera.
* Provide media stations (computers equipped to show DVD films) in tutorial center and/or library for student to view and review films outside of class at Willow and Madera.
* Petition for more funding to supply film technique courses such as digital video editing at Willow and Madera.
* Hire a full-time instructor for the North Centers.

**Appendix A – Writing Center**

The Writing Center supports goals and outcomes of the department. There are Writing Centers at Reedley College, Willow International, and Madera.

**General Information:**

A. Instructional area(s): The Writing Centers fall under leadership of Humanities>Composition, Literature, and Communications Department. All centers offer English 72 (Writing Center Theory and Practice), English 272 (Assistance in College Writing), and English 372 (Assistance in College Writing).

B. TOP code: 15--Humanities

C. General description of program(s) or service(s) offered:

The Writing Centers are staffed by Eileen Apperson (full-time RC), Kate Fourchy (full-time RC), Rebecca Snyder (part-time RC) Sheryl Young-Manning (full-time MC), Loren Palsgaard (full-time MC), Melanie Sanwo (full-time WI), Brandon Daher (part-time WI).

The Reedley College Writing Center employs from 9-15 learning assistants and 2 receptionists (Federal Work Study positions) and is funded through the Office of Instruction. The Writing Center at Reedley operates out of HUM 58 (shared with SARP) and HUM 59 (computer lab with 21 computers and one printer).

Both the Madera and Willow International Writing Centers are funded by a Title V grant until fall 2009, at which time the centers are to be institutionalized.

The Madera Writing Center employs 8-15 learning assistants using Title V grant funding, Basic Skills funding, and Federal Work Study (FWS) funding, and 4 part-time desk workers/T.A.’s (Federal Work Study positions). The Willow Center employs 8-10 learning assistants.

The Willow International ELC serves as both the Writing Center and the Tutorial Center. It has two rooms, both small for the number of students served. It will expand into a suite of rooms, including a small computer lab with completion of Phase II at Willow International.

Madera’s ELC houses both the Writing Center and the Tutorial Center, and includes ten computer stations in one room. With the tutors for other subjects, there are over 25 learning assistants in some semesters. The Madera ELC is fully scheduled so will need more space with growth. Also of note are the growing number of experienced learning assistants who continue to work in the ELC’s even when they move on to classes at Fresno State. For example, this semester at Madera, ten of the learning assistants are Fresno State students.

D. Describe how your program supports the College Mission Statement and various aspects of the College Strategic Plan:

* The Writing Centers support the College Mission Statement by offering an “accessible, student-centered educational environment that provides high quality learning opportunities.” The basis for a writing center is to create an atmosphere where learning assistants (usually peers) guide students through the writing process and also the reading process. Often it is these learning assistants who write the articles (*Paper Jam* at Reedley, *Write Now* at Willow, *MadELC* at Madera), create handouts, and organize the daily operations. The group tutoring sessions that these learning assistants lead (English 272) support collaborative learning models essential in student growth. The Centers also support the Strategic Plan (objectives 3.1, 3.2, and 3.4, namely) by aiding students across the curriculum as they prepare for careers and transfers, facilitating collaborative, student-centered environments, and being a supportive service on each of our campuses. The Reedley and Willow Writing Centers aid students across the curriculum by giving workshops and presentations to assist students in writing and research in all disciplines. Some FCC and Fresno State students are also served. The Madera Writing Center offers specialized Learning Across the Disciplines (LAD) group tutoring sessions in which the tutors work very closely with specific instructors in other disciplines—in courses which usually have a low success rate—in order to help students learn better how to read the textbooks and adapt their learning styles to those of the targeted courses. So far the LAD modules have worked with Psych 2 and Child Development classes, but we are expanding the program to work with other classes. The Willow Writing Center and Madera ELC also host the tutoring services provided through counseling in these subjects: Biology, Chemistry, History, Math, Physics, Political Science, Psychology, Food & Nutrition, Information Systems, Health, and Statistics. These tutors are usually paid through separate funds or work for work experience units but meet with their tutees in the Willow Writing Center or the Madera ELC and are supervised by Writing Center faculty. One other service provided by the Willow and Madera learning assistants is as judges for our writing entries for the *NC Review*. Finally, Madera’s ELC also provides a service to the CalWorks program by using TutorTrac to track CalWorks students’ hours on campus and print monthly reports for them. Reedley supports embedded tutors in a range of English and speech courses, online and face-to-face.
* The Writing Centers at Reedley, Madera and Willow improve professional growth opportunities for all faculty (1.3c) by inviting instructors, including adjuncts, from all departments to visit the English 72 tutor-training class. This has resulted in the growth of opportunities for communication and learning.
* The Writing Centers at Madera and Willow improve student participation in programs (2.4d) by sponsoring a book club for students. Madera is re-activating the Northern Lights Club, which focuses on all the arts—literature, creative writing, art, music, film and photo. The North Centers Writing Centers cooperate with the Art department to produce the NC Review for literature and the arts. The Madera tutors are in the planning stages of founding a Journalism Club and a campus newspaper or newsletter. A creative writing club has been in operation for the last year at Willow.
* The Writing Centers at Reedley, Madera and Willow improve communication (4.1b) by inviting instructors to meet with the tutorial staff to increase communication.
* The Writing Centers at Madera and Willow improve the scope of the training and economic development programs (5.1d) by creating three modules that include writing to develop grammar, punctuation, spelling, and general writing skills for the North Centers’ Career Advancement Academy.

E. List the recommendations from the previous Program Review and their implementation status:

In Program Review 2002, one of the Short and Long Term Goals was “developing and supporting of a writing center.” Five years later, we have met this goal due to committed faculty and funding provided by a Title V grant.

**Quantitative Analysis—Instructional**

The Writing Assistance (Tutees) FTE Data charts have been omitted from this report since they were blank.

Based on our own data-gathering, the RC writing center has recorded the following enrollment:

Reedley College:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reedley College Writing Center Attendance | Sp 03 | Fa 03 | Sp 04 | Fa 04 | Sp 05 | Fa 05 | Sp 06 | Fa 06 | Sp 07 |
| English 272 number of students | 145 | 86 | 106 | 102 | 110 | 122 | 141\* | 145\* | 109 |
| English 272 number of hours | 2,387 | 2,140 | 2,068 | 2,355 | 2,113 | 2,742 | 2,181\* | 1,179\* |  |
| Walk-in Number of students | 88 | 84 | 68 | 81 | 149 | 114 | 61 | 125 |  |
| Walk-in number of hours | NA | 303.5 | 39 | 73.5 | 74.5 | 121.5 | 63 | 115.5 |  |
| Number of online submissions (began sp 05) | NA | NA | NA | NA | 27 | 46 | 27 | 40 |  |

\* In spring 06 and fall 06 English 272 was replaced with English 372, a zero-unit course which skewed the statistics as we moved from one course to another. These numbers are slightly below the total number of students enrolled in English 272 (or 372, depending on the semester) as shown on the following Age and Gender chart below. The enrollment numbers gathered by the writing center show active enrollment at the end of the semester.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **North Centers Combined** | **05FA** | | | | | | | | | | | | | **06SP** | | | | | | | | | | | **06FA** | | | | | | | | | | | | **07SP** | | | | | | | | | | | |
| African-American/Non-Hispanic | 4% | | | | | **5** | | | | | | | | 6% | | | | | **11** | | | | | | 5% | | | | | | **10** | | | | | | 3% | | | | | | | | **5** | | | |
| American Indian/Alaskan Native | 1% | | | | | **1** | | | | | | | |  | | | | | **0** | | | | | | 1% | | | | | | **2** | | | | | | 3% | | | | | | | | **5** | | | |
| Asian/Pacific Islander | 2% | | | | | **3** | | | | | | | | 5% | | | | | **9** | | | | | | 4% | | | | | | **9** | | | | | | 2% | | | | | | | | **4** | | | |
| Hispanic | 60% | | | | | **85** | | | | | | | | 49% | | | | | **84** | | | | | | 63% | | | | | | **137** | | | | | | 58% | | | | | | | | **##** | | | |
| Race/Ethnicity Unknown | 16% | | | | | **22** | | | | | | | | 14% | | | | | **24** | | | | | | 13% | | | | | | **29** | | | | | | 14% | | | | | | | | **24** | | | |
| White/Non-Hispanic | 18% | | | | | **25** | | | | | | | | 26% | | | | | | **45** | | | | | | 15% | | | | | | **32** | | | | | | 20% | | | | | **36** | | | | | |
| **Totals** | **###** | | | | | **##** | | | | | | | | **###** | | | | | | **##** | | | | | | **###** | | | | | | **219** | | | | | | **###** | | | | | **##** | | | | | |
|  |  |  | | | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | |  | | | |
| **WI Center** | **05FA** | | | | | | | | | | | **06SP** | | | | | | | | | | | **06FA** | | | | | | | | | | | **07SP** | | | | | | | | | | | |
| African-American/Non-Hispanic |  | | 5% | | | | | **2** | | | 4% | | | | | | **2** | | | | | 11% | | | | | | | **4** | | | | | | 3% | | | | | | | **1** | | | | |
| American Indian/Alaskan Native |  | | 2% | | | | | **1** | | |  | | | | | | **0** | | | | | 6% | | | | | | | **2** | | | | | | 3% | | | | | | | **1** | | | | |
| Asian/Pacific Islander |  | | 5% | | | | | **2** | | | 8% | | | | | | **4** | | | | | 6% | | | | | | | **2** | | | | | | 5% | | | | | | | **2** | | | | |
| Hispanic |  | | 32% | | | | | **13** | | | 18% | | | | | | **9** | | | | | 31% | | | | | | | **11** | | | | | | 28% | | | | | | | **11** | | | | |
| Race/Ethnicity Unknown |  | | 20% | | | | | **8** | | | 20% | | | | | | **10** | | | | | 6% | | | | | | | **2** | | | | | | 15% | | | | | | | **6** | | | | |
| White/Non-Hispanic |  | | 37% | | | | | **15** | | | 50% | | | | | | **25** | | | | | 42% | | | | | | | **15** | | | | | | 48% | | | | | | | **19** | | | | |
| **Totals** |  | | | **###** | | | | | **41** | | | **###** | | | | | | **50** | | | | | **###** | | | | | | | **36** | | | | **###** | | | | | | | **40** | | | | |
|  |  |  | | | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | |  | | | |
| **Madera Center** | **05FA** | | | | | | **06SP** | | | | | | | | | **06FA** | | | | | | | | | | | | **07SP** | | | | | | | | | | | |
| African-American/Non-Hispanic | 3% | | | | **3** | | 7% | | | | | | **9** | | | 3% | | | | | | | | **6** | | | | 3% | | | | | | | | **4** | | | |
| American Indian/Alaskan Native |  | | | | **0** | |  | | | | | | **0** | | |  | | | | | | | | **0** | | | | 3% | | | | | | | | **4** | | | |
| Asian/Pacific Islander | 1% | | | | **1** | | 4% | | | | | | **5** | | | 4% | | | | | | | | **7** | | | | 2% | | | | | | | | **2** | | | |
| Hispanic | 72% | | | | **72** | | 61% | | | | | | **75** | | | 69% | | | | | | | | **126** | | | | 67% | | | | | | | | **92** | | | |
| Race/Ethnicity Unknown | 14% | | | | **14** | | 11% | | | | | | **14** | | | 15% | | | | | | | | **27** | | | | 13% | | | | | | | | **18** | | | |
| White/Non-Hispanic | 10% | | | | **10** | | 16% | | | | | | **20** | | | 9% | | | | | | | | **17** | | | | 12% | | | | | | | | **17** | | | |
| **Totals** | **###** | | | | **##** | | **###** | | | | | | **##** | | | **###** | | | | | | | | **183** | | | | **###** | | | | | | | | **##** | | | |

The ethnicity data for the Reedley College Writing Center is incomplete, and therefore omitted. It is safe to say that our enrollment in the writing center is in keeping with the ethnic make-up of the student body. The same can be said for the ethnicity data for the Willow Writing Center and the Madera ELC.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutees) Enrollment by Age Category** | | | | | | | | | | | | | |  |  | | | |  |  | |  |  | |  |  | |  |  | |  |  |
|  |  |  |  | |  |  | | |  |  | | | |  |  | | | |  |  | |  |  | |  |  | |  |  | |  |  |
| **Reedley College** | **03SP** | | | **03FA** | | | **04SP** | | | | | **04FA** | | | | | **05SP** | | | | **05FA** | | | **06SP** | | | **06FA** | | | **07SP** | | |
| 19 or Less | 22% | | **35** | 42% | | **38** | 34% | | | **44** | | 34% | | | **44** | | 30% | | | **43** | 45% | | **68** | 37% | | **62** | 45% | | **65** | 29% | | **41** |
| 20-24 | 29% | | **46** | 20% | | **18** | 29% | | | **38** | | 28% | | | **36** | | 31% | | | **44** | 21% | | **32** | 32% | | **54** | 24% | | **34** | 35% | | **50** |
| 25-29 | 10% | | **16** | 8% | | **7** | 9% | | | **12** | | 12% | | | **15** | | 10% | | | **15** | 9% | | **14** | 4% | | **6** | 8% | | **12** | 9% | | **12** |
| 30-34 | 14% | | **22** | 9% | | **8** | 8% | | | **10** | | 9% | | | **11** | | 8% | | | **11** | 7% | | **10** | 7% | | **11** | 5% | | **7** | 7% | | **10** |
| 35-39 | 8% | | **13** | 8% | | **7** | 9% | | | **11** | | 5% | | | **6** | | 6% | | | **9** | 5% | | **7** | 8% | | **13** | 6% | | **9** | 8% | | **11** |
| 40-49 | 12% | | **19** | 11% | | **10** | 10% | | | **13** | | 10% | | | **13** | | 10% | | | **15** | 9% | | **14** | 11% | | **18** | 9% | | **13** | 9% | | **12** |
| 50+ | 5% | | **8** | 3% | | **3** | 2% | | | **2** | | 2% | | | **3** | | 5% | | | **7** | 5% | | **7** | 4% | | **6** | 3% | | **4** | 4% | | **6** |
| NA | 1% | | **1** |  | | **0** |  | | | **0** | |  | | | **0** | |  | | | **0** |  | | **0** |  | | **0** |  | | **0** |  | | **0** |
| **Total** | **100%** | | **160** | **100%** | | **91** | **100%** | | | **130** | | **100%** | | | **128** | | **100%** | | | **144** | **100%** | | **152** | **100%** | | **170** | **100%** | | **144** | **100%** | | **142** |
|  |  |  |  | |  |  | | |  |  | | | |  |  | | | |  |  | |  |  | |  |  | |  |  | |  |  |
| **North Centers Combined** | **05FA** | | | **06SP** | | | | **06FA** | | | | | **07SP** | | | | |
| 19 or Less | 37% | | **52** | 24% | | **41** | | 45% | | | **98** | | 20% | | | **36** | |
| 20-24 | 25% | | **35** | 38% | | **65** | | 27% | | | **60** | | 31% | | | **54** | |
| 25-29 | 9% | | **12** | 8% | | **14** | | 12% | | | **26** | | 11% | | | **20** | |
| 30-34 | 11% | | **15** | 8% | | **14** | | 5% | | | **11** | | 12% | | | **21** | |
| 35-39 | 4% | | **6** | 5% | | **9** | | 2% | | | **5** | | 10% | | | **17** | |
| 40-49 | 10% | | **14** | 13% | | **23** | | 9% | | | **19** | | 11% | | | **19** | |
| 50+ | 5% | | **7** | 4% | | **7** | |  | | | **0** | | 6% | | | **10** | |
| **Totals** | **###** | | **##** | **###** | | **173** | | **###** | | | **##** | | **###** | | | **##** | |
|  |  | |  |  | |  | |  | | |  | |  | | |  | |
| **WI Center** | **05FA** | | | **06SP** | | | | **06FA** | | | | | **07SP** | | | | |
| 19 or Less | 24% | | **10** | 20% | | **10** | | 47% | | | **17** | | 18% | | | **7** | |
| 20-24 | 32% | | **13** | 38% | | **19** | | 33% | | | **12** | | 35% | | | **14** | |
| 25-29 | 10% | | **4** | 10% | | **5** | | 8% | | | **3** | | 20% | | | **8** | |
| 30-34 | 12% | | **5** | 10% | | **5** | | 3% | | | **1** | | 8% | | | **3** | |
| 35-39 | 5% | | **2** | 6% | | **3** | | 3% | | | **1** | | 8% | | | **3** | |
| 40-49 | 10% | | **4** | 10% | | **5** | | 6% | | | **2** | | 5% | | | **2** | |
| 50+ | 7% | | **3** | 6% | | **3** | |  | | | **0** | | 8% | | | **3** | |
| Total | **100%** | | **41** | **100%** | | **50** | | **100%** | | | **36** | | **100%** | | | **40** | |
|  |  | |  |  | |  | |  | | |  | |  | | |  | |
| **Madera Center** | **05FA** | | | **06SP** | | | | **06FA** | | | | | **07SP** | | | | |
| 19 or Less | 42% | | **42** | 25% | | **31** | | 44% | | | **81** | | 21% | | | **29** | |
| 20-24 | 22% | | **22** | 37% | | **46** | | 26% | | | **48** | | 29% | | | **40** | |
| 25-29 | 8% | | **8** | 7% | | **9** | | 13% | | | **23** | | 9% | | | **12** | |
| 30-34 | 10% | | **10** | 7% | | **9** | | 6% | | | **10** | | 13% | | | **18** | |
| 35-39 | 4% | | **4** | 5% | | **6** | | 2% | | | **4** | | 10% | | | **14** | |
| 40-49 | 10% | | **10** | 15% | | **18** | | 9% | | | **17** | | 12% | | | **17** | |
| 50+ | 4% | | **4** | 3% | | **4** | |  | | | **0** | | 5% | | | **7** | |
| Total | **100%** | | **100** | **100%** | | **123** | | **100%** | | | **183** | | **100%** | | | **137** | |

The enrollment by gender data is close in keeping with enrollment by gender at Reedley College, with the exception of a higher percentage of students in the 40-49 age range at the Reedley College writing center. One conclusion may be that this age of student, concerned about their return to college, take advantage of services available to them.

**Writing Assistance (Tutees) Enrollment by Gender Category**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female |  |  | 71% | **##** | 62% | **56** | 67% | **87** | 65% | **83** | 70% | **##** | 74% | **##** | 67% | **##** | 63% | **91** | 71% | **##** |
| Male |  |  | 28% | **44** | 39% | **35** | 31% | **40** | 35% | **45** | 30% | **43** | 26% | **39** | 33% | **56** | 37% | **53** | 29% | **41** |
| Unknown |  |  | 2% | **3** |  | **0** | 2% | **3** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** |  |  | **###** | **##** | **###** | **91** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **North Centers Combined** | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 75% | **##** | 75% | **##** | 72% | **##** | 66% | **##** |
| Male | 26% | **36** | 25% | **43** | 28% | **62** | 34% | **60** |
| **Totals** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |
|  |  |  |  |  |  |  |  |  |
| **WI Center** | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 81% | **33** | 72% | **36** | 75% | **27** | 55% | **22** |
| Male | 20% | **8** | 28% | **14** | 25% | **9** | 45% | **18** |
| **Totals** | **###** | **41** | **###** | **50** | **###** | **36** | **###** | **40** |
|  |  |  |  |  |  |  |  |  |
| **Madera Center** | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 72% | **72** | 76% | **94** | 71% | **##** | 69% | **95** |
| Male | 28% | **28** | 24% | **29** | 29% | **53** | 31% | **42** |
| **Totals** | **###** | **##** | **###** | **##** | **###** | **##** | **###** | **##** |

A slightly higher percentage of female students than the Reedley College total enroll in the Reedley College Writing Center. With the exception of a few semesters, the number of male tutees is lower.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | |  | |  | |  | |  |  | | |  |  | | |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | | | |
| Full Time (12 Or More Units) | 60% | | **85** | | 50% | | **86** | | 58% | | | **##** | 51% | | | **90** |
| Part Time (11 Or Less Units) | 40% | | **56** | | 50% | | **87** | | 42% | | | **92** | 49% | | | **87** |
| **Totals** | **###** | | **##** | | **###** | | **##** | | **###** | | | **##** | **###** | | | **##** |
|  |  | |  | |  | |  | |  | | |  |  | | |  |
| **WI Center** | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | | | |
| Full Time (12 Or More Units) | 51% | | **21** | | 48% | | **24** | | 69% | | | **25** | 55% | | | **22** |
| Part Time (11 Or Less Units) | 49% | | **20** | | 52% | | **26** | | 31% | | | **11** | 45% | | | **18** |
| **Totals** | **###** | | **41** | | **###** | | **50** | | **###** | | | **36** | **###** | | | **40** |
|  |  | |  | |  | |  | |  | | |  |  | | |  |
| **Madera Center** | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | | | |
| Full Time (12 Or More Units) | 64% | | **64** | | 50% | | **62** | | 56% | | | **##** | 50% | | | **68** |
| Part Time (11 Or Less Units) | 36% | | **36** | | 50% | | **61** | | 44% | | | **81** | 50% | | | **69** |
| **Totals** | **###** | | **##** | | **###** | | **##** | | **###** | | | **##** | **###** | | | **##** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutees) Grade Data** | | | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  |  |  |  |  |  |
|  | Retention |  | 54% | 73% | 58% | 73% | 58% | 68% | 0% | 0% | 32% |
|  | Success |  | 88% | 86% | 85% | 88% | 88% | 91% | 0% | 0% | 94% |
|  | Attrition |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  |  |  |  |  |  |
|  | Retention |  |  |  |  |  |  | 87% | 0% |  | 48% |
|  | Success |  |  |  |  |  |  | 92% | 0% |  | 88% |
|  | Attrition |  |  |  |  |  |  | 8% | ### |  | 12% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  |  |  |  |  |  |
|  | Retention |  |  |  |  |  |  | 88% | 0% |  | 67% |
|  | Success |  |  |  |  |  |  | 98% | 0% |  | 67% |
|  | Attrition |  |  |  |  |  |  | 2% | ### |  | 33% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  |  |  |  |  |  |
|  | Retention |  |  |  |  |  |  | 86% | 0% |  | 48% |
|  | Success |  |  |  |  |  |  | 90% | 0% |  | 89% |
|  | Attrition |  |  |  |  |  |  | 10% | ### |  | 11% |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FALL 05** | **GPA** | **RET** | **SUCC** |
| All classes represented in WC (1300 students) | 1.89 | 82.27 | 49.08 |
| All WC students (117 students) | 2.20 | 92.18 | 66.92 |
| % change | 16.40% | 12.05% | 36.35% |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| All WC students | 2.20 | 92.18 | 66.92 |
| WC students who completed 20 or more hours (86 students) | 2.35 | 94.05 | 74.54 |
| % change | 6.82% | 2.03% | 11.39% |
|  |  |  |  |

More in-depth research for tutee retention and success was gathered from fall 05 to fall 06. This special research project was able to be completed with the help of the campus institutional researcher at the time. The following data was compiled from students who attended Reedley College and the writing center for the 2005 fall semester.

In the first part (directly under fall 05), we compared the 117 students who enrolled (and attended) the writing center, and the 1300 students from their peer classes (each student who enrolls in group tutoring for the semester reports the primary class they are using the writing center for—we compared all of our students with all the other students in those classes—note that the classes are unduplicated for the count). The writing center students fared much better than their non writing center peers across the board. There was a 12% increase in retention among the writing center students and a 36% increase in success rates.

The second part of the table compares all students enrolled in group tutoring (117 students) at the writing center to those who enrolled AND completed 20 or more hours of tutoring (86 students). The statistic to note here is the 11% increase in success rates over those students who had less than 20 hours of tutoring with the writing center.

The same was documented for fall 2006:

|  |  |  |  |
| --- | --- | --- | --- |
| **FALL06** | **GPA** | **RET** | **SUCC** |
| All classes represented in WC (854 students) | 1.85 | 82.13 | 53.15 |
| All WC students (113 students) | 2.37 | 91.92 | 71.92 |
| % change | 28.11% | 11.92% | 35.32% |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| All WC students | 2.37 | 91.92 | 71.92 |
| WC students who completed 20 or more hours (44 students) | 2.82 | 96.46 | 85.35 |
| % change | 18.99% | 4.94% | 18.67% |
| Counterparts to the 44 students who completed 20 or more hrs. (484 students) | 1.82 | 87.22 | 53.40 |
| Percent increase comparing 20 or more hour students to their own counterparts | 54.95% | 10.59% | 59.83% |

This chart shows all three semesters:

|  |  |  |  |
| --- | --- | --- | --- |
| **Success Rate** | FALL05 | SP06 | FALL06 |
| Baseline Peers | 49.08 | 52.94 | 55.65 |
| All students enrolled in group tutoring (w/ one or more hours) | 66.56 | 63.99 | 64.75 |
| Students enrolled in group tutoring w/ 20+ hours | 74.54 | 76.03 | 84.32 |
|  |  |  |  |
| **GPA** | FALL05 | SP06 | FALL06 |
| Baseline Peers | 1.89 | 1.99 | 1.93 |
| All students enrolled in group tutoring (w/ one or more hours) | 2.18 | 2.23 | 2.16 |
| Students enrolled in group tutoring w/ 20+ hours | 2.35 | 2.57 | 2.81 |
|  |  |  |  |
| **Retention Rate** | FALL05 | SP06 | FALL06 |
| Baseline Peers | 82.27 | 82.54 | 82.46 |
| All students enrolled in group tutoring (w/ one or more hours) | 92.02 | 88.08 | 88.36 |
| Students enrolled in group tutoring w/ 20+ hrs. | 94.05 | 96.58 | 96.22 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | # of students |  |  |
| Fall 05 baseline | 1128 |  |  |
| Fall 05 students enrolled in group tutoring (w/ one or more hours) | 70 |  |  |
| Fall 05 students enrolled in group tutoring w/ 20+ hrs. | 59 |  |  |
| Spring 06 baseline | 739 |  |  |
| Spring 06 students enrolled in group tutoring (w/ one or more hours) | 59 |  |  |
| Spring 06 students enrolled in group tutoring w/ 20+ hrs. | 25 |  |  |
| Fall 06 baseline | 1053 |  |  |
| Fall 06 students enrolled in group tutoring (w/ one or more hours) | 132 |  |  |
| Fall 06 students enrolled in group tutoring w/ 20+ hrs. | 41 |  |  |

Needless to say, the Reedley College Writing Center is proud of the retention and success rates shown here. It signifies the value of group tutoring, ongoing tutor training, and a dedicated staff.

Additional quantitative data for Reedley College: Since opening in 2003, an average of 82% of students in the writing center are registered in English 125 or below. This aligns with the 83%-86% range of students who test into English 125 or below on their placement tests.

The Writing Center serves on average 22% of Reedley College’s developmental writing students in a given semester.

Approximate number of students turned away from English 272 each semester due to lack of seats (due to lack of tutors, due to lack of funding)=450

Similar data could probably be mined for the Willow Writing Center and the Madera ELC, if an institutional researcher were available.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutors) FTE Data** | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** | 0.20 | 0.40 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
|  | **Part Time** | 0.00 | 0.00 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 |  |
|  | **Extra Pay** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
|  | **FTE Faculty** | 0.20 | 0.40 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 |  |
|  | **FTE Students** | 0.73 | 0.93 | 0.20 | 0.39 |  | 0.27 | 0.14 | 0.20 | 0.01 |  |
|  | **FTES per FTEF** | 3.65 | 2.33 | 1.00 | 1.95 |  | 1.35 | 0.70 | 1.00 | 0.05 |  |
|  | **WSCH per FTEF** | 109.50 | 69.75 | 30.00 | 58.50 |  | 40.50 | 21.00 | 30.00 | 1.50 |  |
|  | **FT:PT LHE Ratio** | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** |  |  |  |  |  | 0.00 | 0.00 | 0.00 | 0.20 | 0.20 |
|  | **Part Time** |  |  |  |  |  | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 |
|  | **Extra Pay** |  |  |  |  |  | 0.00 | 0.20 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** |  |  |  |  |  | 0.20 | 0.40 | 0.20 | 0.40 | 0.40 |
|  | **FTE Students** |  |  |  |  |  | 0.87 | 0.66 | 0.20 | 0.73 | 0.27 |
|  | **FTES per FTEF** |  |  |  |  |  | 4.35 | 1.65 | 1.00 | 1.83 | 0.68 |
|  | **WSCH per FTEF** |  |  |  |  |  | 130.50 | 49.50 | 30.00 | 54.75 | 20.25 |
|  | **FT:PT LHE Ratio** |  |  |  |  |  | 0.00:1 | 1.00:1 | 0.00:1 | 1.00:1 | 1.00:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** |  |  |  |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **Part Time** |  |  |  |  |  | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 |
|  | **Extra Pay** |  |  |  |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | **FTE Faculty** |  |  |  |  |  | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 |
|  | **FTE Students** |  |  |  |  |  | 0.87 | 0.33 | 0.20 | 0.40 | 0.20 |
|  | **FTES per FTEF** |  |  |  |  |  | 4.35 | 1.65 | 1.00 | 2.00 | 1.00 |
|  | **WSCH per FTEF** |  |  |  |  |  | 130.50 | 49.50 | 30.00 | 60.00 | 30.00 |
|  | **FT:PT LHE Ratio** |  |  |  |  |  | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 | 0.00:1 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **2002FA** | **2003SP** | **2003FA** | **2004SP** | **2004FA** | **2005SP** | **2005FA** | **2006SP** | **2006FA** | **2007SP** |
|  | **Contract** |  |  |  |  |  |  | 0.00 |  | 0.20 | 0.20 |
|  | **Part Time** |  |  |  |  |  |  | 0.00 |  | 0.00 | 0.00 |
|  | **Extra Pay** |  |  |  |  |  |  | 0.20 |  | 0.00 | 0.00 |
|  | **FTE Faculty** |  |  |  |  |  |  | 0.20 |  | 0.20 | 0.20 |
|  | **FTE Students** |  |  |  |  |  |  | 0.33 |  | 0.33 | 0.07 |
|  | **FTES per FTEF** |  |  |  |  |  |  | 1.65 |  | 1.65 | 0.35 |
|  | **WSCH per FTEF** |  |  |  |  |  |  | 49.50 |  | 49.50 | 10.50 |
|  | **FT:PT LHE Ratio** |  |  |  |  |  |  | 0.00:1 |  | 0.00:1 | 0.00:1 |

The Writing Assistant (Tutors) Enrollment charts for Reedley College have also been omitted from this report because:

1) data is not provided prior to spring 06

2) the data after SP 06 is inconclusive since beginning in fall 06 learning assistants could no longer enroll in more than 2 units of tutor training (this was 8 units, or four semesters, prior); therefore, the total number of tutors employed, as well as their represented demographics, is not represented in these charts

3) much of the data that is provided is incorrect.

Saying this, since its opening in spring 03, the Reedley College Writing Center has employed anywhere from 8-15 learning assistants depending on availability and budget. All learning assistants must be full-time students, be enrolled in English 72 or attend a weekly training forum, and pass English 72 with a high score for re-employment. Although we have employed some learning assistants who are returning students, most are ages 18-22. Our learning assistants represent the ethnic and gender make-up of the Reedley College student body and the tutees they meet with daily. It is interesting to note that at a recent Northern California Writing Center Association conference all of the RC learning assistants in attendance were of Hispanic origin, several of whom learned English as a second language. Learning assistants from the Reedley College Writing Center have gone on to win large scholarships, graduate from top universities, attend graduate and law schools, and mostly enter service-oriented professions.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WI Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Asian/Pacific Islander |  |  |  |  |  |  |  |  |  |  | 13% | **2** | 40% | **4** |  | **0** |  | **0** | 25% | **1** |
| Hispanic |  |  |  |  |  |  |  |  |  |  | 6% | **1** | 10% | **1** | 33% | **1** | 33% | **2** |  | **0** |
| Race/Ethnicity Unknown |  |  |  |  |  |  |  |  |  |  | 6% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |
| White/Non-Hispanic |  |  |  |  |  |  |  |  |  |  | 75% | **#** | 50% | **5** | 67% | **2** | 67% | **4** | 75% | **3** |
| **Totals** |  |  |  |  |  |  |  |  |  |  | **###** | **#** | **###** | **#** | **###** | **3** | **###** | **6** | **###** | **4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| American Indian/Alaskan Native |  |  |  |  |  |  |  |  |  |  |  | **0** | 7% | **1** |  | **0** |  | **0** |  | **0** |
| Asian/Pacific Islander |  |  |  |  |  |  |  |  |  |  |  | **0** |  | **0** |  | **0** | 14% | **1** |  | **0** |
| Hispanic |  |  |  |  |  |  |  |  |  |  | 36% | **4** | 29% | **4** | 50% | **2** | 29% | **2** |  | **0** |
| Race/Ethnicity Unknown |  |  |  |  |  |  |  |  |  |  | 9% | **1** | 7% | **1** | 50% | **2** | 14% | **1** |  | **0** |
| White/Non-Hispanic |  |  |  |  |  |  |  |  |  |  | 55% | **6** | 57% | **8** |  | **0** | 43% | **3** | 100% | **1** |
| **Totals** |  |  |  |  |  |  |  |  |  |  | **###** | **#** | **###** | **#** | **###** | **4** | **###** | **7** | **###** | **1** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutors) Enrollment by Age** | | | | | | | | | |
| **North Centers Combined** | **05SP** | | **05FA** | | **06SP** | | **06FA** | | | | **07SP** | | |
| 19 or Less | 22% | **6** | 17% | **4** | 14% | **1** | 15% | | **2** | | 60% | | **3** |
| 20-24 | 33% | **9** | 42% | **#** | 43% | **3** | 39% | | **5** | | 20% | | **1** |
| 25-29 | 7% | **2** |  | **0** | 14% | **1** | 31% | | **4** | |  | | **0** |
| 30-34 | 11% | **3** | 8% | **2** | 14% | **1** | 8% | | **1** | | 20% | | **1** |
| 35-39 | 7% | **2** | 8% | **2** |  | **0** |  | | **0** | |  | | **0** |
| 40-49 | 15% | **4** | 21% | **5** | 14% | **1** | 8% | | **1** | |  | | **0** |
| 50+ | 4% | **1** | 4% | **1** |  | **0** |  | | **0** | |  | | **0** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **7** | **###** | | **#** | | **###** | | **5** |
|  |  |  |  |  |  |  | |  | |  | |  |  |
| **WI Center** | **05SP** | | **05FA** | | **06SP** | | **06FA** | | | | **07SP** | | |
| 19 or Less | 38% | **6** | 20% | **2** | 33% | **1** | 17% | | **1** | | 75% | | **3** |
| 20-24 | 44% | **7** | 80% | **8** | 33% | **1** | 67% | | **4** | | 25% | | **1** |
| 25-29 | 13% | **2** |  | **0** |  | **0** | 17% | | **1** | |  | | **0** |
| 40-49 | 6% | **1** |  | **0** | 33% | **1** |  | | **0** | |  | | **0** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **3** | **###** | | **6** | | **###** | | **4** |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | | **04SP** | | | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less |  |  |  |  |  |  | |  | |  | |  |  |  | **0** | 14% | **2** |  | **0** | 14% | **1** |  | **0** |
| 20-24 |  |  |  |  |  |  | |  | |  | |  |  | 18% | **2** | 14% | **2** | 50% | **2** | 14% | **1** |  | **0** |
| 25-29 |  |  |  |  |  |  | |  | |  | |  |  |  | **0** |  | **0** | 25% | **1** | 43% | **3** |  | **0** |
| 30-34 |  |  |  |  |  |  | |  | |  | |  |  | 27% | **3** | 14% | **2** | 25% | **1** | 14% | **1** | 100% | **1** |
| 35-39 |  |  |  |  |  |  | |  | |  | |  |  | 18% | **2** | 14% | **2** |  | **0** |  | **0** |  | **0** |
| 40-49 |  |  |  |  |  |  | |  | |  | |  |  | 27% | **3** | 36% | **5** |  | **0** | 14% | **1** |  | **0** |
| 50+ |  |  |  |  |  |  | |  | |  | |  |  | 9% | **1** | 7% | **1** |  | **0** |  | **0** |  | **0** |
| **Totals** |  |  |  |  |  |  | |  | |  | |  |  | **###** | **#** | **###** | **#** | **###** | **4** | **###** | **7** | **###** | **1** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutors) Enrollment by Gender** | | | | | | | |  | | |  | | |  | | |  | | |  | | |  | |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **05SP** | | **05FA** | | | **06SP** | | | | | | **06FA** | | | | | | **07SP** | | | | | |
| Female | 67% | **18** | 54% | | **13** | 71% | | | | **5** | | 85% | | | | **#** | | 60% | | | | **3** | |
| Male | 33% | **9** | 46% | | **11** | 29% | | | | **2** | | 15% | | | | **2** | | 40% | | | | **2** | |
| **Totals** | **###** | **27** | **###** | | **24** | **###** | | | | **7** | | **100%** | | | | **#** | | **###** | | | | **5** | |
|  |  |  | |  |  | |  | |  | | | |  | |  | | | |  | |
| **WI Center** | **05SP** | | **05FA** | | | **06SP** | | | | | | **06FA** | | | | | | **07SP** | | | | | |
| Female | 56% | **9** | 20% | | **2** | 100% | | | | **3** | | 67% | | | | **4** | | 50% | | | | **2** | |
| Male | 44% | **7** | 80% | | **8** |  | | | | **0** | | 33% | | | | **2** | | 50% | | | | **2** | |
| **Totals** | **###** | **16** | **###** | | **10** | **###** | | | | **3** | | **100%** | | | | **6** | | **###** | | | | **4** | |
|  |  |  | |  |  | |  | |  | | | |  | |  | | | |  | |
| **Madera Center** | **05SP** | | **05FA** | | | **06SP** | | | | | | **06FA** | | | | | | **07SP** | | | | | |
| Female | 82% | **9** | 79% | | **11** | 50% | | | | **2** | | 100% | | | | **7** | | 100% | | | | **1** | |
| Male | 18% | **2** | 21% | | **3** | 50% | | | | **2** | |  | | | | **0** | |  | | | | **0** | |
| **Totals** | **###** | **11** | **###** | | **14** | **###** | | | | **4** | | **100%** | | | | **7** | | **###** | | | | **1** | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing Assistance (Tutors) SCCCD FT-PT Enrollment** | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  |  |  |  |  |  |  |  |  | 78% | **#** | 71% | **#** | 71% | **5** | 77% | **#** | 100% | **5** |
| Part Time (11 Or Less Units) |  |  |  |  |  |  |  |  |  |  | 22% | **6** | 29% | **7** | 29% | **2** | 23% | **3** |  | **0** |
| **Totals** |  | |  | |  | |  | |  | | **###** | **#** | **###** | **#** | **###** | **7** | **###** | **#** | **###** | **5** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  |  |  |  |  |  |  |  |  | 69% | **#** | 90% | **9** | 67% | **2** | 100% | **6** | 100% | **4** |
| Part Time (11 Or Less Units) |  |  |  |  |  |  |  |  |  |  | 31% | **5** | 10% | **1** | 33% | **1** |  | **0** |  | **0** |
| **Totals** |  |  |  |  |  |  |  |  |  |  | **###** | **#** | **###** | **#** | **###** | **3** | **###** | **6** | **###** | **4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  |  |  |  |  |  |  |  |  | 91% | **#** | 57% | **8** | 75% | **3** | 57% | **4** | 100% | **1** |
| Part Time (11 Or Less Units) |  |  |  |  |  |  |  |  |  |  | 9% | **1** | 43% | **6** | 25% | **1** | 43% | **3** |  | **0** |
| **Totals** |  |  |  |  |  |  |  |  |  |  | **###** | **#** | **###** | **#** | **###** | **4** | **###** | **7** | **###** | **1** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **North Centers Combined** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  |  |  |  |  |  |
|  | Retention |  |  |  |  |  |  |  |  |  |  |
|  | Success |  |  |  |  |  |  |  |  |  |  |
|  | Attrition |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **WI Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  | 3.45 | 3.78 | 4.00 | 4.00 | 4.00 |
|  | Retention |  |  |  |  |  | 63% | 90% | 100% | 100% | 100% |
|  | Success |  |  |  |  |  | 69% | 90% | 100% | 100% | 100% |
|  | Attrition |  |  |  |  |  | 31% | 10% | 0% | 0% | 0% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA |  |  |  |  |  | 4.00 | 3.64 | 2.67 | 3.40 | 0.00 |
|  | Retention |  |  |  |  |  | 91% | 71% | 50% | 57% | 0% |
|  | Success |  |  |  |  |  | 91% | 93% | 75% | 86% | 100% |
|  | Attrition |  |  |  |  |  | 9% | 7% | 25% | 14% | 0% |

**III. Student Learning Outcomes**

ENGL 72, 272, and 372 and Intds. 301 provide assistance to our department’s determined student learning outcomes.

*In addition to this, the Reedley College Writing Center has more specifically determined the following student learning outcomes:*

*Upon completion of English 72, a writing center assistant will be able to:*

*Respond to students’ writing in an effective manner that is in keeping with writing center best practices.*

*We will assess this with the following tutoring session evaluations:*

Tutor Name: Date/Time of Observation:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Disagree Agree | | | | |  |
|  | 1 | 2 | 3 | 4 | 5 | NA |
| The tutor was prepared and arrived on time. |  |  |  |  |  |  |
| The tutor worked with the group to establish goals for the session. |  |  |  |  |  |  |
| The tutor encouraged collaboration between group members by involving **all** group members. |  |  |  |  |  |  |
| The tutor balanced the needs and skill levels for the group members. |  |  |  |  |  |  |
| The tutor was willing to adapt the session in response to tutees’ individual learning styles and needs. |  |  |  |  |  |  |
| The tutor kept the group on task. |  |  |  |  |  |  |
| The tutor demonstrated respect for the tutees by showing respect for their work. |  |  |  |  |  |  |
| The tutor communicated effectively by listening carefully, asking questions, and encouraging feedback. |  |  |  |  |  |  |
| The tutor was knowledgeable about the subject or acknowledged his/her own limits and made referrals when necessary. |  |  |  |  |  |  |
| The tutor is professional by demonstrating respect for the faculty and the course being studied. |  |  |  |  |  |  |
| The tutor encouraged tutees to prepare for the next tutorial. |  |  |  |  |  |  |
| The tutor attended to the tutees by remaining involved and participating in the group activities. |  |  |  |  |  |  |

Comments:

*and two questions on our 15 week survey:*

*2. Please describe a typical session with your tutor.*

1. *On a scale of 1 to 5 (1 being not helpful and 5 being very helpful), rate the quality of the help you received from your tutor.*

*1 2 3 4 5*

*(not helpful) (very helpful)*

*English 272 Student Learning Outcome:*

*Upon completion of the Reedley College Writing Center’s English 272 writing tutorial a student will be able to:*

*Utilize the writing process to improve writing skills.*

*We will assess this with two questions on our 15 week survey:*

*7. On a scale of 1 to 5 (1 being no improvement to 5 being a big improvement) rate the improvement of your writing skills this semester.*

*1 2 3 4 5*

*(no improvement) (a big improvement)*

1. *What areas of writing did you improve upon? (Circle all that apply. Add additional items if needed).*

*I am now more able to:*

*come up with ideas write in more detail organize ideas document sources*

*write a focused paper think more critically proofread on my own for grammar and punctuation*

*Upon completion of an English 372/INTDS 301 session, a student will be able to:*

*Meet the objectives of their tutorial session.*

*We will assess this with a “yes” or “no” check on the walk-in tutoring forms completed by both the student and assistant.*

**Qualitative Analysis**

1. The Reedley College Writing Center is open 27 hours per week during peak course times, offering group, walk-in, and online tutoring. Peer learning assistants are recruited from our department faculty. The services are advertised semester-long through personal, video, and power point presentations in classes and to campus committees/activities, through the web site, the *Paper Jam* newsletter, various workshops, and literature.

The Willow International Writing Center is open 32 hours per week offering group, walk-in, and online tutoring in all subjects for which we have tutors available (writing, math, reading, psychology, history, biology, etc.). Writing assistants are recruited through our department faculty; other tutors are screened and hired by Student Services, though they are under the supervision of our writing center supervisor and coordinator. The services are advertised semester-long through personal, video, and PowerPoint presentations in classes and to campus committees/activities, through the web site, the *Write Now!* Newsletter, various workshops, and literature.

The Madera ELC is open over 40 hours per week, offering computer access and group and walk-in tutoring in all subjects for which tutors are available. Writing and reading learning assistants are recruited through our department faculty; tutors for other subjects are recommended by other discipline faculty and screened and hired by Student Services. However, all tutors and learning assistants are supervised by the Writing Center coordinators and English dept. faculty volunteers. The services are advertised semester-long through personal and PowerPoint presentations in classes and to campus committees and student orientations, through the website, the *MadELC* newsletter, a brochure, and other literature.

1. The Reedley College Writing Center began services in spring 2003. Funding for furniture and salaries was provided through Partnership for Excellence and Decision Package monies. In fall 2004, the Center was funded as “Activity 1” of the Title V Co-op grant. This funding lasted until fall 2007 when we were then funded through the Office of Instruction.

The Willow International Writing Center and the Madera ELC are primarily funded through the Title V cooperative grant, which expires at the beginning of the Fall 2009 semester. Our programs must be institutionalized by that time. Currently, we are looking to the Basic Skills Initiative for major funding.

1. All three Writing Centers will be affected by the following trends:

1) As the graduation requirement becomes English 1A, we expect to see an increase in student enrollment.

2) As the College receives additional grants and programs dealing with the basic skills, we expect to see an increase in student enrollment

D. We expect no major course revisions for ENGL 272, ENGL 372, ENGL 72, or

INTDS 301. Course additions may include .25 to 1.0 unit courses

comprised of basic skills modules (such as “Integrating Outside Sources”) and

course-specific modules ("Writing for Film 1").

**IV. Recommendations/goals and Timelines**

The Reedley College Writing Center’s short-term recommendations/goals include:

1. Rec.--Tracking past learning assistant successes: ongoing
2. Goal--Exploring live online tutorial: fall 2009
3. Goal--Investigating ways to increase retention: ongoing
4. Rec.--Expanding computer lab into a media-ready lab (to support students taking online courses, especially those using virtual classrooms): spring 2009

Long-term recommendations/goals include:

1. Rec.--Creating workshops at feeder high schools for promotional purposes: fall 2009

3. Rec.--Further supporting learning assistant-training by sending learning assistants to

national conferences: fall 2008

4. Rec.--Expanding into a Writing and Reading Center: spring 2009

5. Rec.--Writing and offering course modules to support writing and reading classes: spring

2009

6. Rec.--Embedding peer tutors in writing and reading classes: fall 2008

7. Rec.--Employing faculty tutors: fall 2008

8. Rec.--Videotaping workshops, creating a library for student and faculty use: fall 2008

9. Rec.--Conducting evaluations of expanded services: ongoing.

The Willow and Madera Writing Centers’ short-term recommendations/goals include:

Increase services to include more outreach by:

1. Rec.--Tracking past learning assistant successes: ongoing

2. Goal--Exploring live online tutorial: fall 2009

3. Goal--Investigating ways to increase retention: ongoing

4. Rec.--Offering more in-center presentations and in-class presentations: spring 2009.

5. Rec.--Beginning Traveling Tutors: when instructors give writing assignments, they can request that tutors join the class to facilitate the pre-writing, drafting and revising stages: fall 2008.

6. Rec.--Hosting a book or reading club. We are currently in the process of taking an interest survey. Ultimately, we would like to read and discuss a book a month, but we would start off with one book and several discussion groups per semester. Members of the club would select the books to be read and would establish guidelines for making such selections and creating discussion questions: spring 2009.

7. Rec.--Expanding the inventory of marketing tools with freebies such as imprinted bookmarks, daily planners, pens, etc: fall 2008.

8. Rec.--Continuing and expanding the embedded tutor program, which will require additional dollars for tutors to avoid a negative impact on the regular tutoring duties in the writing center: fall 2008.

9. Rec.--Exploring offering test review workshops in conjunction with discipline faculty involvement and tied to specific subjects: fall 2008 or spring 2009.

Long-term recommendations/goals include:

1. Rec.--Staffing the Writing Center with the equivalent of a full-time faculty member: fall 2010.

The National Writing Centers Association opposes the hiring of part-time faculty as directors unless they are given full access to the rights, privileges, and services available to regular faculty. The National Writing Centers Association opposes the practice of establishing temporary directorships and filling them with temporary or unprepared personnel. Establishment of a writing center should be a long-term, fully budgeted commitment on the part of an institution, since these conditions are necessary for a writing center to meet any but the most modest goals.

Therefore, the National Writing Centers Association recommends that institutions employing writing center directors provide the following working conditions:

1.Establishment of a directorship should begin with a definition of appropriate preparation for the position.

2.Directorships should carry sufficient stability and continuity to provide for sound educational programs and planning.

3.Directorships should not be assigned to persons against their will.

4.Directorships should be considered faculty and administrative positions rather than staff positions.

5.Directorships should include access to promotion, salary, tenure, and travel funds equivalent to that provided for other faculty and administrators.

6.Requirements for retention, promotion, and tenure should be clearly defined and should take into consideration the particular demands of the position.

7.Directorships should be established with clear formulas for determining equivalencies, such as released time for administration and tutor training. The National Writing Centers Association recommends that, where it is appropriate, tutor training programs should be considered courses and should have credit units assigned to them.

8.Directorships should be established within a clearly defined administrative structure so that directors know to whom they are responsible and whom they supervise.

9.Directorships should include access to administrative support--such as clerical help, computer time, and duplicating services--that is equal in quality to that available to other program directors.

10.Evaluation of writing center directors should be conducted by persons in the same area of specialization.

2. Rec.--Generate more FTE’s by developing .25 unit workshops. Topics would include Study Skills (as they relate to reading and writing), Grammar, Documentation, and Using Databases. The workshops will be conducted as self-study, computer-based programs: spring ’09 with minimal help from learning assistants only as needed.

**V. Summary Statement**

Once the Title V Grant has concluded, the college should institutionalize the Writing Centers at Madera and Willow International and continue support of Reedley College’s Writing Center. This institutionalization should encompass the following: permanent space for the writing centers and a budget to cover supplies, materials, computer and lab equipment and maintenance, learning assistant salaries, and fulltime directors' or supervisors’ salaries.

**Appendix B – Creative Writing**

Creative Writing supplements the goals and activities in the English Department

**General Information**

* 1. Instructional Area(s): The Creative Writing Program falls under the leadership of Humanities > Composition, Literature, and Communication Department and consists of four classes: English 15A, 15B, 15E, and 15F. The Creative Writing Program has also recently initiated a Certificate offering.

## California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code: TOPS 1507.00; CAN ENGL 6

* 1. General description of program(s) or service(s) offered. Include:
     + The Creative Writing classes (English 15A, B, E, and F) are an important component of the transfer-level English offerings. These courses give students an opportunity to write fiction, poetry, creative non-fiction, and screenwriting and serve as complements to the literature courses by asking those students to think as writers of literature as well as readers. They also serve as attractive enrichment courses for community members.
     + Full-time faculty: Eileen Apperson (RC), David Borofka (RC), David Dominguez (RC), Cynthia Elliott (CC), Ryan LaSalle (RC), Loren Palsgaard (MC), Ewa Yarbrough (CC);
     + Instructional Areas: English 15A - Creative Writing: Poetry; English 15B – Creative Writing: Fiction; English 15E – Creative Writing: Creative Non-Fiction; English 15F – Creative Writing: Screenwriting;
     + Facilities: Creative Writing classes are taught either face-to-face in traditional classroom or online using Blackboard. Use of a computer lab for face-to-face classes may sometimes be used as a supplemental instructional method;
     + Equipment requirements: given the use of online teaching, the Creative Writing program has become increasingly dependent upon a well-functioning online course management system with dependable data and media servers, which are already an integral part of the district’s online requirements;
     + Supply requirements: paper and printing costs for the campus student literary publications.
     + Other: the Creative Writing program has been a direct beneficiary of the Reedley College Speakers Series and those literary events scheduled for the North Centers. Having poets and writers come to campus for readings, workshops, and Q&A sessions is an invaluable supplement to the program.
  2. Describe how your program supports the College Mission Statement and various aspects of the college Strategic Plan (Directions, Goals, and/or Objectives). Give specific examples.  
       
     The Creative Writing program at Reedley College is committed to the idea that student writers have the opportunity to investigate and explore their own experience through the use of research materials as well as their own imagination, using the vehicle of language for the purpose of self-understanding and communication with a wider audience. In addition, students in Creative Writing classes are encouraged to attend events in which published writers speak and read from their work as exemplars of the creative process. The Creative Writing program fulfills those goals expressed in the College’s Mission Statement (and echoed in the District’s Strategic Plan) by fostering, “…an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.”
  3. List the recommendations from the previous Program Review and their implementation status.
* Write non-credit “mirror” course outline (not yet implemented);
* Begin offering face-to-face and online courses on the main campus every semester (implemented);
* Recruit students from creative writing classes in feeder high schools (implemented in a non-systematic way);
* Recruit students from local service organizations (not implemented).

**Quantitative Analysis—Instructional**

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| **Creative Writing Enrollment** | |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  | | |  |  | |  | |  | |  | |
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|  | | **02FA** | | | | **03SP** | | | | **03FA** | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | **06SP** | | | | **06FA** | | | | **07SP** | | | |
| Reedley College | | 100% | | **22** | | 100% | | **45** | | 100% | **28** | | 100% | | **43** | | 100% | | **24** | | 100% | | **43** | | 100% | | **36** | 100% | | | **33** | 100% | | **26** | | 100% | | **23** | |
| North Centers Combined | | 100% | | **28** | | 100% | | **25** | | 100% | **27** | | 100% | | **30** | | 100% | | **24** | |  | |  | | 100% | | **21** |  | | |  | 100% | | **15** | |  | |  | |
| Clovis Center | | 100% | | **28** | |  | |  | | 100% | **27** | | 100% | | **15** | | 100% | | **24** | |  | |  | | 100% | | **21** |  | | |  | 100% | | **15** | |  | |  | |
| Madera Center | |  | |  | | 100% | | **25** | |  |  | | 100% | | **8** | |  | |  | |  | |  | |  | |  |  | | |  |  | |  | |  | |  | |
| Oakhurst Center | |  | |  | |  | |  | |  |  | | 100% | | **7** | |  | |  | |  | |  | |  | |  |  | | |  |  | |  | |  | |  | |
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| **Creative Writing Enrollment by Ethnicity** | | | | | | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
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| **Reedley College** | **02FA** | | | | **03SP** | | | | **03FA** | | | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | | **06FA** | | | | **07SP** | | |
| African-American/Non-Hispanic | 9% | | **2** | | 2% | | **1** | |  | | | **0** | | 7% | | **3** | | 8% | | **2** | | 7% | | **3** | | 6% | | | **2** | 9% | | | **3** | | 4% | | **1** | |  | | **0** |
| American Indian/Alaskan Native |  | | **0** | |  | | **0** | |  | | | **0** | |  | | **0** | |  | | **0** | |  | | **0** | | 3% | | | **1** |  | | | **0** | |  | | **0** | | 13% | | **3** |
| Asian/Pacific Islander |  | | **0** | | 7% | | **3** | |  | | | **0** | | 5% | | **2** | |  | | **0** | | 2% | | **1** | | 6% | | | **2** | 3% | | | **1** | | 8% | | **2** | | 9% | | **2** |
| Hispanic | 23% | | **5** | | 42% | | **19** | | 36% | | | **10** | | 44% | | **19** | | 13% | | **3** | | 21% | | **9** | | 25% | | | **9** | 24% | | | **8** | | 35% | | **9** | | 13% | | **3** |
| Race/Ethnicity Unknown | 14% | | **3** | | 9% | | **4** | | 14% | | | **4** | | 5% | | **2** | | 4% | | **1** | | 14% | | **6** | | 14% | | | **5** | 12% | | | **4** | | 12% | | **3** | | 9% | | **2** |
| White/Non-Hispanic | 55% | | **12** | | 40% | | **18** | | 50% | | | **14** | | 40% | | **17** | | 75% | | **18** | | 56% | | **24** | | 47% | | | **17** | 52% | | | **17** | | 42% | | **11** | | 57% | | **13** |
| **Totals** | **100%** | | **22** | | **100%** | | **45** | | **100%** | | | **28** | | **100%** | | **43** | | **100%** | | **24** | | **###** | | **43** | | **100%** | | | **36** | **###** | | | **33** | | **100%** | | **26** | | **###** | | **23** |
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| **North Centers Combined** | **02FA** | | | | **03SP** | | | | **03FA** | | | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | | **06FA** | | | | **07SP** | | |
| African-American/Non-Hispanic |  | | **0** | | 4% | | **1** | |  | | | **0** | | 3% | | **1** | |  | | **0** | |  | |  | |  | | | **0** |  | | |  | |  | | **0** | |  | |  |
| American Indian/Alaskan Native | 4% | | **1** | | 12% | | **3** | | 4% | | | **1** | | 3% | | **1** | | 4% | | **1** | |  | |  | |  | | | **0** |  | | |  | |  | | **0** | |  | |  |
| Asian/Pacific Islander |  | | **0** | |  | | **0** | | 4% | | | **1** | | 3% | | **1** | |  | | **0** | |  | |  | | 5% | | | **1** |  | | |  | | 7% | | **1** | |  | |  |
| Hispanic | 11% | | **3** | | 12% | | **3** | | 15% | | | **4** | | 7% | | **2** | | 8% | | **2** | |  | |  | |  | | | **0** |  | | |  | | 27% | | **4** | |  | |  |
| Race/Ethnicity Unknown | 25% | | **7** | | 4% | | **1** | | 11% | | | **3** | | 13% | | **4** | | 8% | | **2** | |  | |  | | 10% | | | **2** |  | | |  | | 7% | | **1** | |  | |  |
| White/Non-Hispanic | 61% | | **17** | | 68% | | **17** | | 67% | | | **18** | | 70% | | **21** | | 79% | | **19** | |  | |  | | 86% | | | **18** |  | | |  | | 60% | | **9** | |  | |  |
| **Totals** | **100%** | | **28** | | **100%** | | **25** | | **100%** | | | **27** | | **100%** | | **30** | | **100%** | | **24** | |  | |  | | **100%** | | | **21** |  | | |  | | **100%** | | **15** | |  | |  |
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| **Clovis Center** | **02FA** | | | | **03SP** | | | | **03FA** | | | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | | **06FA** | | | | **07SP** | | |
| African-American/Non-Hispanic |  | | **0** | |  | |  | |  | | | **0** | | 7% | | **1** | |  | | **0** | |  | |  | |  | | | **0** |  | | |  | |  | | **0** | |  | |  |
| American Indian/Alaskan Native | 4% | | **1** | |  | |  | | 4% | | | **1** | | 7% | | **1** | | 4% | | **1** | |  | |  | |  | | | **0** |  | | |  | |  | | **0** | |  | |  |
| Asian/Pacific Islander |  | | **0** | |  | |  | | 4% | | | **1** | |  | | **0** | |  | | **0** | |  | |  | | 5% | | | **1** |  | | |  | | 7% | | **1** | |  | |  |
| Hispanic | 11% | | **3** | |  | |  | | 15% | | | **4** | |  | | **0** | | 8% | | **2** | |  | |  | |  | | | **0** |  | | |  | | 27% | | **4** | |  | |  |
| Race/Ethnicity Unknown | 25% | | **7** | |  | |  | | 11% | | | **3** | | 20% | | **3** | | 8% | | **2** | |  | |  | | 10% | | | **2** |  | | |  | | 7% | | **1** | |  | |  |
| White/Non-Hispanic | 61% | | **17** | |  | |  | | 67% | | | **18** | | 67% | | **10** | | 79% | | **19** | |  | |  | | 86% | | | **18** |  | | |  | | 60% | | **9** | |  | |  |
| **Totals** | **100%** | | **28** | |  | |  | | **100%** | | | **27** | | **100%** | | **15** | | **100%** | | **24** | |  | |  | | **100%** | | | **21** |  | | |  | | **100%** | | **15** | |  | |  |
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| **Madera Center** | **02FA** | | | | **03SP** | | | | **03FA** | | | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | | **06FA** | | | | **07SP** | | |
| African-American/Non-Hispanic |  | |  | | 4% | | **1** | |  | | |  | |  | | **0** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| American Indian/Alaskan Native |  | |  | | 12% | | **3** | |  | | |  | |  | | **0** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Asian/Pacific Islander |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Hispanic |  | |  | | 12% | | **3** | |  | | |  | | 25% | | **2** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Race/Ethnicity Unknown |  | |  | | 4% | | **1** | |  | | |  | |  | | **0** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| White/Non-Hispanic |  | |  | | 68% | | **17** | |  | | |  | | 75% | | **6** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| **Totals** |  | |  | | **100%** | | **25** | |  | | |  | | **100%** | | **8** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
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| **Oakhurst Center** | **02FA** | | | | **03SP** | | | | **03FA** | | | | | **04SP** | | | | **04FA** | | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | | **06FA** | | | | **07SP** | | |
| African-American/Non-Hispanic |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| American Indian/Alaskan Native |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Asian/Pacific Islander |  | |  | |  | |  | |  | | |  | | 14% | | **1** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Hispanic |  | |  | |  | |  | |  | | |  | | 14% | | **1** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| Race/Ethnicity Unknown |  | |  | |  | |  | |  | | |  | | 71% | | **5** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| White/Non-Hispanic |  | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
| **Totals** |  | |  | |  | |  | |  | | |  | | **100%** | | **7** | |  | |  | |  | |  | |  | | |  |  | | |  | |  | |  | |  | |  |
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| **Creative Writing Enrollment by Age Category** | | | | | | | | | | | | |  |  | | | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
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| **Reedley College** | **02FA** | | | | **03SP** | | | | | | **03FA** | | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| 19 or Less | 32% | | **7** | | 13% | | | | **6** | | 14% | | **4** | 21% | | | | **9** | 4% | | | | **1** | 12% | | | **5** | 6% | | | **2** | 18% | | **6** |  | | **0** |  | **0** |
| 20-24 | 14% | | **3** | | 47% | | | | **21** | | 36% | | **10** | 54% | | | | **23** | 58% | | | | **14** | 44% | | | **19** | 33% | | | **12** | 39% | | **13** | 54% | | **14** | 39% | **9** |
| 25-29 | 32% | | **7** | | 16% | | | | **7** | | 11% | | **3** | 12% | | | | **5** | 13% | | | | **3** | 9% | | | **4** | 11% | | | **4** | 6% | | **2** | 23% | | **6** | 22% | **5** |
| 30-34 | 9% | | **2** | | 4% | | | | **2** | | 7% | | **2** | 5% | | | | **2** | 8% | | | | **2** | 12% | | | **5** | 14% | | | **5** | 9% | | **3** |  | | **0** | 9% | **2** |
| 35-39 | 14% | | **3** | | 4% | | | | **2** | | 11% | | **3** |  | | | | **0** | 4% | | | | **1** | 5% | | | **2** | 8% | | | **3** | 9% | | **3** | 4% | | **1** | 4% | **1** |
| 40-49 |  | | **0** | | 7% | | | | **3** | | 14% | | **4** | 7% | | | | **3** | 4% | | | | **1** | 16% | | | **7** | 14% | | | **5** | 6% | | **2** | 12% | | **3** | 9% | **2** |
| 50+ |  | | **0** | | 7% | | | | **3** | | 7% | | **2** | 2% | | | | **1** | 8% | | | | **2** | 2% | | | **1** | 14% | | | **5** | 12% | | **4** | 8% | | **2** | 17% | **4** |
| Unknown |  | | **0** | | 2% | | | | **1** | |  | | **0** |  | | | | **0** |  | | | | **0** |  | | | **0** |  | | | **0** |  | | **0** |  | | **0** |  | **0** |
| **Totals** | **100%** | | **22** | | **100%** | | | | **45** | | **100%** | | **28** | **100%** | | | | **43** | **100%** | | | | **24** | **100%** | | | **43** | **100%** | | | **36** | **100%** | | **33** | **100%** | | **26** | **100%** | **23** |
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| **North Centers Combined** | **02FA** | | | | **03SP** | | | | | | **03FA** | | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| 19 or less | 25% | **7** | | | 8% | | | | **2** | | 22% | | **6** | 23% | | | **7** | | 21% | | **5** |  | | |  | 5% | | | **1** |  | | |  | 20% | | **3** | |  |  |
| 20-24 | 43% | **12** | | | 60% | | | | **15** | | 56% | | **15** | 37% | | | **11** | | 58% | | **14** |  | | |  | 71% | | | **15** |  | | |  | 33% | | **5** | |  |  |
| 25-29 | 7% | **2** | | | 12% | | | | **3** | | 11% | | **3** |  | | | **0** | | 8% | | **2** |  | | |  | 10% | | | **2** |  | | |  | 20% | | **3** | |  |  |
| 30-34 | 4% | **1** | | |  | | | | **0** | |  | | **0** | 10% | | | **3** | | 8% | | **2** |  | | |  |  | | | **0** |  | | |  |  | | **0** | |  |  |
| 35-39 | 11% | **3** | | | 12% | | | | **3** | | 7% | | **2** |  | | | **0** | |  | | **0** |  | | |  |  | | | **0** |  | | |  | 7% | | **1** | |  |  |
| 40-49 | 11% | **3** | | | 4% | | | | **1** | | 4% | | **1** | 13% | | | **4** | | 4% | | **1** |  | | |  | 5% | | | **1** |  | | |  |  | | **0** | |  |  |
| 50+ |  | **0** | | | 4% | | | | **1** | |  | | **0** | 17% | | | **5** | |  | | **0** |  | | |  | 10% | | | **2** |  | | |  | 20% | | **3** | |  |  |
| **Totals** | **100%** | **28** | | | **100%** | | | | **25** | | **100%** | | **27** | **100%** | | | **30** | | **100%** | | **24** |  | | |  | **100%** | | | **21** |  | | |  | **100%** | | **15** | |  |  |
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| **Clovis Center** | **02FA** | | | | **03SP** | | | | | | **03FA** | | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| 19 or Less | 25% | | | | | **7** |  | | |  | 22% | | **6** | 20% | | | | | | **3** | 21% | | **5** |  | | |  | 5% | | | **1** |  | |  | 20% | | **3** |  |  |
| 20-24 | 43% | | | | | **12** |  | | |  | 56% | | **15** | 40% | | | | | | **6** | 58% | | **14** |  | | |  | 71% | | | **15** |  | |  | 33% | | **5** |  |  |
| 25-29 | 7% | | | | | **2** |  | | |  | 11% | | **3** |  | | | | | | **0** | 8% | | **2** |  | | |  | 10% | | | **2** |  | |  | 20% | | **3** |  |  |
| 30-34 | 4% | | | | | **1** |  | | |  |  | | **0** | 7% | | | | | | **1** | 8% | | **2** |  | | |  |  | | | **0** |  | |  |  | | **0** |  |  |
| 35-39 | 11% | | | | | **3** |  | | |  | 7% | | **2** |  | | | | | | **0** |  | | **0** |  | | |  |  | | | **0** |  | |  | 7% | | **1** |  |  |
| 40-49 | 11% | | | | | **3** |  | | |  | 4% | | **1** | 13% | | | | | | **2** | 4% | | **1** |  | | |  | 5% | | | **1** |  | |  |  | | **0** |  |  |
| 50+ |  | | | | | **0** |  | | |  |  | | **0** | 20% | | | | | | **3** |  | | **0** |  | | |  | 10% | | | **2** |  | |  | 20% | | **3** |  |  |
| Unknown |  | | | | |  |  | | |  |  | |  |  | | | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Totals** | **100%** | | | | | **28** |  | | |  | **100%** | | **27** | **100%** | | | | | | **15** | **100%** | | **24** |  | | |  | **100%** | | | **21** |  | |  | **100%** | | **15** |  |  |
|  |  | | | | |  |  | | |  |  | |  |  | | | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Madera Center** | **02FA** | | | | **03SP** | | | | | | **03FA** | | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| 19 or less |  | | | | |  | 8% | | | **2** |  | |  | 25% | | | | | | **2** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 20-24 |  | | | | |  | 60% | | | **15** |  | |  | 38% | | | | | | **3** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 25-29 |  | | | | |  | 12% | | | **3** |  | |  |  | | | | | | **0** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 30-34 |  | | | | |  |  | | | **0** |  | |  | 13% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 35-39 |  | | | | |  | 12% | | | **3** |  | |  |  | | | | | | **0** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 40-49 |  | | | | |  | 4% | | | **1** |  | |  | 13% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 50+ |  | | | | |  | 4% | | | **1** |  | |  | 13% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Totals** |  | | | | |  | **100%** | | | **25** |  | |  | **100%** | | | | | | **8** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
|  |  | | | | |  |  | | |  |  | |  |  | | | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Oakhurst Center** | **02FA** | | | | **03SP** | | | | | | **03FA** | | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| 19 or Less |  | | | | |  |  | | |  |  | |  | 29% | | | | | | **2** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 20-24 |  | | | | |  |  | | |  |  | |  | 29% | | | | | | **2** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 25-29 |  | | | | |  |  | | |  |  | |  |  | | | | | | **0** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 30-34 |  | | | | |  |  | | |  |  | |  | 14% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 35-39 |  | | | | |  |  | | |  |  | |  |  | | | | | | **0** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 40-49 |  | | | | |  |  | | |  |  | |  | 14% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| 50+ |  | | | | |  |  | | |  |  | |  | 14% | | | | | | **1** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Totals** |  | | | | |  |  | | |  |  | |  | **100%** | | | | | | **7** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
|  |  | | | | |  |  | | |  |  | |  |  | | | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Creative Writing Enrollment by Gender** | | | | | | | | | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Reedley College** | | | | **02FA** | | | | **03SP** | | | | **03FA** | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| Female | | | | 68% | | **15** | | 76% | | **34** | | 64% | | | **18** | 56% | | | | **24** | 58% | | **14** | 63% | | | **27** | 78% | | | **28** | 76% | | **25** | 54% | | **14** | 74% | **17** |
| Male | | | | 27% | | **6** | | 24% | | **11** | | 36% | | | **10** | 42% | | | | **18** | 42% | | **10** | 37% | | | **16** | 22% | | | **8** | 24% | | **8** | 46% | | **12** | 26% | **6** |
| Unknown | | | | 5% | | **1** | |  | | **0** | |  | | | **0** | 2% | | | | **1** |  | | **0** |  | | | **0** |  | | | **0** |  | | **0** |  | | **0** |  | **0** |
| **Totals** | | | | **100%** | | **22** | | **100%** | | **45** | | **100%** | | | **28** | **100%** | | | | **43** | **100%** | | **24** | **100%** | | | **43** | **100%** | | | **36** | **100%** | | **33** | **100%** | | **26** | **100%** | **23** |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **North Centers Combined** | | | | **02FA** | | | | **03SP** | | | | **03FA** | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| Female | | | | 61% | | **17** | | 60% | | **15** | | 44% | | | **12** | 83% | | | | **25** | 63% | | **15** |  | | |  | 62% | | | **13** |  | |  | 53% | | **8** |  |  |
| Male | | | | 36% | | **10** | | 40% | | **10** | | 56% | | | **15** | 17% | | | | **5** | 38% | | **9** |  | | |  | 38% | | | **8** |  | |  | 47% | | **7** |  |  |
| Unknown | | | | 4% | | **1** | |  | | **0** | |  | | | **0** |  | | | | **0** |  | | **0** |  | | |  |  | | | **0** |  | |  |  | | **0** |  |  |
| **Totals** | | | | **100%** | | **28** | | **100%** | | **25** | | **100%** | | | **27** | **100%** | | | | **30** | **100%** | | **24** |  | | |  | **100%** | | | **21** |  | |  | **100%** | | **15** |  |  |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Clovis Center** | | | | **02FA** | | | | **03SP** | | | | **03FA** | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| Female | | | | 61% | | **17** | |  | |  | | 44% | | | **12** | 80% | | | | **12** | 63% | | **15** |  | | |  | 62% | | | **13** |  | |  | 53% | | **8** |  |  |
| Male | | | | 36% | | **10** | |  | |  | | 56% | | | **15** | 20% | | | | **3** | 38% | | **9** |  | | |  | 38% | | | **8** |  | |  | 47% | | **7** |  |  |
| Unknown | | | | 4% | | **1** | |  | |  | |  | | | **0** |  | | | | **0** |  | | **0** |  | | |  |  | | | **0** |  | |  |  | | **0** |  |  |
| **Totals** | | | | **100%** | | **28** | |  | |  | | **100%** | | | **27** | **100%** | | | | **15** | **100%** | | **24** |  | | |  | **100%** | | | **21** |  | |  | **100%** | | **15** |  |  |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Madera Center** | | | | **02FA** | | | | **03SP** | | | | **03FA** | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| Female | | | |  | |  | | 60% | | **15** | |  | | |  | 100% | | | | **8** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| Male | | | |  | |  | | 40% | | **10** | |  | | |  |  | | | | **0** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Totals** | | | |  | |  | | **100%** | | **25** | |  | | |  | **100%** | | | | **8** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Oakhurst Center** | | | | **02FA** | | | | **03SP** | | | | **03FA** | | **04SP** | | | | | **04FA** | | | **05SP** | | | | **05FA** | | | | **06SP** | | | | **06FA** | | | | **07SP** | |
| Female | | | |  | |  | |  | |  | |  | | |  | 71% | | | | **5** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| Male | | | |  | |  | |  | |  | |  | | |  | 29% | | | | **2** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
| **Totals** | | | |  | |  | |  | |  | |  | | |  | **100%** | | | | **7** |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |
|  | | | |  | |  | |  | |  | |  | | |  |  | | | |  |  | |  |  | | |  |  | | |  |  | |  |  | |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Creative Writing SCCCD FT-PT Enrollment** | | | | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | | | **03FA** | | | | **04SP** | | | **04FA** | | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 36% | **8** | 56% | | **25** | | 57% | | **16** | | 61% | | **26** | 42% | | **10** | 65% | **28** | 36% | **13** | 46% | **15** | 50% | **13** | 35% | **8** |
| Part Time (11 Or Less Units) | 64% | **14** | 44% | | **20** | | 43% | | **12** | | 40% | | **17** | 58% | | **14** | 35% | **15** | 64% | **23** | 55% | **18** | 50% | **13** | 65% | **15** |
| **Totals** | **100%** | **22** | **100%** | | **45** | | **100%** | | **28** | | **100%** | | **43** | **100%** | | **24** | **100%** | **43** | **100%** | **36** | **100%** | **33** | **100%** | **26** | **100%** | **23** |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | | | **03FA** | | | | **04SP** | | | **04FA** | | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 43% | **12** | 56% | | **14** | | 63% | | **17** | | 63% | | **19** | 42% | | **10** |  |  | 33% | **7** |  |  | 67% | **10** |  |  |
| Part Time (11 Or Less Units) | 57% | **16** | 44% | | **11** | | 37% | | **10** | | 37% | | **11** | 58% | | **14** |  |  | 67% | **14** |  |  | 33% | **5** |  |  |
| **Totals** | **100%** | **28** | **100%** | | **25** | | **100%** | | **27** | | **100%** | | **30** | **100%** | | **24** |  |  | **100%** | **21** |  |  | **100%** | **15** |  |  |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **02FA** | | **03SP** | | | | **03FA** | | | | **04SP** | | | **04FA** | | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 43% | **12** |  | |  | | 63% | | **17** | | 60% | | **9** | 42% | | **10** |  |  | 33% | **7** |  |  | 67% | **10** |  |  |
| Part Time (11 Or Less Units) | 57% | **16** |  | |  | | 37% | | **10** | | 40% | | **6** | 58% | | **14** |  |  | 67% | **14** |  |  | 33% | **5** |  |  |
| **Totals** | **100%** | **28** |  | |  | | **100%** | | **27** | | **100%** | | **15** | **100%** | | **24** |  |  | **100%** | **21** |  |  | **100%** | **15** |  |  |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | | | **03FA** | | | | **04SP** | | | **04FA** | | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  | 56% | | **14** | |  | |  | | 50% | | **4** |  | |  |  |  |  |  |  |  |  |  |  |  |
| Part Time (11 Or Less Units) |  |  | 44% | | **11** | |  | |  | | 50% | | **4** |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Totals** |  |  | **100%** | | **25** | |  | |  | | **100%** | | **8** |  | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | | | **03FA** | | | | **04SP** | | | **04FA** | | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  |  | |  | |  | |  | | 86% | | **6** |  | |  |  |  |  |  |  |  |  |  |  |  |
| Part Time (11 Or Less Units) |  |  |  | |  | |  | |  | | 14% | | **1** |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Totals** |  |  |  | |  | |  | |  | | **100%** | | **7** |  | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  | |  | |  | |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Creative Writing Grade Data** | |  | |  | |  |  |  | |  | |  | |  |  | |  |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |
| **Reedley College** | **Term** | **02FA** | | **03SP** | | **03FA** | **04SP** | **04FA** | | **05SP** | | **05FA** | | **06SP** | **06FA** | | **07SP** |
|  | GPA | 3.25 | | 3.32 | | 2.83 | 2.58 | 1.79 | | 2.69 | | 3.18 | | 2.41 | 3.22 | | 2.93 |
|  | Retention | 50% | | 62% | | 54% | 60% | 33% | | 56% | | 50% | | 33% | 81% | | 52% |
|  | Success | 68% | | 71% | | 71% | 77% | 58% | | 74% | | 58% | | 52% | 92% | | 74% |
|  | Attrition | 32% | | 29% | | 29% | 23% | 42% | | 26% | | 42% | | 48% | 8% | | 26% |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |
| **North Centers Combined** | **Term** | **02FA** | | **03SP** | | **03FA** | **04SP** | **04FA** | | **05SP** | | **05FA** | | **06SP** | **06FA** | | **07SP** |
|  | GPA | 2.92 | | 2.32 | | 3.25 | 3.29 | 2.84 | |  | | 2.24 | |  | 3.25 | |  |
|  | Retention | 86% | | 60% | | 89% | 73% | 63% | |  | | 48% | |  | 67% | |  |
|  | Success | 93% | | 88% | | 89% | 80% | 79% | |  | | 81% | |  | 80% | |  |
|  | Attrition | 7% | | 12% | | 11% | 20% | 21% | |  | | 19% | |  | 20% | |  |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |
| **Clovis Center** | **Term** | **02FA** | | **03SP** | | **03FA** | **04SP** | **04FA** | | **05SP** | | **05FA** | | **06SP** | **06FA** | | **07SP** |
|  | GPA | 2.92 | |  | | 3.25 | 3.27 | 2.84 | |  | | 2.24 | |  | 3.25 | |  |
|  | Retention | 86% | |  | | 89% | 67% | 63% | |  | | 48% | |  | 67% | |  |
|  | Success | 93% | |  | | 89% | 73% | 79% | |  | | 81% | |  | 80% | |  |
|  | Attrition | 7% | |  | | 11% | 27% | 21% | |  | | 19% | |  | 20% | |  |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |
| **Madera Center** | **Term** | **02FA** | | **03SP** | | **03FA** | **04SP** | **04FA** | | **05SP** | | **05FA** | | **06SP** | **06FA** | | **07SP** |
|  | GPA |  | | 2.32 | |  | 3.14 |  | |  | |  | |  |  | |  |
|  | Retention |  | | 60% | |  | 75% |  | |  | |  | |  |  | |  |
|  | Success |  | | 88% | |  | 88% |  | |  | |  | |  |  | |  |
|  | Attrition |  | | 12% | |  | 12% |  | |  | |  | |  |  | |  |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |
| **Oakhurst Center** | **Term** | **02FA** | | **03SP** | | **03FA** | **04SP** | **04FA** | | **05SP** | | **05FA** | | **06SP** | **06FA** | | **07SP** |
|  | GPA |  | |  | |  | 3.50 |  | |  | |  | |  |  | |  |
|  | Retention |  | |  | |  | 86% |  | |  | |  | |  |  | |  |
|  | Success |  | |  | |  | 86% |  | |  | |  | |  |  | |  |
|  | Attrition |  | |  | |  | 14% |  | |  | |  | |  |  | |  |
|  |  |  | |  | |  |  |  | |  | |  | |  |  | |  |

The classes in the Creative Writing program constitute a very small percentage of those enrolled in English classes as a whole. Total enrollment for both Reedley College and the North Centers has not exceeded 75 students in any given semester. Enrollment at both RC and NC Creative Wring courses tends to be dominated by white females between the ages of 20-24. With the exception of ethnicity, this is proportionate to the college enrollment as a whole. Success and retention rates tend to be somewhat lower than the campus totals, although this is consistent with English classes in general. Enrollment of full-time and part-time students fluctuates dramatically semester-by-semester and site-by-site and no conclusion regarding this can be drawn.

* There are three significant causes for enrollment fluctuation in Creative Writing classes:
  + First, as requirements for the CSU Blended Program change, so too do enrollments in creative writing classes.
  + Second, the novelty of online courses is no longer the significant factor that it was five years ago; while still a popular option for those students whose access to on-campus classes is limited by conflicts with obligations to work or family, students are becoming more selective regarding which environment best fits their learning styles.
  + Third, as a result of course outline revisions of five years ago, the subject prerequisite for all Creative Writing classes became the completion of English 1A as opposed to eligibility for 1A.

After reviewing the Mark Analysis Report, please comment on the grade distribution and passing grade rate by course. How do the grades compare within the entire subject/department and the various college locations?  
  
The GPA for those students completing Creative Writing Courses tends to be higher than those of the college or English classes in general.

**Qualitative Analysis – Instructional**

* 1. Describe how the program has/is promoted to potential and current students.
     + The Creative Writing program has been promoted through the scheduling of its classes in both online and face-to-face formats;
     + Events featuring poets and prose writers are advertised throughout the campus community as well as the community at large;
     + Campus literary publications feature and reward those student writers who have produced exceptional work;
     + Creative writing materials (brochures, copies of magazines, videos) have been presented at college awareness events such as Kaleidoscope;
     + Creative writing workshops have been presented as part of the Writing Center workshop series.
  2. Analyze how the program’s historical funding patterns have impacted the program.
* Funding has played a role in the size and scope of the campus literary magazines, such as Symmetry; funding also plays a key role in subsidizing the on-campus speakers series events which feature poets and writers.
  1. Describe future trends unique to your area that are likely to influence your discipline. If appropriate, discuss
     + The creative writing classes are directly affected by the requirements of the Blended Program for Teacher Credentialing; those students who are seeking credentials may or may not be required to take a creative writing class.
     + The recently approved certificate program is something a response to similar options at the upper division level in the creative writing program at CSU, Fresno.
     + We plan to continue offering creative writing courses in face-to-face and online formats. Experimentation with hybrid formats may be our next step.
     + Revised or new options within a program: a 12-unit certificate in creative writing was recently approved;
     + Technological Changes: new technology for audio and video conferencing and streaming video lectures within the online course management system may offer new opportunities for online and hybrid classes;
     + Enrollment Trends: the creative writing classes will continue to be subject to fluctuation depending upon the requirements of the Blended Program for Teacher Credentialing; we will experiment further with offering classes in hybrid formats for those students who cannot commit themselves to weekly on-campus attendance but who have expressed trepidation regarding a fully online class;
     + Articulation Changes: no changes are anticipated regarding articulation of the creative writing classes with either Fresno City College or CSU, Fresno;
     + Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded): our program consists of significantly fewer units than 30; we may look to non-credit outlines for those students who wish to repeat courses beyond what is allowed by the course outlines.

**Creative Writing Summary Statement**

Due to fluctuating enrollment, the faculty is examining ways in which to boost student interest. These classes remain an integral part of the Composition and Literature department for the part they play in the Speakers Series, *Symmetry*, literature course recruitment, and guest writers in the classrooms.

**Student Learning Outcome** (required due to Creative Writing certificate)

Students will be able to identify the thematic implications of an image or recurring motif in their own work and the work of professional writers.

**Recommendations and Timeline**

1. Continually teach our creative writing courses each semester as scheduled as they are needed for the integrity of *Symmetry*, the Speakers Series and visiting authors in the classrooms, and for the Creative Writing Certificate, as well as being helpful recruiting tools for our literature classes; beginning spring 09
2. Promote CW Certificate to currently registered students in English classes; ongoing
3. Recruit students for Certificate and English major from among high school classes; ongoing
4. Tie participants for speakers series and 1W1 to English classes in general and CW classes in particular; ongoing
5. Encourage simultaneous enrollment in CW and literature classes; ongoing
6. Continually teach our creative writing courses each semester as scheduled as they are needed for the integrity of *Symmetry*, the Speakers Series and visiting authors in the classrooms, and for the Creative Writing Certificate, as well as being helpful recruiting tools for our literature classes; beginning spring 09
7. Re-write English 300 to comply with new course outline format; fall 08
8. Contact students via email and class presentations regarding creative writing courses; ongoing
9. Place creative writing course recommendation on English 1A Exit Recommendation form; fall 08
10. Create brochure highlighting creative writing courses; fall 08
11. Meet with counselors regarding creative writing courses; ongoing
12. Place advertising highlighting creative writing courses in the schedule of courses; ongoing

**Appendix C – Literature**

Literature fills out the requirements for the major

**General Information**

A. Instructional Areas: Literature

B. TOP Code: 1501.00 CSU-GE, UC, 1

C. General Description:

Faculty: At Reedley College and the North Centers, we have 23 full-time faculty members

in English, all of whom are qualified to teach a variety of literature courses on our

campuses: Eileen Apperson (RC); Emily Berg (RC); David Borofka (RC); Syd Bowie (RC); Ann Brandon (W/I); Jeff Burdick (W/I); David Dominguez (RC); Cynthia Elliott (W/I); Kate Fourchy (RC); Rick Garza (RC); Carey Karle (RC); Norma Kaser (MC); Deborah Lapp (RC); Ryan LaSalle (RC); Jay Leech (MC); Lori Levine (RC); Sheryl Young-Manning (MC); DeDe Mousseau (W/I); Loren Palsgaard (MC); Gregory Ramirez (MC); Melanie Sanwo (WI); Elaine Stamper (RC); Ewa Yarbrough (W/I). Currently, we have no adjunct instructors assigned to teach Literature courses.

Courses: English 1B – Introduction to Literature

English 2 – Critical Reading and Writing through Literature

English 41 – Themes in Literature

English 44A – World Literature to the Renaissance

English 44B – World Literature Since the Renaissance

English 46A – English Literature to 1800

English 46B – English Literature from 1800 to the Present

English 47 – Shakespeare

English 48 – American Literature

English 49 – Latino and Chicano Literature

Supply Requirements: Although literature students make up a small fraction of the total college

population, the fact that we do not provide adequate research materials is a pressing concern. The literature program needs the JSTOR Internet database system, which favors literature articles and works of literary analysis. The recent replacement of ProQuest with Ebscohost has proven ineffective for literary research. We also need more reference texts, especially at the North Centers. Our students need access to more story collections, anthologies, symposia and conference publications, and theoretical texts. In addition, evidence suggests that some students with disabilities are assisted by books on tape or compact disc; we need to build a library of recordings to meet this need. We also need to expand our DVD collection with biographical documentaries, recorded stage productions, and films relevant to the teaching of literature.

* 1. The literature program plays a vital role in fulfilling the mission of the college and its strategic plan, specifically that goal which seeks to enhance student learning and global citizenship. Founded on the interrelationship between reading, writing, and discussion, literature courses emphasize oral and written communication skills, which are, perhaps, the most important skills necessary in achieving a college education. Literature is nothing if not the study of diversity. Reading assignments and classroom discussions draw on an endless variety of individual and cultural perspectives. Our Introductory courses, as well as courses in World Literature, English Literature, and Latino and Chicano Literature inform students of the personal and political lives of people around the globe, thus increasing their international awareness. Our course in American Literature, which surveys the vast historical period from Puritanism to Postmodernism, reveals to students the origins of our culture and the pattern of its development. At a time in which so many students struggle to improve their language skills, our literature courses display the highest achievement of excellence and mastery.
  2. Recommendations Program Review, Fall 2002

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status** | **Outcome** |
| To continue the effort to attract diverse students and community members to our literature classes; | Implemented | We have added English 41 “Themes in Literature” in online formats spanning literature from Nick Hornsby's contemporary work, to discussions of Christian Lit and the nature of evil.  Our continuing efforts to expand our offerings and recruit diverse students and community members have not resulted in increased enrollment overall. However, on a positive note, data reveals that our Literature classes are attracting a larger percentage of Hispanic and Asian/Pacific Islander students than in previous years. |
| To link literature courses with courses in Creative Writing, American History, etc.; | Implemented | An Honors Colloquium was taught in conjunction with History 1, supplementing history instruction with simultaneous fiction texts.  This semester, we are teaching a “Holocaust” seminar which expands upon History 2. In addition, we have planned linked courses in the pre-collegiate classes (English 125/126 at NC) |
| To assess literature requirements and explore the possibility of increasing opportunities for students to study literature; | Implemented | New student learning outcomes were added to existing course outlines. Online classes have been added to attract non-traditional students. |
| To encourage counselors and other student-support staff to educate themselves and our students to the relevance of literature courses in the pursuit of higher education; | Implemented | While English Faculty have met with counselors as a group and on an individual basis to discuss the importance of literature courses, our efforts have not increased student enrollment in these classes. Counselors tell us that, despite their encourage-ment, students are reluctant to take classes that require significant amounts of reading and writing. |

**Quantitative Analysis—Instructional**

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| **Literature Enrollment (Table 1A)** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Reedley College | 100% | **67** | 100% | **93** | 100% | **76** | 100% | **94** | 100% | **49** | 100% | **94** | 100% | **66** | 100% | **78** | 100% | **39** | 100% | **81** |
| North Centers Combined | 100% | **81** | 100% | **60** | 100% | **61** | 100% | **85** | 100% | **77** | 100% | **83** | 100% | **91** | 100% | **103** | 100% | **76** | 100% | **80** |
| Clovis Center | 100% | **61** | 100% | **41** | 100% | **44** | 100% | **75** | 100% | **51** | 100% | **58** | 100% | **58** | 100% | **68** | 100% | **43** | 100% | **69** |
| Madera Center | 100% | **9** | 100% | **10** |  | **0** | 100% | **10** | 100% | **17** | 100% | **18** | 100% | **17** | 100% | **30** | 100% | **21** | 100% | **11** |
| Oakhurst Center | 100% | **11** | 100% | **9** | 100% | **17** |  | **0** | 100% | **9** | 100% | **7** | 100% | **16** | 100% | **5** | 100% | **12** |  | **0** |

Total Literature Enrollment (Table 1A):

The total enrollment in Literature courses constitutes a very small fraction of the total enrollment for both the College and the English Department. For example, while the average total enrollment for Reedley College and the North Centers Combined is 12, 227 students per semester, the average enrollment in Literature courses is only 153 students per semester (or 1.25% of the average college enrollment). Although Literature enrollment has fluctuated from its lowest point of 115 students (06FA) to its highest point of 181 students (06SP), the overall enrollment has remained relatively consistent, with a greater number of students enrolling in Literature courses during the Spring Semesters by an average increase of thirty-four students (22% increase in total enrollment). It should be noted, however, that low Literature enrollments occasionally lead to course cancellations, resulting in fewer course offerings for interested students.

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| **Literature Enrollment by Age Category** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 33% | **#** | 20% | **#** | 22% | **#** | 36% | **#** | 31% | **#** | 29% | **#** | 18% | **#** | 31% | **24** | 21% | **8** | 28% | **#** |
| 20-24 | 33% | **#** | 48% | **#** | 38% | **#** | 43% | **#** | 47% | **#** | 47% | **#** | 46% | **#** | 45% | **35** | 41% | **#** | 49% | **#** |
| 25-29 | 16% | **#** | 16% | **#** | 16% | **#** | 7% | **7** | 10% | **5** | 7% | **7** | 14% | **9** | 13% | **10** | 18% | **7** | 10% | **8** |
| 30-34 | 3% | **2** | 4% | **4** | 8% | **6** | 3% | **3** | 8% | **4** | 6% | **6** | 14% | **9** | 3% | **2** | 10% | **4** | 3% | **2** |
| 35-39 | 2% | **1** | 3% | **3** | 5% | **4** | 2% | **2** | 2% | **1** | 3% | **3** | 2% | **1** | 4% | **3** | 5% | **2** | 4% | **3** |
| 40-49 | 10% | **7** | 3% | **3** | 7% | **5** | 7% | **7** | 2% | **1** | 5% | **5** | 3% | **2** | 3% | **2** | 3% | **1** | 4% | **3** |
| 50+ | 3% | **2** | 4% | **4** | 4% | **3** | 1% | **1** |  | **0** | 2% | **2** | 5% | **3** | 3% | **2** | 3% | **1** | 3% | **2** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **78** | **###** | **#** | **###** | **#** |
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| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or less | 20% | **#** | 17% | **#** | 23% | **#** | 22% | **#** | 26% | **#** | 31% | **#** | 19% | **#** | 16% | **16** | 20% | **#** | 29% | **#** |
| 20-24 | 38% | **#** | 53% | **#** | 51% | **#** | 53% | **#** | 46% | **#** | 48% | **#** | 57% | **#** | 50% | **51** | 54% | **#** | 54% | **#** |
| 25-29 | 17% | **#** | 8% | **5** | 12% | **7** | 9% | **8** | 10% | **8** | 8% | **7** | 7% | **6** | 15% | **15** | 7% | **5** | 6% | **5** |
| 30-34 | 4% | **3** |  | **0** | 3% | **2** | 4% | **3** | 7% | **5** | 5% | **4** | 7% | **6** | 8% | **8** | 5% | **4** | 4% | **3** |
| 35-39 | 7% | **6** | 2% | **1** |  | **0** | 4% | **3** | 4% | **3** | 1% | **1** | 4% | **4** | 5% | **5** | 8% | **6** | 1% | **1** |
| 40-49 | 10% | **8** | 8% | **5** | 7% | **4** | 7% | **6** | 4% | **3** | 6% | **5** | 7% | **6** | 6% | **6** | 4% | **3** | 6% | **5** |
| 50+ | 3% | **2** | 12% | **7** | 5% | **3** | 1% | **1** | 4% | **3** |  | **0** |  | **0** | 2% | **2** | 3% | **2** |  | **0** |
| Unknown | 1% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **##** | **###** | **#** | **###** | **#** |
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| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 21% | **#** | 17% | **7** | 27% | **#** | 25% | **#** | 26% | **#** | 29% | **#** | 17% | **#** | 16% | **11** | 12% | **5** | 30% | **#** |
| 20-24 | 36% | **#** | 59% | **#** | 52% | **#** | 53% | **#** | 47% | **#** | 52% | **#** | 59% | **#** | 49% | **33** | 65% | **#** | 54% | **#** |
| 25-29 | 20% | **#** | 7% | **3** | 14% | **6** | 9% | **7** | 12% | **6** | 9% | **5** | 7% | **4** | 15% | **10** | 7% | **3** | 7% | **5** |
| 30-34 | 5% | **3** |  | **0** | 2% | **1** | 3% | **2** | 6% | **3** | 5% | **3** | 7% | **4** | 7% | **5** | 5% | **2** | 4% | **3** |
| 35-39 | 5% | **3** | 2% | **1** |  | **0** | 4% | **3** | 4% | **2** | 2% | **1** | 5% | **3** | 7% | **5** | 7% | **3** |  | **0** |
| 40-49 | 8% | **5** | 10% | **4** | 5% | **2** | 5% | **4** | 2% | **1** | 3% | **2** | 5% | **3** | 3% | **2** | 2% | **1** | 4% | **3** |
| 50+ | 3% | **2** | 5% | **2** |  | **0** |  | **0** | 4% | **2** |  | **0** |  | **0** | 3% | **2** | 2% | **1** |  | **0** |
| Unknown | 2% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **68** | **###** | **#** | **###** | **#** |
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| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or less |  | **0** | 10% | **1** |  |  |  | **0** | 29% | **5** | 39% | **7** | 24% | **4** | 17% | **5** | 33% | **7** | 18% | **2** |
| 20-24 | 56% | **5** | 40% | **4** |  |  | 50% | **5** | 47% | **8** | 44% | **8** | 53% | **9** | 57% | **17** | 48% | **#** | 55% | **6** |
| 25-29 | 22% | **2** | 20% | **2** |  |  | 10% | **1** |  | **0** | 11% | **2** | 6% | **1** | 10% | **3** |  | **0** |  | **0** |
| 30-34 |  | **0** |  | **0** |  |  | 10% | **1** | 6% | **1** | 6% | **1** |  | **0** | 10% | **3** |  | **0** |  | **0** |
| 35-39 | 11% | **1** |  | **0** |  |  |  | **0** | 6% | **1** |  | **0** |  | **0** |  | **0** | 14% | **3** | 9% | **1** |
| 40-49 | 11% | **1** | 10% | **1** |  |  | 20% | **2** | 12% | **2** |  | **0** | 18% | **3** | 7% | **2** |  | **0** | 18% | **2** |
| 50+ |  | **0** | 20% | **2** |  |  | 10% | **1** |  | **0** |  | **0** |  | **0** |  | **0** | 5% | **1** |  | **0** |
| **Totals** | **###** | **9** | **###** | **#** |  |  | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **30** | **###** | **#** | **###** | **#** |
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| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 27% | **3** | 22% | **2** | 12% | **2** |  |  | 22% | **2** | 29% | **2** | 19% | **3** |  | **0** | 25% | **3** |  |  |
| 20-24 | 36% | **4** | 44% | **4** | 47% | **8** |  |  | 33% | **3** | 29% | **2** | 56% | **9** | 20% | **1** | 25% | **3** |  |  |
| 25-29 |  | **0** |  | **0** | 6% | **1** |  |  | 22% | **2** |  | **0** | 6% | **1** | 40% | **2** | 17% | **2** |  |  |
| 30-34 |  | **0** |  | **0** | 6% | **1** |  |  | 11% | **1** |  | **0** | 13% | **2** |  | **0** | 17% | **2** |  |  |
| 35-39 | 18% | **2** |  | **0** |  | **0** |  |  |  | **0** |  | **0** | 6% | **1** |  | **0** |  | **0** |  |  |
| 40-49 | 18% | **2** |  | **0** | 12% | **2** |  |  |  | **0** | 43% | **3** |  | **0** | 40% | **2** | 17% | **2** |  |  |
| 50+ |  | **0** | 33% | **3** | 18% | **3** |  |  | 11% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  |  |
| **Totals** | **###** | **#** | **###** | **9** | **###** | **#** |  |  | **###** | **9** | **###** | **7** | **###** | **#** | **###** | **5** | **###** | **#** |  |  |

Enrollment by Demographics:

**Age:** The majority of students who enroll in Literature courses are between the ages of 20-24. At Reedley College, these students make up 43.7% of the classroom population. At the North Centers Combined, this age group represents just over half of the population (50.4% avg.). The next largest age group consists of students age 19 or less, who comprise 26.9% (avg.) at Reedley College and 22.3% (avg.) at the North Centers. In additional, all campuses typically continue to enroll a few students from each of the remaining age groups.

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| **Literature Enrollment by Gender** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 55% | **#** | 48% | **#** | 59% | **#** | 65% | **#** | 67% | **#** | 65% | **#** | 71% | **#** | 65% | **51** | 59% | **#** | 62% | **#** |
| Male | 45% | **#** | 52% | **#** | 41% | **#** | 34% | **#** | 33% | **#** | 35% | **#** | 29% | **#** | 35% | **27** | 41% | **#** | 38% | **#** |
| Unknown |  | **0** |  | **0** |  | **0** | 1% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **78** | **###** | **#** | **###** | **#** |
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| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 59% | **#** | 62% | **#** | 67% | **#** | 58% | **#** | 64% | **#** | 71% | **#** | 70% | **#** | 72% | **74** | 61% | **#** | 74% | **#** |
| Male | 41% | **#** | 38% | **#** | 33% | **#** | 41% | **#** | 36% | **#** | 29% | **#** | 30% | **#** | 28% | **29** | 40% | **#** | 25% | **#** |
| Unknown |  | **0** |  | **0** |  | **0** | 1% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** | 1% | **1** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **##** | **###** | **#** | **###** | **#** |
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| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 59% | **#** | 54% | **#** | 59% | **#** | 55% | **#** | 61% | **#** | 64% | **#** | 67% | **#** | 75% | **51** | 61% | **#** | 75% | **#** |
| Male | 41% | **#** | 46% | **#** | 41% | **#** | 44% | **#** | 39% | **#** | 36% | **#** | 33% | **#** | 25% | **17** | 40% | **#** | 23% | **#** |
| Unknown |  | **0** |  | **0** |  | **0** | 1% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** | 1% | **1** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **68** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 67% | **6** | 80% | **8** |  | **0** | 80% | **8** | 65% | **#** | 83% | **#** | 82% | **#** | 63% | **19** | 52% | **#** | 64% | **7** |
| Male | 33% | **3** | 20% | **2** |  | **0** | 20% | **2** | 35% | **6** | 17% | **3** | 18% | **3** | 37% | **11** | 48% | **#** | 36% | **4** |
| **Totals** | **###** | **9** | **###** | **#** |  | **0** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **30** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female | 55% | **6** | 78% | **7** | 88% | **#** |  | **0** | 78% | **7** | 100% | **7** | 69% | **#** | 80% | **4** | 75% | **9** |  | **0** |
| Male | 46% | **5** | 22% | **2** | 12% | **2** |  | **0** | 22% | **2** |  | **0** | 31% | **5** | 20% | **1** | 25% | **3** |  | **0** |
| **Totals** | **###** | **#** | **###** | **9** | **###** | **#** |  | **0** | **###** | **9** | **###** | **7** | **###** | **#** | **###** | **5** | **###** | **#** |  | **0** |

**Gender**: At all campuses, female students outnumber their male counterparts in Literature courses. On average, at Reedley College, female students make up 61.6% of the Literature class. At the North Centers, the proportion of female to male students is even higher, where female students make up nearly two-thirds of the classroom population (65.8%). This disparity, however, reflects the gender representation of the total college enrollment. At Reedley College, female students comprise a majority enrollment of 60.1%. Likewise, at the North Centers Combined, the female student population represents 62.7% of the total enrollment. Literature courses typically reflect this.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literature Enrollment by Ethnicity** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic | 12% | **8** | 24% | **#** | 1% | **1** | 2% | **2** |  | **0** | 2% | **2** |  | **0** |  | **0** | 3% | **1** | 3% | **2** |
| American Indian/Alaskan Native |  | **0** | 2% | **2** | 1% | **1** |  | **0** | 2% | **1** |  | **0** | 3% | **2** | 1% | **1** |  | **0** | 1% | **1** |
| Asian/Pacific Islander | 6% | **4** | 8% | **7** | 7% | **5** | 6% | **6** | 2% | **1** | 4% | **4** | 5% | **3** | 5% | **4** | 5% | **2** | 9% | **7** |
| Hispanic | 30% | **#** | 31% | **#** | 46% | **#** | 33% | **#** | 35% | **#** | 30% | **#** | 44% | **#** | 36% | **28** | 39% | **#** | 37% | **#** |
| Race/Ethnicity Unknown | 16% | **#** | 10% | **9** | 8% | **6** | 14% | **#** | 16% | **8** | 14% | **#** | 3% | **2** | 15% | **12** | 8% | **3** | 6% | **5** |
| White/Non-Hispanic | 36% | **#** | 26% | **#** | 37% | **#** | 45% | **#** | 45% | **#** | 50% | **#** | 46% | **#** | 42% | **33** | 46% | **#** | 44% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **78** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic |  | **0** |  | **0** |  | **0** |  | **0** | 4% | **3** | 2% | **2** | 2% | **2** | 2% | **2** | 1% | **1** | 4% | **3** |
| American Indian/Alaskan Native |  | **0** | 3% | **2** | 3% | **2** | 5% | **4** |  | **0** | 2% | **2** |  | **0** | 4% | **4** | 3% | **2** | 3% | **2** |
| Asian/Pacific Islander | 3% | **2** | 3% | **2** | 3% | **2** | 4% | **3** | 3% | **2** | 2% | **2** | 7% | **6** | 6% | **6** | 5% | **4** | 5% | **4** |
| Hispanic | 20% | **#** | 12% | **7** | 12% | **7** | 17% | **#** | 20% | **#** | 15% | **#** | 17% | **#** | 21% | **22** | 25% | **#** | 15% | **#** |
| Race/Ethnicity Unknown | 17% | **#** | 10% | **6** | 16% | **#** | 14% | **#** | 17% | **#** | 15% | **#** | 10% | **9** | 14% | **14** | 15% | **#** | 13% | **#** |
| White/Non-Hispanic | 61% | **#** | 72% | **#** | 66% | **#** | 61% | **#** | 57% | **#** | 64% | **#** | 65% | **#** | 53% | **55** | 51% | **#** | 61% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **103** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic |  | **0** |  | **0** |  | **0** |  | **0** | 6% | **3** | 3% | **2** | 3% | **2** | 2% | **1** |  | **0** | 4% | **3** |
| American Indian/Alaskan Native |  | **0** |  | **0** | 2% | **1** | 5% | **4** |  | **0** | 3% | **2** |  | **0** | 4% | **3** | 5% | **2** | 3% | **2** |
| Asian/Pacific Islander | 2% | **1** | 5% | **2** | 5% | **2** | 3% | **2** | 2% | **1** | 3% | **2** | 9% | **5** | 6% | **4** | 7% | **3** | 4% | **3** |
| Hispanic | 23% | **#** | 12% | **5** | 16% | **7** | 17% | **#** | 14% | **7** | 14% | **8** | 10% | **6** | 16% | **11** | 21% | **9** | 10% | **7** |
| Race/Ethnicity Unknown | 21% | **#** | 10% | **4** | 18% | **8** | 15% | **#** | 16% | **8** | 10% | **6** | 12% | **7** | 16% | **11** | 14% | **6** | 13% | **9** |
| White/Non-Hispanic | 54% | **#** | 73% | **#** | 59% | **#** | 60% | **#** | 63% | **#** | 66% | **#** | 66% | **#** | 56% | **38** | 54% | **#** | 65% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **68** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** | 3% | **1** | 5% | **1** |  | **0** |
| American Indian/Alaskan Native |  | **0** | 10% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| Asian/Pacific Islander | 11% | **1** |  | **0** |  | **0** | 10% | **1** |  | **0** |  | **0** | 6% | **1** | 7% | **2** | 5% | **1** | 9% | **1** |
| Hispanic | 22% | **2** | 10% | **1** |  | **0** | 10% | **1** | 47% | **8** | 22% | **4** | 47% | **8** | 37% | **11** | 48% | **#** | 46% | **5** |
| Race/Ethnicity Unknown |  | **0** | 10% | **1** |  | **0** | 10% | **1** | 18% | **3** | 33% | **6** | 6% | **1** | 10% | **3** | 5% | **1** | 9% | **1** |
| White/Non-Hispanic | 67% | **6** | 70% | **7** |  | **0** | 70% | **7** | 35% | **6** | 44% | **8** | 41% | **7** | 43% | **13** | 38% | **8** | 36% | **4** |
| **Totals** | **###** | **9** | **###** | **#** |  | **0** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **30** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| American Indian/Alaskan Native |  | **0** | 11% | **1** | 6% | **1** |  | **0** |  | **0** |  | **0** |  | **0** | 20% | **1** |  | **0** |  | **0** |
| Asian/Pacific Islander |  | **0** |  | **0** |  | **0** |  | **0** | 11% | **1** |  | **0** |  | **0** |  | **0** |  | **0** |  | **0** |
| Hispanic |  | **0** | 11% | **1** |  | **0** |  | **0** |  | **0** |  | **0** | 6% | **1** |  | **0** |  | **0** |  | **0** |
| Race/Ethnicity Unknown | 9% | **1** | 11% | **1** | 12% | **2** |  | **0** | 22% | **2** |  | **0** | 6% | **1** |  | **0** | 33% | **4** |  | **0** |
| White/Non-Hispanic | 91% | **#** | 67% | **6** | 82% | **#** |  | **0** | 67% | **6** | 100% | **7** | 88% | **#** | 80% | **4** | 67% | **8** |  | **0** |
| **Totals** | **###** | **#** | **###** | **9** | **###** | **#** |  | **0** | **###** | **9** | **###** | **7** | **###** | **#** | **###** | **5** | **###** | **#** |  | **0** |

**Ethnicity:** At all campuses, the majority of Literature students identify themselves as “White/Non-Hispanic.” In Literature classes at Reedley College, 41.7% of students identify themselves as such. At the North Centers Combined, this number is significantly higher. “White/ Non-Hispanic” students represent 61.1% of the average Literature classroom, even though they represent only 46.4% of the total student population. At the WI Center, this disparity is not quite as large. “White Non-Hispanic” students comprise 53.1% of the student population and 61.6% of the Literature enrollment.

The next highest ethnic group is represented by those students who identify themselves as “Hispanic.” At Reedley College, “Hispanic” students represent 36.1% of the average Literature classroom, nearly equaling the number of “White/Non-Hispanic” students. However, given that nearly 60% of all students at Reedley College are “Hispanic” and that 23.6% of students are “White/Non-Hispanic,” Literature courses are represented by a disproportionate number of “White/Non-Hispanic” students. At the Madera Center, we see a similar trend. “Hispanic” students represent half of the total student population, yet they make up only 32.1% of the Literature enrollment. Likewise, while “White/Non-Hispanic” students represent 28.4% of the total student population at the Madera Center, they represent 44.4% of the population of Literature classrooms averaged over the five year period. It should be noted, however, that since fall 2004 this disparity has decreased somewhat. Over the last three years, “White/Non-Hispanic” students have represented 39.5% of the average Literature enrollment at the Madera Center.

While students who identify themselves as “Asian/Pacific Islander” represent 3.7% of the total enrollment at Reedley College, they make up 5.7% of the Literature enrollment. At the North Centers Combined, where this ethnic group represents 5.7% of the total enrollment, Literature classes typically enroll about 4% of these students.

In Literature courses college-wide, the lowest enrollments by ethnicity are represented by “African-American/Non-Hispanic” and “American Indian/Alaskan Native” students. Although the five year average for Reedley College shows that Literature classes are represented by 4.7% of “African-American/Non-Hispanic” students, this figure reflects a spike in “African-American/Non-Hispanic” enrollments during fall 2002 and Spring 2003. Over the last four years, enrollment has hovered around 1%. Conversely, at the North Centers Combined, while the five year average shows “African-American/Non-Hispanic” enrollment at 1.5%, this reflects a two-year period between fall 2002 and Spring 2004 with zero “African-American/Non-Hispanic” enrollment. Over the last three years, average enrollment of this ethnic group has increased to 2.5%, nearly equaling the total enrollment of “African-American/Non-Hispanic” students at the North Centers Combined. On average, Literature courses at both Reedley College and the North Centers Combined enroll a percentage of “American Indian/Alaskan Native” students equal to the total college enrollment of this ethnic group.

Retention and Attrition:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literature Grade Data** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.80 | 3.00 | 2.63 |  | 3.75 | 2.80 | 3.18 | 3.40 | 3.45 |  |
|  | Retention | 64% | 89% | 76% |  | 89% | 57% | 94% | 100% | 83% |  |
|  | Success | 91% | 89% | 94% |  | 89% | 71% | 100% | 100% | 92% |  |
|  | Attrition | 9% | 11% | 6% |  | 11% | 29% | 0% | 0% | 8% |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.94 | 2.57 | 2.56 | 2.63 | 2.81 | 2.67 | 3.04 | 2.79 | 2.72 | 2.77 |
|  | Retention | 72% | 69% | 70% | 65% | 79% | 71% | 73% | 83% | 68% | 77% |
|  | Success | 88% | 92% | 89% | 79% | 94% | 84% | 81% | 92% | 84% | 90% |
|  | Attrition | 12% | 8% | 11% | 21% | 6% | 16% | 19% | 8% | 16% | 10% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 3.02 | 2.42 | 2.53 | 2.58 | 2.65 | 2.92 | 3.09 | 2.67 | 2.71 | 2.68 |
|  | Retention | 72% | 62% | 68% | 63% | 79% | 77% | 69% | 81% | 67% | 78% |
|  | Success | 86% | 90% | 86% | 78% | 96% | 83% | 75% | 94% | 81% | 92% |
|  | Attrition | 14% | 10% | 14% | 22% | 4% | 17% | 25% | 6% | 19% | 8% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.63 | 2.80 | na | 3.00 | 2.80 | 1.88 | 2.71 | 2.96 | 2.28 | 3.44 |
|  | Retention | 78% | 80% | na | 80% | 76% | 56% | 65% | 83% | 62% | 73% |
|  | Success | 100% | 100% | na | 90% | 88% | 89% | 82% | 87% | 86% | 82% |
|  | Attrition | 0% | 0% | na | 10% | 12% | 11% | 18% | 13% | 14% | 18% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | 2.80 | 3.00 | 2.63 | na | 3.75 | 2.80 | 3.18 | 3.40 | 3.45 | na |
|  | Retention | 64% | 89% | 76% | na | 89% | 57% | 94% | 100% | 83% | na |
|  | Success | 91% | 89% | 94% | na | 89% | 71% | 100% | 100% | 92% | na |
|  | Attrition | 9% | 11% | 6% | na | 11% | 29% | 0% | 0% | 8% | na |

At Reedley College, Literature courses retain 81.5% of those students enrolled. This figure is notably higher than Literature courses at the North Centers Combined, which retain an average of 72.7% of students enrolled. At each campus, spring semester retention rates are higher than fall semester rates by a small fraction, with the exception of the Madera Center, where the average retention rate improves during the spring semesters by an average of 4.15%. In relation to total college retention, Literature classes appear to have a higher rate of attrition. At Reedley College, for example, Literature courses on average experience 6.1% higher attrition than total college attrition. At the North Centers, this figure more than doubles. Literature enrollments suffer an attrition rate of 14.6% higher than the total rate for the North Centers Combined. The Oakhurst Center provides the only exception to this trend: The campus retention rate is 66.4%, yet the average retention rate of Literature classes is 81.5%.

Success:

When it comes to success, students in Literature courses far

outpace total college averages. For instance, at Reedley College the average success rate is about 65%. However, Literature courses on the Reedley College campus average an impressive 90.7% success rate. Likewise, at the North Centers Combined, the overall college success rate is 63.8%, yet the average success rate for Literature courses is 87.3%. It should be noted that literature courses are often removed from the schedule due to lower enrollments and/or to add more sections of composition and developmental writing classes. However, considering the success rate of our literature students, we should neither remove these courses from our schedules nor cut them on the basis of arbitrary enrollment figures. These students represent our best learners and top performers. They are motivated to excel and the college must provide them every opportunity to succeed.

On a related note, experience has shown repeatedly that a two-day per week literature schedule is more effective than a three-day per week schedule in maintaining student attendance and meeting the daily lecture and discussion requirements of a typical class period. Therefore, we strongly recommend that all literature courses be scheduled no more than two days per week to facilitate student retention and success.

Grade Data (GPA):

At Reedley College, the overall student GPA is 2.33 on average. At the North Centers combined, this number is only a fraction higher (2.35). Compared to the college as a whole, students in Literature courses typically perform at a higher level. Grade data in Literature courses shows improvement over the college average at each of the four campuses. At both Reedley College and the Oakhurst Center, the GPA of Literature classes is 3.13 on average. At the WI and Madera Centers, the Literature GPA is 2.73 and 2.72 respectively.

FT/PT Enrollment Status:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Literature SCCCD FT-PT Enrollment** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 78% | **#** | 67% | **#** | 71% | **#** | 78% | **#** | 63% | **#** | 73% | **#** | 59% | **#** | 65% | **51** | 69% | **#** | 73% | **#** |
| Part Time (11 Or Less Units) | 22% | **#** | 33% | **#** | 29% | **#** | 22% | **#** | 37% | **#** | 27% | **#** | 41% | **#** | 35% | **27** | 31% | **#** | 27% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **78** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **North Centers Combined** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 56% | **#** | 45% | **#** | 56% | **#** | 57% | **#** | 64% | **#** | 66% | **#** | 64% | **#** | 52% | **54** | 66% | **#** | 64% | **#** |
| Part Time (11 Or Less Units) | 44% | **#** | 55% | **#** | 44% | **#** | 44% | **#** | 36% | **#** | 34% | **#** | 36% | **#** | 48% | **49** | 34% | **#** | 36% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **##** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clovis Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 54% | **#** | 37% | **#** | 59% | **#** | 57% | **#** | 67% | **#** | 71% | **#** | 64% | **#** | 50% | **34** | 72% | **#** | 64% | **#** |
| Part Time (11 Or Less Units) | 46% | **#** | 63% | **#** | 41% | **#** | 43% | **#** | 33% | **#** | 29% | **#** | 36% | **#** | 50% | **34** | 28% | **#** | 36% | **#** |
| **Totals** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **68** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 56% | **5** | 50% | **5** |  | **0** | 50% | **5** | 71% | **#** | 61% | **#** | 47% | **8** | 63% | **19** | 57% | **#** | 64% | **7** |
| Part Time (11 Or Less Units) | 44% | **4** | 50% | **5** |  | **0** | 50% | **5** | 29% | **5** | 39% | **7** | 53% | **9** | 37% | **11** | 43% | **9** | 36% | **4** |
| **Totals** | **###** | **9** | **###** | **#** |  | **0** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **#** | **###** | **30** | **###** | **#** | **###** | **#** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Oakhurst Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) | 64% | **7** | 78% | **7** | 47% | **8** |  | **0** | 33% | **3** | 43% | **3** | 81% | **#** | 20% | **1** | 58% | **7** |  | **0** |
| Part Time (11 Or Less Units) | 36% | **4** | 22% | **2** | 53% | **9** |  | **0** | 67% | **6** | 57% | **4** | 19% | **3** | 80% | **4** | 42% | **5** |  | **0** |
| **Totals** | **###** | **#** | **###** | **9** | **###** | **#** |  | **0** | **###** | **9** | **###** | **7** | **###** | **#** | **###** | **5** | **###** | **#** |  | **0** |

On average, 52.4% of all Reedley College students are classified as Part Time. Literature courses on the Reedley campus, however, are comprised mainly of Full Time students (69.6% avg.). Similarly, at the North Centers Combined, 62.4% of students are classified as Part Time, yet 59% of the students enrolled in Literature courses are Full Time. This may explain, in part, why attrition rates are somewhat higher in Literature courses, which are demanding and time consuming, especially for those Full Time students who have to juggle the responsibilities of a full academic load.

**Student Learning Outcomes**

The SLO for literature courses will be that the instructor for each literature course provides the number of students who have produced a passing explication of a short text with an arguable thesis and cited support from that text to the SLO Coordinators at his or her site, RC or NC. The paper must be weighted a minimum of 10% of the total class grade. This number will be expressed as a ratio of passing students over the number of students enrolled at the 9-week census. This information is meant to reflect the students' early efforts at analysis and will be used to determine how much writing instruction is already practiced, to what degree it is successful, and how much more may need to be added to literature courses. Literature instructors plan to share strategies and successes with the hopes of improving instruction, the writing of SLO's, and student success.

**Qualitative Analysis – Instructional**

1. Literature courses are routinely promoted by English faculty verbally and through the dissemination of flyers listing course descriptions and unit transfer opportunities. We also encourage our counseling staff to make students aware of literature offerings as students shape their schedules and their future IGETC plans. In addition, we offer classes during morning, afternoon, and evening hours, as well as online, to meet the diverse needs of our student population. During a typical semester, however, only about a dozen literature courses are offered at all campuses combined. While this is the unfortunate result of current Literature enrollment trends, which consistently remain low, by offering so few Literature classes each semester we perpetuate the cycle of low enrollments. Perhaps by increasing the number of literature offerings and by lowering the minimum enrollment requirements, we will gradually increase the overall enrollment numbers and reverse this disconcerting trend.

B. According to the “Five Year Budget Expenditure Summary” (FY 2003 – FY

2007) the Literature program has received a total of $231.00. This figure must

increase dramatically if we hope to meet our “supply requirements” (see

“General Information”: Section I, Item C).

1. Trends:

1. Critical Thinking Skills courses required at a number of four-year schools

continue to draw away literature students because our courses have not been deemed transferable in that category.

2. Many academic programs statewide do not include a literature

requirement.

3. The ongoing trend toward courses that have direct application to

“marketable skills” discourages students and their counselors from enrolling in classes whose applicability to daily life cannot be quantitatively measured.

4. To the extent that Western culture becomes more image oriented, the

printed word loses its allure and its authority to depict and challenge evolving cultural values and assumptions. As a result, students increasingly choose classes that explore the more familiar mediums of film and photography, as evidenced by higher enrollment figures.

D. Course Outlines, Prerequisites, and Advisories:

1. The “Outcomes” section of the English 47 outline needs to be augmented.

2. We also need to investigate whether or not our sequence in World

Literature (English 44 A & B) should be changed in title to “Western Literature” to more accurately reflect the contents of the courses.

3. English 48 (American Literature) should be divided into two courses:

“American Literature to World War I” (Engl 48A) and “American Literature From World War I to the Present” (Engl 48B). This would align our course with the two offered at Fresno City College and would more accurately match the standard sequence found in most colleges and universities.

4. To increase enrollment and generate interest in our literature courses, we

propose creating an American Literature course that fulfills the General Education Critical Thinking requirement in the IGETC.

5. We also propose creating a Humanities cohort for those students interested

in literature, philosophy, and the arts. This we believe will increase enrollments and provide interested students access to a community of learners with similar interests and goals.

6. Finally, we will increase our efforts to link literature courses

with courses in art, history, and philosophy.

**Summary Statement**

1. In a recent study entitled “To Read or Not to Read,” researchers for the

National Endowment for the Arts confirmed what college English Instructors already know: “...both reading ability and the habit of regular reading have greatly declined among college graduates.” According to the Chairman of the NEA, “As this report makes clear, the declines have demonstrable social, economic, cultural, and civic implications.” Those of us who teach Literature understand the direct consequences of such a trend. Despite our efforts to generate interest, fewer students are enrolling in literature classes; course cancellations are becoming routine. As a result, those few students who are interested are denied access to courses that once formed the very foundation of a liberal education. Both culturally and institutionally we are failing to counter the disturbing trend of mass illiteracy as described in the NEA report. If, as the report maintains, only “35 percent” of 12th grade students are reading at or above the proficient level, the community college system bears responsibility to counter this trend that obviously has dire implications for our economy and our democracy. The college must focus its efforts and resources to ameliorate the adverse effects of illiteracy within our culture and to meet the needs of employers who are spending billions of dollars on remedial training. We believe that Literature classes might help to reverse this trend.

1. To face this challenge, we should offer more sections of Literature, not fewer,

and we should make greater efforts college-wide to increase enrollment in these courses. Paradoxically, this might entail temporarily lowering the enrollment minimums for literature courses to generate awareness among the student population that a variety of literature courses indeed exists and to give students already enrolled in Literature courses ample opportunity to develop their valued interests and to spread by word-of-mouth their learned experiences. In doing so, we must also ensure that students who take our Literature courses have sufficient resources to succeed and grow within the discipline. Ultimately, our goal is to demarginalize Literature courses and to renew them as a vital component of every student’s college education.

C. Goals and Timelines:

|  |  |
| --- | --- |
| **Department Goal** | **Timeline** |
| Promote Literature courses to retirees and high school teachers; | August 2008 |
| Link literature courses with courses in art, history, and philosophy; | August 2008 |
| Divide English 48 (American Literature) into two consecutive courses; | January 2009 |
| Investigate and decide whether or not to change the course title of “World Literature” to “Western Literature”; | January 2009 |
| Create an enhanced course in American Literature to fulfill the General Education Critical Thinking requirement. | May 2009 |
| Create a Humanities cohort | August 2010 |

**Appendix D: Film**

**1. A & B. Courses in this Instructional Area**: TOP Code

Film 1 0612.00

Film 2A: History of Film 1890-1960 0612.10

Film 2B: History of Film 1960-present 0612.10

Film 5 Digital Video Editing 0614.00

1. **General Information**

The Film 1 course introduces students to a bit of film history, a description of common filmic techniques and an overview of ordinary critical approaches to film as “text”. A full-time English instructor at three of the Reedley campuses teaches Film 1: Ryan LaSalle, Reedley College; Cynthia Elliott, Willow/International campus; and Stephen Jay Leech, at Madera Center. Film 2A: History of Film from 1890-1960, Film 2B: History of Film from 1960 to present, and Film 5:Digital Video-editing were approved by the Reedley College Curriculum Committee in November 2007, along with English 15F:Screenwriting. Film 1, Film 2A and Film 2B are transferable in Area A: Humanities. Film 5 is non-degree applicable.

Facilities are the Forum Hall at Reedley College and Forum 150 at Madera and various classrooms at W/I. To meet minimum broadcast standards, rooms for film studies should be able to project a film clearly in a fully darkened room with clear acoustics and the ability for all students in the room to read subtitles. A light switch near the lectern is appreciated.

Equipment requirements for the new film history courses are approximately 20 new DVD titles per campus, per year, film criticism texts, and a subscription to *Sight & Sound* at each of three campus libraries. For the Film 5 class, equipment requirements include Final Cut Pro software for 15 stations, a film sound library (digital) and DVD burners at each campus and five “film grade” digital video-cameras with boom microphones for each campus offering Film 5: Digital video editing.

1. **Mission Statement support**

The nascent Film courses follow the mission statement loyally in that the courses were developed from the ground up. Because students have shown consistent interest in film study and due to the lack of a program in narrative fiction film at California State University, Fresno, our faculty have been anxious to take the lead and offer more courses that students tell us they want to enroll in. Film studies builds on the natural curiosity of the student population and due to the writing and depth of analysis, develops practical writing skills and critical thinking. Viewing and studying historical films and researching their reception and influence on American culture enhance students’ cultural capital. Films are the ignored “texts” in the canon. The film faculty introduced four new courses and one themed Critical Thinking (English 3: Documentary) course in only one year. The students’ empirical efforts to present their own ideas in the medium of film aid them in parsing fact from fiction and could lead to employment in a $9 billion a year industry, not counting local productions of wedding videos, etc. Students continue to contact their film instructors years afterwards to discuss films and offer to speak to classes about how they found work in the film industry. This is a testament to the power of film to guide life-long learning.

***Strategic Plan Support***

1 Reedley College will identify ways to improve student retention, student persistence and improved performance in basic skills

Students are excited about film studies and spend hours outside of class producing and editing film. Since our film studies and history courses require substantial writing assignments, students can scaffold ideas from a foundation of deep and continued interest.

**3.2 The college will systematically develop and implement new or improved teaching methodologies.**

Many students learn visually and need practice and guidance in how to increase their knowledge while exercising critical thinking using visual media. Most reports on the state of pedagogy stress that students prefer visual media. Unfortunately, visual media are non-contextual and must be situated within the proper time and place. Students are novices at this practice and in most cases unaware that this medium requires contextual positioning.

3.3 The college seeks to continually increase the number and variety of enrollment opportunities.

We have added three courses in film (Film 2A, Film 2B and Film 5) and one creative writing course, English 15F Screenwriting, to support film production efforts and in response to community interest. English 3: Documentary will be offered at Willow/International in Fall 2008 and a genre survey course (film noir, westerns, musicals, etc.) should go to the curriculum committee for review in Spring 2008. English 15: Screenwriting will be offered at RC in Spring ’09.

3.4 The college will upgrade, revise and expand its instructional offerings as necessary to respond to new or changed community needs.

The film industry grows by millions of dollars every year and movies represent our second largest U.S. export. In the past five years, four different film contests have encouraged Central Valley student submissions and more of our students are transferring to study film at four-year colleges (Madtown Film Festival, Reel Pride Student Film Festival, Black Rock Student Film Festival, and FFILMM Student Film and Poetry Contest.) The Madera County Arts Council recently received a grant to hold an inaugural multicultural film festival at the Madera Center in October 2008 with future festivals hinging on success.

***North Centers Strategic Plan Support***

**Area One: 1.2 Excellence in Teaching and Learning/Expand Library collections**

The film programs at RC and NC hope to add more titles to support instruction in Film 1, 2A and Film 2B and wish to make films available to students for make-ups due to absences or research.

As industry standards evolve for viewing films, the film departments for RC and NC need to change with them. High definition video is quickly becoming the dominant, if not standard, for viewing films as close to the original resolution they were shot and screened in theaters. We are looking to upgrade equipment (projectors, DVD players—BluRay, sound equipment) in order to screen films for students that make maximum use of the large venues they are shown in on campus. By providing a viewing experience that is closer to an actual theater (picture and sound), we hope to improve student satisfaction and participation. Also, student success in film classes is contingent upon ensuring that all students have access to the films shown in class. We need to allocate resources to allow students to view films (if they were absent) or to review them again (when working on an assignment/essay) to improve student success.

* 1. **Excellence in Teaching and Learning/ Improve Student Retention**

Film 1 is a popular course and the films programs at RC and NC have added courses that grow from an introduction to media and narrative fiction film techniques. An possible AA program in narrative fiction film would encourage students to take more classes for a higher number of FTEs.

**Area Two: 2.3 Recruit Non-Traditional Students**

There is great community support for an evening course in English 15F: Screenwriting and many students who don’t feel confident in text-based courses seek instruction in visual media based courses. A greater offering of Film courses would serve those students and community members and lead to more success and retention of basic skills students. All campuses are considering night courses to attract non-traditional students.

**2.4 Access, Awareness & Success/Improve Student Participation**

The film departments at NC are planning to start a club for female film enthusiasts as there are few female students in Film 1 courses according to data. The creation of films, required for a Digital Video-editing class, necessitates collaboration to a great degree. Students become more connected to their peers, and to the course content through collaborative work.

1. Recommendations from previous Program Review

**Original recommendations from PR Film 2002 in boldface.**

* 1. **Film 1 class should be offered at all three NC sites**. Fulfilled.
  2. **Clovis Center should build “a theater-like space with excellent acoustics and a large screen”.** No plans to fulfill this recommendation.
  3. **Add similar history courses as those offered by FCC to RC catalog.** These classes have been added: Film 2A and Film 2B.
  4. **Video cameras and editing capabilities at Willow/International**. We have Final Cut Pro on the computers in the Mac lab and in the open lab, but no class to teach students how to use the program has been offered. No video cameras specific to the film program or “film grade” have been purchased for Willow/International. Madera has one camera.
  5. **Studio space.** No plans for a studio space at any site.
  6. **Comparable video editing equipment and video cameras at each site**. Only RC has adequate equipment. Willow/International has Final Cut Pro installed in the open computer lab, but no class supporting or requiring its use..
  7. **Increase in number of films for class.** Some 30 DVDs have been purchased for Clovis, but many more are needed especially as Film 2A and Film 2B are offered.

**II. Film program Review Quantitative Analysis**

Data were extremely tardy for Madera Center so their interpretation was added later and separated out from what follows. There are significant differences in the way Film 1 is taught at RC as opposed to at Clovis. At RC, the course is LGI and taught twice weekly. At Clovis, the course is held to 45 students and is taught once weekly on Fridays. At RC, the class tests are normally objective with some essays; at Clovis all tests are essay question tests. At Clovis, students make a short film in groups.

►Since a general overview class in Film is quite common at most colleges and universities, our film instructors would appreciate enrollment data and success and retention data from other institutions.

►Also, once the FW grade becomes an option, we feel the Mark Analysis will change significantly.

►Before the next Program Review, we would like to know how many students plan to major in film after leaving SCCCD.

1. Total Enrollment—Reedley College’s enrollment in Film 1 courses hovers between 130 – 170 students per year; the enrollment at Clovis runs on the average about 70 students per year. This is a result of the decision to run Film 1 classes at RC as LGI in an auditorium and at Clovis in a classroom that is capped at 45 students. In truth, students will fill whatever space is provided for interest in film instruction runs high.

Enrollment /RC

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|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| Enrollment | |  |  | | --- | --- | | 100% | **61** | | |  |  | | --- | --- | | 100% | **71** | | |  |  | | --- | --- | | 100% | **65** | | |  |  | | --- | --- | | 100% | **95** | | |  |  | | --- | --- | | 100% | **67** | | |  |  | | --- | --- | | 100% | **86** | | |  |  | | --- | --- | | 100% | **69** | | |  |  | | --- | --- | | 100% | **93** | | |  |  | | --- | --- | | 100% | **82** | | |  |  | | --- | --- | | 100% | **63** | |
| Totals | 100% **61** | 100% **71** | 100% **65** | 100% **95** | 100% **67** | 100% **86** | 100% **69** | 100% **93** | 100% **82** | 100% **63** |

Enrollment /CC

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| Enrollment | |  |  | | --- | --- | | 100% | **48** | | |  |  | | --- | --- | | 100% | **37** | | |  |  | | --- | --- | | 100% | **36** | | |  |  | | --- | --- | | 100% | **51** | | |  |  | | --- | --- | | 100% | **31** | | |  |  | | --- | --- | | 100% | **49** | | |  |  | | --- | --- | | 100% | **38** | | |  |  | | --- | --- | | 100% | **44** | | |  |  | | --- | --- | | 100% | **32** | |
| Totals | 100% **48** | 100% **37** | 100% **36** | 100% **51** | 100% **31** | 100% **49** | 100% **38** | 100% **44** | 100% **32** |

Enrollment by gender is the only significant factor in analysis. Film 1 classes are predominantly male, nearly twice as many males as females, ages 18-24. There is concern that in a district where there are more female students than male that the Film 1 classes would have so few females. Department members are considering extra-curricular clubs for female film enthusiasts and a questionnaire to determine why female students are not enrolling in Film 1.

**Enrollment Madera**

According to data compiled over 4 semesters, from fall 2005 to spring 2007, Madera Center enrollment has averaged around 38. This number is consistent with the Clovis Center and W/I and appropriate for the cap placed on the course at these two sites. There is no significant data prior to fall 2005.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Reedley College | 61 | | 71 | | 65 | | 95 | | 67 | | 86 | | 69 | | 93 | | 82 | | 63 | |
| North Centers Combined | 48 | | na | | 37 | | 36 | | 75 | | 31 | | 88 | | 72 | | 83 | | 73 | |
| Clovis Center | 48 | | na | | 37 | | 36 | | 51 | | 31 | | 49 | | 38 | | 44 | | 32 | |
| Madera Center | na | | na | | na | | na | | 24 | | na | | 39 | | 34 | | 39 | | 41 | |
| Oakhurst Center | na | | na | | na | | na | | na | | na | | na | | na | | na | | na | |

**Ethnicity Madera**

There is not a strong cause for concern as Hispanic students comprise the largest number of students in film as well as at the Center. In fall, 2006, the ratio most clearly resembled the campus ethnicity with 51% Hispanic, 28% White, and 13% unknown. However, the number of Hispanics is historically lower in film than at the campus at large. While enrollment is never a problem, enrollment of Hispanic students could increase.

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| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| African-American/Non-Hispanic |  |  |  |  |  |  |  |  | 8% | **2** |  |  |  | **0** | 6% | **2** | 3% | 1 |  | **0** |
| American Indian/Alaskan Native |  |  |  |  |  |  |  |  |  | **0** |  |  | 3% | **1** |  | **0** |  | 0 |  | **0** |
| Asian/Pacific Islander |  |  |  |  |  |  |  |  | 4% | **1** |  |  | 5% | **2** | 3% | **1** | 5% | 2 |  | **0** |
| Hispanic |  |  |  |  |  |  |  |  | 38% | **9** |  |  | 41% | **16** | 41% | **14** | 51% | 20 | 39% | **16** |
| Race/Ethnicity Unknown |  |  |  |  |  |  |  |  | 17% | **4** |  |  | 10% | **4** | 12% | **4** | 13% | 5 | 29% | **12** |
| White/Non-Hispanic |  |  |  |  |  |  |  |  | 33% | **8** |  |  | 41% | **16** | 38% | **13** | 28% | 11 | 32% | **13** |
| **Totals** |  | **na** |  | **na** |  | **na** |  | **na** | **###** | **24** |  | **na** | **###** | **39** | **###** | **34** | **###** | **39** | **###** | **41** |

**Age Madera**

As noted in the RC analysis, there is some concern that Film 1 is not attracting older students. Many older students are perhaps returning to school for AA degrees or certificates and, with families and jobs, they do not have the time in their schedules for a film course. Recruiting an older population through counseling and on-campus events is a possibility.

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less |  |  |  |  |  |  |  |  | 42% | **10** |  |  | 46% | **18** | 21% | **7** | 46% | **18** | 51% | **21** |
| 20-24 |  |  |  |  |  |  |  |  | 50% | **12** |  |  | 41% | **16** | 44% | **15** | 46% | **18** | 32% | **13** |
| 25-29 |  |  |  |  |  |  |  |  |  | **0** |  |  | 10% | **4** | 12% | **4** | 5% | **2** | 5% | **2** |
| 30-34 |  |  |  |  |  |  |  |  |  | **0** |  |  | 3% | **1** | 6% | **2** | 3% | **1** | 7% | **3** |
| 35-39 |  |  |  |  |  |  |  |  |  | **0** |  |  |  | **0** | 3% | **1** |  | **0** |  | **0** |
| 40-49 |  |  |  |  |  |  |  |  | 8% | **2** |  |  |  | **0** | 12% | **4** |  | **0** | 5% | **2** |
| 50+ |  |  |  |  |  |  |  |  |  | **0** |  |  |  | **0** | 3% | **1** |  | **0** |  | **0** |
| **Totals** |  | **na** |  | **na** |  | **na** |  | **na** | **###** | **24** |  | **na** | **###** | **39** | **###** | **34** | **###** | **39** | **###** | **41** |

**Gender Madera**

Only twice in the recent, 5-year history of the RC and NC film department, according to our limited data, have females outnumbered males in Film 1. Both times occurred at Madera, in fall 2004 (the first semester Madera offered a film course) and fall 2005. Aside from two 50/50 semesters, one at Madera and one at Clovis, males have regularly (and significantly) outnumbered females. This statistic is unusual given that females outnumber males at the college at large roughly 60/40. All three campuses would like to attract more females into these courses.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Female |  |  |  |  |  |  |  |  | 63% | 15 |  |  | 51% | 20 | 50% | 17 | 33% | 13 | 46% | 19 |
| Male |  |  |  |  |  |  |  |  | 38% | 9 |  |  | 49% | 19 | 50% | 17 | 67% | 26 | 54% | 22 |
| **Totals** |  | **na** |  | **na** |  | **na** |  | **na** | **###** | **24** |  | **na** | **###** | **39** | **###** | **34** | **###** | **39** | **###** | **41** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Unit Loads Madera:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| Full Time (12 Or More Units) |  |  |  |  |  |  |  |  | 63% | **15** |  |  | 77% | **30** | 65% | **22** | 67% | **26** | 85% | **35** |
| Part Time (11 Or Less Units) |  |  |  |  |  |  |  |  | 38% | **9** |  |  | 23% | **9** | 35% | **12** | 33% | **13** | 15% | **6** |
| **Totals** |  | **na** |  | **na** |  | **na** |  | **na** | **100%** | **24** |  | **na** | **###** | **39** | **###** | **34** | **###** | **39** | **###** | **41** |

**GPA Trends Madera**:

The success and retention trends at Madera are similar to those at RC. As noted, the success and retention at Clovis and W/I are slightly lower, but that’s most likely due to the afternoon Friday meeting time at a community college. There is a slight discrepancy in success and retention at the Madera Center from Fall 2005/spring 2006 to Fall 2006/spring 2007. In the past two semesters, GPA decreased while retention increased. This relationship is common as more students staying in class usually results in more students not passing after mid-term.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Madera Center** | **Term** | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
|  | GPA | na | na | na | na | 1.79 | na | 2.87 | 2.56 | 1.84 | 2.03 |
|  | Success | na | na | na | na | 46% | na | 64% | 62% | 56% | 59% |
|  | Retention | na | na | na | na | 83% | na | 77% | 79% | 97% | 90% |
|  | Attrition | na | na | na | na | 17% | na | 23% | 21% | 3% | 10% |

Gender /RC

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| F | |  |  | | --- | --- | | 38% | **23** | | |  |  | | --- | --- | | 41% | **29** | | |  |  | | --- | --- | | 37% | **24** | | |  |  | | --- | --- | | 33% | **31** | | |  |  | | --- | --- | | 33% | **22** | | |  |  | | --- | --- | | 36% | **31** | | |  |  | | --- | --- | | 36% | **25** | | |  |  | | --- | --- | | 34% | **32** | | |  |  | | --- | --- | | 38% | **31** | | |  |  | | --- | --- | | 38% | **24** | |
| M | |  |  | | --- | --- | | 62% | **38** | | |  |  | | --- | --- | | 59% | **42** | | |  |  | | --- | --- | | 63% | **41** | | |  |  | | --- | --- | | 67% | **64** | | |  |  | | --- | --- | | 67% | **45** | | |  |  | | --- | --- | | 64% | **55** | | |  |  | | --- | --- | | 64% | **44** | | |  |  | | --- | --- | | 66% | **61** | | |  |  | | --- | --- | | 62% | **51** | | |  |  | | --- | --- | | 62% | **39** | |
| Totals | 100% **61** | 100% **71** | 100% **65** | 100% **95** | 100% **67** | 100% **86** | 100% **69** | 100% **93** | 100% **82** | 100% **63** |

Gender /CC

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| F | |  |  | | --- | --- | | 50% | **24** | | |  |  | | --- | --- | | 38% | **14** | | |  |  | | --- | --- | | 25% | **9** | | |  |  | | --- | --- | | 43% | **22** | | |  |  | | --- | --- | | 45% | **14** | | |  |  | | --- | --- | | 35% | **17** | | |  |  | | --- | --- | | 37% | **14** | | |  |  | | --- | --- | | 36% | **16** | | |  |  | | --- | --- | | 50% | **16** | |
| M | |  |  | | --- | --- | | 50% | **24** | | |  |  | | --- | --- | | 62% | **23** | | |  |  | | --- | --- | | 75% | **27** | | |  |  | | --- | --- | | 57% | **29** | | |  |  | | --- | --- | | 55% | **17** | | |  |  | | --- | --- | | 65% | **32** | | |  |  | | --- | --- | | 63% | **24** | | |  |  | | --- | --- | | 64% | **28** | | |  |  | | --- | --- | | 50% | **16** | |
| Totals | 100% **48** | 100% **37** | 100% **36** | 100% **51** | 100% **31** | 100% **49** | 100% **38** | 100% **44** | 100% **32** |

Success figures for RC and Clovis are similar enough, but retention is greater at RC. This may be because classes at Clovis are offered on Friday afternoons, a time when many students leave for the weekend.

GPA Trends /RC

Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| Term | GPA | Retention | Successful Completion |
|  | 1.61 | 75.4% | 34.4% |
|  | 2.00 | 84.5% | 54.9% |
|  | 2.00 | 80% | 55.4% |
|  | 1.61 | 89.5% | 43.2% |
|  | 2.02 | 86.6% | 58.2% |
|  | 1.64 | 84.9% | 43% |
|  | 2.05 | 94.2% | 65.2% |
|  | 1.63 | 88.2% | 41.9% |
|  | 1.92 | 92.7% | 57.3% |
|  | 1.91 | 88.9% | 55.6% |
| Total | 1.82 | 86.8% | 50.4% |
|  |  |  |  |

Bottom of Form

GPA Trends/CC

Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| Term | GPA | Retention | Successful Completion |
|  | 1.24 | 79.2% | 29.2% |
|  | 1.72 | 86.5% | 43.2% |
|  | 2.50 | 77.8% | 55.6% |
|  | 2.24 | 80.4% | 56.9% |
|  | 1.58 | 87.1% | 48.4% |
|  | 1.77 | 98% | 57.1% |
|  | 2.06 | 84.2% | 57.9% |
|  | 1.97 | 79.5% | 47.7% |
|  | 1.91 | 68.8% | 40.6% |
| Total | 1.88 | 82.8% | 48.6% |

**Age: Willow/international and RC:** At Reedley College, students who are 30 years of age or older represent an average of 26.3 percent of the student population (FA2002-SP2007). During this time, Film 1 classes at Reedley College attracted a very small number of students who were 30 years or older. In fact, an average of 3.8 percent of students in Film 1 classes were 30 years or older between Fall 2002 and Spring 2007.

**Age: Willow/International**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03SP** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| 19 or Less | |  |  | | --- | --- | | 29% | **1712** | | |  |  | | --- | --- | | 25% | **1421** | | |  |  | | --- | --- | | 30% | **1753** | | |  |  | | --- | --- | | 26% | **1376** | | |  |  | | --- | --- | | 31% | **1762** | | |  |  | | --- | --- | | 28% | **1533** | | |  |  | | --- | --- | | 32% | **1824** | | |  |  | | --- | --- | | 28% | **1519** | | |  |  | | --- | --- | | 32% | **1800** | | |  |  | | --- | --- | | 28% | **1600** | |
| 20-24 | |  |  | | --- | --- | | 32% | **1902** | | |  |  | | --- | --- | | 34% | **1979** | | |  |  | | --- | --- | | 33% | **1898** | | |  |  | | --- | --- | | 35% | **1866** | | |  |  | | --- | --- | | 32% | **1831** | | |  |  | | --- | --- | | 34% | **1911** | | |  |  | | --- | --- | | 33% | **1869** | | |  |  | | --- | --- | | 36% | **1958** | | |  |  | | --- | --- | | 33% | **1892** | | |  |  | | --- | --- | | 35% | **2000** | |
| 25-29 | |  |  | | --- | --- | | 10% | **565** | | |  |  | | --- | --- | | 10% | **577** | | |  |  | | --- | --- | | 10% | **574** | | |  |  | | --- | --- | | 11% | **575** | | |  |  | | --- | --- | | 11% | **607** | | |  |  | | --- | --- | | 11% | **588** | | |  |  | | --- | --- | | 10% | **593** | | |  |  | | --- | --- | | 11% | **575** | | |  |  | | --- | --- | | 11% | **625** | | |  |  | | --- | --- | | 11% | **636** | |
| 30-34 | |  |  | | --- | --- | | 7% | **428** | | |  |  | | --- | --- | | 7% | **422** | | |  |  | | --- | --- | | 6% | **368** | | |  |  | | --- | --- | | 7% | **370** | | |  |  | | --- | --- | | 7% | **375** | | |  |  | | --- | --- | | 7% | **380** | | |  |  | | --- | --- | | 6% | **345** | | |  |  | | --- | --- | | 6% | **343** | | |  |  | | --- | --- | | 6% | **332** | | |  |  | | --- | --- | | 6% | **360** | |
| 35-39 | |  |  | | --- | --- | | 6% | **337** | | |  |  | | --- | --- | | 6% | **338** | | |  |  | | --- | --- | | 5% | **293** | | |  |  | | --- | --- | | 6% | **301** | | |  |  | | --- | --- | | 5% | **288** | | |  |  | | --- | --- | | 5% | **304** | | |  |  | | --- | --- | | 5% | **294** | | |  |  | | --- | --- | | 5% | **288** | | |  |  | | --- | --- | | 5% | **299** | | |  |  | | --- | --- | | 5% | **270** | |
| 40-49 | |  |  | | --- | --- | | 10% | **585** | | |  |  | | --- | --- | | 10% | **574** | | |  |  | | --- | --- | | 9% | **543** | | |  |  | | --- | --- | | 9% | **487** | | |  |  | | --- | --- | | 8% | **465** | | |  |  | | --- | --- | | 8% | **447** | | |  |  | | --- | --- | | 8% | **448** | | |  |  | | --- | --- | | 7% | **397** | | |  |  | | --- | --- | | 7% | **403** | | |  |  | | --- | --- | | 8% | **426** | |
| 50+ | |  |  | | --- | --- | | 6% | **374** | | |  |  | | --- | --- | | 7% | **379** | | |  |  | | --- | --- | | 6% | **336** | | |  |  | | --- | --- | | 6% | **334** | | |  |  | | --- | --- | | 6% | **342** | | |  |  | | --- | --- | | 6% | **355** | | |  |  | | --- | --- | | 6% | **327** | | |  |  | | --- | --- | | 6% | **352** | | |  |  | | --- | --- | | 5% | **311** | | |  |  | | --- | --- | | 7% | **369** | |
| NA | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **59** | | |  |  | | --- | --- | | 1% | **35** | | |  |  | | --- | --- | | 0% | **26** | | |  |  | | --- | --- | | 1% | **31** | | |  |  | | --- | --- | | 0% | **27** | | |  |  | | --- | --- | | 1% | **33** | | |  |  | | --- | --- | | 0% | **0** | | |  |  | | --- | --- | | 1% | **36** | | |  |  | | --- | --- | | 0% | **0** | |
| Totals | 100% **5903** | 100% **5749** | 100% **5800** | 100% **5335** | 100% **5701** | 100% **5545** | 100% **5733** | 100% **5432** | 100% **5698** | 100% **5661** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reedley College** | **02FA** | | **03SP** | | **03FA** | | **04SP** | | **04FA** | | **05SP** | | **05FA** | | **06SP** | | **06FA** | | **07SP** | |
| 19 or Less | 36% | **22** | ## | **23** | 34% | **22** | 38% | **36** | 43% | **29** | 45% | **39** | 46% | **32** | 44% | **41** | 44% | **36** | 40% | **25** |
| 20-24 | 41% | **25** | ## | **39** | 51% | **33** | 57% | **54** | 48% | **32** | 51% | **44** | 46% | **32** | 44% | **41** | 50% | **41** | 52% | **33** |
| 25-29 | 16% | **10** | 4% | **3** | 12% | **8** | 4% | **4** | 9% | **6** | 0% | **0** | 3% | **2** | 9% | **8** | 4% | **3** | 3% | **2** |
| 30-34 | 0% | **0** | 3% | **2** | 2% | **1** | 0% | **0** | 0% | **0** | 1% | **1** | 3% | **2** | 1% | **1** | 0% | **0** | 0% | **0** |
| 35-39 | 2% | **1** | 3% | **2** | 0% | **0** | 1% | **1** | 0% | **0** | 1% | **1** | 0% | **0** | 0% | **0** | 2% | **2** | 3% | **2** |
| 40-49 | 2% | **1** | 3% | **2** | 2% | **1** | 0% | **0** | 0% | **0** | 0% | **0** | 1% | **1** | 2% | **2** | 0% | **0** | 2% | **1** |
| 50+ | 3% | **2** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** | 1% | **1** | 0% | **0** | 0% | **0** | 0% | **0** | 0% | **0** |
| **Totals** | **100% 61** | | **100% 71** | | **100% 65** | | **100% 95** | | **100% 67** | | **100% 86** | | **100% 69** | | **100% 93** | | **100% 82** | | **100% 63** | |

While Film 1 has many students who are under the age of 29 (and most of those are under the age of 24), the picture is further complicated by the fact that many part-time students do not enroll in the class. Typically, the student population at Reedley College is evenly split between part-time and full-time students.

Unit Load/Reedley College

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reedley College | 02FA |  | 03SP |  | 03FA |  | 04SP |  | 04FA |  | 05SP |  | 05FA |  | 06SP |  | 06FA |  | 07SP |  |
| Full Time (12 Or More Units) | 75% | 46 | ## | 54 | 69% | # | 79% | 75 | 78% | 52 | 81% | 70 | 80% | 55 | 72% | 67 | 87% | 71 | 81% | 51 |
| Part Time (11 Or Less Units) | 25% | 15 | ## | 17 | 31% | # | 21% | 20 | 22% | 15 | 19% | 16 | 20% | 14 | 28% | 26 | 13% | 11 | 19% | 12 |
| Totals | 100% 61 |  | 100% 71 |  | 100% 65 |  | 100% 95 |  | 100% 67 |  | 100% 86 |  | 100% 69 |  | 100% 93 |  | 100% 82 |  | 100% 63 |  |

Many part-time students (a number of which are over 30 years of age) take classes in the evening. Reedley College has offered Film 1 in the morning for some time and does an excellent job of attracting young, full-time students. However, the enrollment data show that the program is not enrolling part-time students over the age of 30, which in terms of percentages, is not representative of the college’s overall student population.

Many two-year colleges offer film studies classes as evening courses (Modesto Junior College) and Reedley College should consider offering an additional section of Film 1 as an evening course that aims to attract a greater number of part-time students over the age of 30.

Unit Loads /CC

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **02FA** | **03FA** | **04SP** | **04FA** | **05SP** | **05FA** | **06SP** | **06FA** | **07SP** |
| Full Time (12 Or More Units) | |  |  | | --- | --- | | 81% | **39** | | |  |  | | --- | --- | | 81% | **30** | | |  |  | | --- | --- | | 86% | **31** | | |  |  | | --- | --- | | 67% | **34** | | |  |  | | --- | --- | | 77% | **24** | | |  |  | | --- | --- | | 84% | **41** | | |  |  | | --- | --- | | 68% | **26** | | |  |  | | --- | --- | | 77% | **34** | | |  |  | | --- | --- | | 66% | **21** | |
| Part Time (11 Or Less Units) | |  |  | | --- | --- | | 19% | **9** | | |  |  | | --- | --- | | 19% | **7** | | |  |  | | --- | --- | | 14% | **5** | | |  |  | | --- | --- | | 33% | **17** | | |  |  | | --- | --- | | 23% | **7** | | |  |  | | --- | --- | | 16% | **8** | | |  |  | | --- | --- | | 32% | **12** | | |  |  | | --- | --- | | 23% | **10** | | |  |  | | --- | --- | | 34% | **11** | |
| Totals | 100% **48** | 100% **37** | 100% **36** | 100% **51** | 100% **31** | 100% **49** | 100% **38** | 100% **44** | 100% **32** |
|  |  |  |  |  |  |  |  |  |  |

All film instructors are full-time. However, if more classes are offered, a full-time Film instructor should be hired for the North Centers to be split between Willow/International and Madera. Presently, film classes are taught by English instructors and the worry is that if more film classes are offered, fewer composition classes will be staffed. A full- time Film instructor would alleviate this worry.

The trend is for more employment in the film industry and certainly burgeoning student interest in film classes. The film departments urge the district to offer more classes and to make a commitment to a film program.

1. No Mark Analysis report provided for analysis.
2. VTEACore Indicator DATA not applicable. The film programs at RC and NC request data for Film 5: Digital Video-editing so that it may be offered as a vocational course.
3. Please see Appendix I for Market share of the U.S. film industry.

**III Student Learning Outcomes**

Once Film classes have been offered, attempts from the beginning to develop student learning outcomes that follow students from class to class will be written. For the purposes of this Program Review, only the SLOs in Film 1 will be considered.

The one selected is “ensure that student can explain the role of photography, editing and sound to make filmic meaning.”

This can be achieved by asking leading, essay questions on tests, for journal entries and through worksheets and essays that ask students to identify for example, how low social order is demonstrated by the composition of a frame of film or how confusion can be assumed in the motion of the camera or in its focus.  The department does not wish to write one test question for all the campuses, but to urge all Film 1 instructors to include one such question per month on either a worksheet, test, journal, essay or Blackboard Discussion board for a total of four questions a semester.  This question should result in a written and independently derived answer, rather than developed during a classroom lecture.  Instructors of Film 1 will keep a compendium of possible questions for department use and will note per class, what percentage of the students answered this question with a passing score.  The compendium will be organized by each of the three film instructors and data sent to the Student Learning Outcomes Coordinator at each campus. After two semesters of data gathering, film instructors will meet to discuss (Fall 09) what percentage of students should be able to correctly answer these questions and how often.

**IV. Qualitative Analysis**

1. Film 1 courses have not been promoted at NC, per se. Counselors know that the first class occurs on Friday of the first week of the semester at Willow/International and on Wednesday at Madera , so students who need units are often directed to Film 1. Putting together a transfer program of film classes would ensure higher enrollment, especially of full-time students. Most students join Film 1 classes at NC by word of mouth or because they have heard that the class will make a film at Willow/International and at Madera.
2. At the North Centers, the only funding has been the occasional purchase of films. Currently Willow/International is awaiting the funds to buy lamps for instruction in film lighting and Madera Center got a camera and some peripheral equipment for student use. For film history classes, more films need to be purchased, specifically for Willow/International. Funding data provided were aggregate for all of Humanities at NC and undefined.
3. The North Centers has a multimedia committee who advise purchases for classes using media equipment. Otherwise, most expansion or changes to Film 1 have been on the part of its instructors, independent of collaboration. Students have asked for more film classes, specifically editing classes; members of the community are urging a screenwriting course and the film industry grows every year in spite of economic downturns, in fact, in spite of them. Reedley College and the North Centers should be meeting this need more actively, especially as California State University, Fresno has been slow to offer film classes or a narrative fiction filmmaking degree. Most students have to leave the Central Valley to study film and any who are working on a transfer package to study film after earning an AA have to do leveling courses at their four-year institution, which costs them both money and time. Furthermore, many of our students gravitate to Fresno City College to take film courses as that campus regularly offers a full range—including editing—and the campus is equipped to accommodate student filmmaking.
4. This is a difficult criterion to respond to as the film programs are on the cusp of change. We have added four more classes but have not offered them yet. New courses would mirror the undergraduate offerings at four-year schools such as courses dedicated to the study of genres or documentaries. No changes to our brand-new course outlines are as yet anticipated. Film 1 will not have the burden of teaching film history as Film 2A and Film 2B are added. Once Film 5: Digital video- editing is added to the schedule of courses, Film 1 will no longer feature the creation of a student film. Much of the material in Film 1 will shift as other classes are offered, to criticism and technical analysis.
5. Each campus that offers film courses will need a library of films, lighting equipment, video cameras, editing software (Final Cut Pro preferred), Mac computers, and eventually, a full-time film instructor.

V. **Summary Statement**

A.

* 1. Student learning outcomes: Choose one from Film 1: “filmic meaning” and as a group decide how to check for it across all film classes including English 15F: Screenwriting and English 3: Documentary.
  2. Meet and discuss how to attract more female students to film study and research other institutions’ responses to this lack.
  3. Ensure that more courses in film are offered at all three sites, scheduling some in the evening to attract non-traditional students.
  4. Appropriate more funds to purchase DVDs to add to the film library at all three sites for the instruction of film history and film genre.
  5. Appropriate more funding for film supplies and cameras including software such as Final Cut Pro and a digital sound library at all three sites.
  6. Hire a film instructor for the North Centers so that English instructors can continue filling the heavy demand for composition courses.
  7. Develop a film genre course for the RC or Clovis Community College Catalogue.
  8. Upgrade equipment (projectors, sound, DVD players) in film classrooms.
  9. Provide media stations (computers equipped to show DVD films) in ELC/ Writing Center or library for students to view/review films outside of class.

1. Short term goals:
   1. Add film Genre course.
   2. Add film titles to libraries at all three sites.
   3. Schedule film classes at night once a year to attract non-traditional students.
   4. Discuss and implement student learning outcome: “filmic meaning” across the curriculum.
   5. Upgrade equipment (projectors, sound, DVD players) in film classrooms.
   6. Provide media stations (computers equipped to show DVD films) in ELC/ Writing Center or library for students to view/review films outside of class.

Long Term goals:

1. Petition for more funding to supply film technique courses such as Digital video editing
2. Hire a full-time film instructor for the North Centers.
3. Attract more female students
4. VTEA data for Film 5:Digital Video-editing
5. Counseling support and on-campus film events to attract non-traditional and female students.
6. Data for Program Review 2012 for how many students plan to major in film after leaving SCCCD, comparable Mark Analysis from colleges of the same size who offer Film 1.
7. Schedule for implementation:

Add Film genre course Spring 09

Add film titles ongoing every semester mini-grants

Schedule film classes in evening Spring 09

Student learning outcome Fall 09 duty day meeting

Petition for funding to supply

technical film requirements ongoing

Hire a full-time Film instructor, NC Fall 2012

Attract more female

and non-traditional students Duty Day Fall 08 and ongoing

VETEA/Mark Analysis Data for next program review ongoing until 2012

Appendix I: Market Share for Film Industry 2006

**Market Share for Each Distributor in 2006**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rank** | **Distributor** | **Movies** | **2006 Gross** | **Tickets** | **Share** |
| 1 | [**Sony Pictures**](http://the-numbers.com/market/2006/Sony.php) | 26 | $1,547,602,870 | 236,275,246 | 16.68% |
| 2 | [**Buena Vista**](http://the-numbers.com/market/2006/BuenaVista.php) | 25 | $1,484,022,181 | 226,568,271 | 16.00% |
| 3 | [**20th Century Fox**](http://the-numbers.com/market/2006/Fox.php) | 28 | $1,390,344,635 | 212,266,355 | 14.99% |
| 4 | [**Warner Bros.**](http://the-numbers.com/market/2006/WarnerBros.php) | 26 | $1,177,552,416 | 179,778,997 | 12.69% |
| 5 | [**Paramount Pictures**](http://the-numbers.com/market/2006/Paramount.php) | 19 | $946,357,900 | 144,482,119 | 10.20% |
| 6 | [**Universal**](http://the-numbers.com/market/2006/Universal.php) | 21 | $804,626,362 | 122,843,720 | 8.67% |
| 7 | [**Lionsgate**](http://the-numbers.com/market/2006/LionsGate.php) | 17 | $330,185,644 | 50,410,023 | 3.56% |
| 8 | [**New Line**](http://the-numbers.com/market/2006/NewLine.php) | 13 | $251,432,066 | 38,386,574 | 2.71% |
| 9 | [**MGM**](http://the-numbers.com/market/2006/MGM.php) | 12 | $166,840,119 | 25,471,774 | 1.80% |
| 10 | [**Fox Searchlight**](http://the-numbers.com/market/2006/FoxSearchlight.php) | 15 | $165,415,607 | 25,254,291 | 1.78% |

[See complete chart](http://the-numbers.com/market/Distributors2006.php)

**Market Share for Each MPAARating in 2006**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rank** | **MPAARating** | **Movies** | **2006 Gross** | **Tickets** | **Share** |
| 1 | [**PG-13**](http://the-numbers.com/market/2006/Rated-PG-13.php) | 128 | $4,435,275,316 | 677,141,265 | 47.90% |
| 2 | [**PG**](http://the-numbers.com/market/2006/Rated-PG.php) | 65 | $2,132,236,900 | 325,532,355 | 23.03% |
| 3 | [**R**](http://the-numbers.com/market/2006/Rated-R.php) | 200 | $1,971,959,468 | 301,062,516 | 21.30% |
| 4 | [**G**](http://the-numbers.com/market/2006/Rated-G.php) | 14 | $530,665,163 | 81,017,582 | 5.73% |
| 5 | [**Not Rated**](http://the-numbers.com/market/2006/Rated-Not%20Rated.php) | 75 | $189,393,701 | 28,915,072 | 2.05% |

[See complete chart](http://the-numbers.com/market/MPAARatings2006.php)

**Top Grossing Movies of 2006**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank** | **Movie** | **Release Date** | **Distributor** | **Genre** | **MPAA** | **2006 Gross** | **Tickets Sold** | **Inflation- Adjusted Gross** |
| 1 | [**Pirates of the Caribbean: Dead Man's Chest**](http://the-numbers.com/movies/2006/PIRT2.php) | 7/7/2006 | [Buena Vista](http://the-numbers.com/market/2006/BuenaVista.php) | [Adventure](http://the-numbers.com/market/2006/Adventure.php) | PG-13 | $423,315,812 | 64,628,368 | $423,315,810 |
| 2 | [**Cars**](http://the-numbers.com/movies/2006/CARS.php) | 6/9/2006 | [Buena Vista](http://the-numbers.com/market/2006/BuenaVista.php) | [Comedy](http://the-numbers.com/market/2006/Comedy.php) | G | $244,082,982 | 37,264,577 | $244,082,979 |
| 3 | [**X-Men: The Last Stand**](http://the-numbers.com/movies/2006/XMEN3.php) | 5/26/2006 | [20th Century Fox](http://the-numbers.com/market/2006/Fox.php) | [Action](http://the-numbers.com/market/2006/Action.php) | PG-13 | $234,362,462 | 35,780,529 | $234,362,465 |
| 4 | [**The Da Vinci Code**](http://the-numbers.com/movies/2006/DVINC.php) | 5/19/2006 | [Sony Pictures](http://the-numbers.com/market/2006/Sony.php) | [Thriller/Suspense](http://the-numbers.com/market/2006/Suspense.php) | PG-13 | $217,536,138 | 33,211,624 | $217,536,137 |
| 5 | [**Superman Returns**](http://the-numbers.com/movies/2006/SPRMN.php) | 6/28/2006 | [Warner Bros.](http://the-numbers.com/market/2006/WarnerBros.php) | [Adventure](http://the-numbers.com/market/2006/Adventure.php) | PG-13 | $200,081,192 | 30,546,747 | $200,081,193 |
| 6 | [**Ice Age: The Meltdown**](http://the-numbers.com/movies/2006/ICEA2.php) | 3/31/2006 | [20th Century Fox](http://the-numbers.com/market/2006/Fox.php) | [Adventure](http://the-numbers.com/market/2006/Adventure.php) | PG | $195,330,621 | 29,821,469 | $195,330,622 |
| 7 | [**Happy Feet**](http://the-numbers.com/movies/2006/HPYFT.php) | 11/17/2006 | [Warner Bros.](http://the-numbers.com/market/2006/WarnerBros.php) | [Adventure](http://the-numbers.com/market/2006/Adventure.php) | PG | $175,967,627 | 26,865,287 | $175,967,630 |
| 8 | [**Over the Hedge**](http://the-numbers.com/movies/2006/HEDGE.php) | 5/19/2006 | [Paramount Pictures](http://the-numbers.com/market/2006/Paramount.php) | [Comedy](http://the-numbers.com/market/2006/Comedy.php) | PG | $155,019,340 | 23,667,075 | $155,019,341 |
| 9 | [**Casino Royale**](http://the-numbers.com/movies/2006/JB21.php) | 11/17/2006 | [Sony Pictures](http://the-numbers.com/market/2006/Sony.php) | [Action](http://the-numbers.com/market/2006/Action.php) | PG-13 | $153,531,944 | 23,439,991 | $153,531,941 |
| 10 | [**Talladega Nights: The Ballad of Ricky Bobby**](http://the-numbers.com/movies/2006/TALDG.php) | 8/4/2006 | [Sony Pictures](http://the-numbers.com/market/2006/Sony.php) | [Comedy](http://the-numbers.com/market/2006/Comedy.php) | PG-13 | $148,213,377 | 22,627,996 | $148,213,374 |

[See complete chart](http://the-numbers.com/market/movies2006.php)

**US Movie Market Summary for 2006**

Total Box Office Gross: **$9,277,274,646**   
Tickets sold: **1,416,377,823**   
Average ticket price:$6.55

From The Numbers Nash Information Service, updated daily

Appendix E – Journalism

Journalism supplements the goals and activities of the English Department.

**General Information**

1. Instructional Area (s): Journalism falls under the leadership of Humanities: Composition, Literature, and Communication Department and consists of five classes: Journalism 1, 3, 7, 8, and 19V. The Journalism program has also recently initiated a Certificate offering.
2. California Community College Chancellor’s Office of Taxonomy of Programs (TOP) Code: CANJOURN 4
3. Faculty in program: Kate Fourchy (FT), Ryan LaSalle (FT), Leah Unruh (PT)
4. Courses:
   1. Journalism 1-Introduction to Mass Communication
   2. Journalism 3-Newswriting
   3. Journalism 7-Writing by Design/Publication and Production
   4. Journalism 8-Newspaper Staff
   5. Journalism 19V-Journalism Cooperative Work Experience
5. General description of program(s) or service(s) offered include:

At present Reedley College is the only site to offer journalism classes. Journalism 1 is offered in the fall and serves as an introductory course for those interested in pursuing a degree or interest in journalism. Journalism 3 is offered in the spring and serves as a “feeder” class for *The Chant*. 7 is offered in the fall and 8 is the newspaper which is published throughout the academic year. 19V is available on every semester as long as the student is enrolled concurrently in 7 units. In addition to closely learning journalistic ethics students enrolled have the opportunity to publish their own newspaper. These classes provide students with the opportunity to obtain real job skills in this field while also supporting the SLOs of the English department.

1. Facilities: Aside from the 19V offerings, all classes are taught face-to-face in either a traditional classroom or a computer lab.
2. Equipment requirements: Journalism 3,7 and 9 are heavily dependent on the software purchased last year.This was a recommendation of the previous program review. Another recommendation was to have web access to the publications, but this has not been instituted because of the changes in the web site. The software needed is free, but uses ads so would require special approval. The previous academic year the program had access to the AP wire, but it is believed that will not be funded again.

**Describe how your program supports the College Mission Statement and various aspects of the college Strategic Plan (Directions, Goals, and/or Objectives). Give specific examples.**

The Journalism program at Reedley College provides vital, hand-on experience in this field. It also supplies students with a strong critical background in media analysis. In addition to the actual publication of *The Chant*, students in journalism are able to attend conferences and events both on and off campus at which professional journalists provide encouragement and examples. The Journalism program fulfills those goals expressed in the College’s Mission Statement by generating “an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.”

**List the recommendations from the previous Program Review and their implementation status**.

1. A journalistic website and/or other avenues for journalistic expression. Not implemented.
2. Up-to-date technology for broadsheet publication. Implemented at Reedley College.
3. Funds for consistent and regular broadsheet publication at Reedley and the North Centers. Implemented at Reedley College.
4. Trained journalists hired as full-time faculty. Current faculty trained to facilitate publication in different media. Not implemented

**Student Learning Outcome** (required due to certificate)

Students will be able to demonstrate the process of newspaper production, including layout and writing.

**Current recommendations in addition to the above**:

1. More funding for printing. Currently, *The Reedley Exponent* prints the paper and funding is always short: ongoing
2. Minimum wage for the student editor as they spend 20+ hours per week working on *The Chant*: fall 08-ongoing
3. Continuation of the AP Wire Service: spring 09-ongoing
4. Apply for a Certificate of Achievement in Journalism: spring 09
5. Require Journalism 1, 3 or 7 as a prerequisite for 19V: spring 09
6. Funding for both an instructor and paper at the North Centers: fall 09.

**Quantitative Analysis-Instructional**

The classes in journalism attract a small percentage of those enrolled in English classes as a whole, but those who are enrolled tend to succeed. The current success rate is 92%. There is very little attrition. Enrollment in journalism classes at RC tends to be dominated by white females between the ages of 19 and 24. Although last year's numbers are unavailable, it can be assumed that it was the same as there is historical basis. Enrollment is steadily increasing. The GPA for those students in the journalism classes is far higher than those of English classes in general. 80% of the students enrolled are full-time.

**Qualitative Analysis-Instructional**

The best advertising for the Journalism program is*The Chant*. The paper is widely read and actively (and sometimes vehemently) discussed by students each time it is published. The articles are student centered and cater to their interests. The Journalism 1 class is popular because it offers a current and up-to-date introduction to media studies – something that interests many students today. Many students are already literate in media studies in ways they are unaware of –they just use a different vocabulary. Students are also tech savvy and enjoy the challenge of the Journalism 7 class.