Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: English

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Our 88.6% fill rate (higher than the 82% average for the institution) shows consistent, solid demand for our courses and proves that our scheduling practices are effective.
- Our retention and successful course completion rates show our program's ability to endure despite the challenges presented by AB705 and the pandemic.
- The high retention and successful course completion rates for English 121, 123 and 125, show that English 120 is preparing students for second-semester English courses.
- The number of English AA-T degrees increased by 14.3% between 2018-2019 and 2020-2021.
- The English Dept. conducts regular, substantive assessment of our SLOs and PLOs.
- Through faculty participation in our English Learning Community, the department made numerous improvements to the program to promote student success.

2. Areas for Improvement:

- Course placement process and communication
- Increase successful course completion rates for English 120
- Increase enrollment in literature courses
- Increase retention and successful course completion among equity groups

3. Projected Program Growth, Stability, or Viability:

As a large program, our enrollment more or less parallels that of the institution. We project continued stability in our program.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The English Program plays a pivotal role in providing transfer and basic skills courses to students. Our emphasis on critical thinking and our literature courses help prepare "students for evolving roles in a diverse, dynamic, and interdependent world."

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Our PLOS align with nearby transfer institution learning outcomes in knowledge and skills areas.
- The English Dept. created two new literature courses that emphasize diversity and equity: English 228, Chicano and Latinx Literature and English 231, Literature and Sexuality

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Through our English Learning Community, we supported student achievement and success by completing the following:
  - Revised curriculum for English 125, 123, 121, 120, 95, and 90
  - Held norming sessions for 120 SLO assessment and writing assignments
  - Held norming session for inclusive, accessible syllabi language
  - Collected student data on placement, student success, and delivery preferences
  - Researched and reviewed strategies for increasing student success, including best practices for online learning and contract grading
  - Researched and reviewed delivery options for English 120
  - Reviewed options for teaching research and documentation
  - Identified OER textbooks to reduce costs to students and increase access for students
  - Updated placement tool language
  - Revised communications for incoming students concerning course pathways for English

C. New Objectives/Goals:

- Create and implement more detailed, effective and student-centered communication about course placement
- Sustain and enhance existing support for 120 students
- Implement strategies to increase enrollment in literature courses
- Implement strategies to increase retention and successful course completion among equity groups
- Expand Creative Writing program

D. Description of Process Used to Ensure "Inclusive Program Review"

- A rough, incomplete draft of program review document was shared with all FT faculty for feedback
- A completed draft of the program review document was shared with all English faculty (FT and PT) for feedback and with classified staff associated with the program

Program Review Report Fall 2021

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	English
Degree(s)/Certificate(s)	English: AA-T
Courses	ENGL 84
	ENGL 85
	ENGL 90
	ENGL 95
	ENGL 96
	ENGL 97
	ENGL 120A
	ENGL 120B
	ENGL 120
	ENGL 121
	ENGL 123
	ENGL 125
	ENGL 158
	ENGL 200
	ENGL 201
	ENGL 202
	ENGL 203
	ENGL 213
	ENGL 214
	ENGL 215
	ENGL 216
	ENGL 220
	ENGL 224
	ENGL 226
	ENGL 228
	ENGL 231
	ENGLNC 800
	ENGLNC 801
	ENGLNC 810

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Credit Headcount	2,520	2,406	2,164	-14.1%
Non-Credit Headcount	199	63	145	-27.1%
Institution Credit Headcount	8,176	8,181	7,208	-11.8%
Institution Non-Credit Headcount	3,175	1,085	489	-84.6%
Enrollments				
Credit Enrollments				
ENGL-85	231	32	46	-80.1%
ENGL-90	897	256	295	-67.1%
ENGL-95	--	467	426	--
ENGL-97	--	17	--	--
ENGL-120	1,233	1,655	1,362	10.5%
ENGL-120A	--	23	--	--
ENGL-120B	--	17	--	--
ENGL-121	150	114	101	-32.7%
ENGL-123	150	208	219	46.0%
ENGL-125	601	633	571	-5.0%
ENGL-200	52	38	57	9.6%
ENGL-201	11	10	7	-36.4%
ENGL-202	4	--	5	25.0%
ENGL-213	23	--	15	-34.8%
ENGL-214	27	--	18	-33.3%
ENGL-215	--	15	--	--
ENGL-216	--	24	--	--
ENGL-220	--	17	--	--
ENGL-224	9	--	9	0.0%
Program Credit Total	3,388	3,526	3,131	-7.6%
Across the Institution	32,545	33,102	30,409	-6.6%
Non-Credit Enrollment				
ENGLNC-800	35	63	84	140%
ENGLNC-801	174	3	2	-98.9%
ENGLNC-810	--	--	67	--
Program Non-Credit Total	209	66	153	-26.8%
Across the Institution	5,297	2,031	1,062	-80.0%
Source: SQL Enrollment Files				

<u>RPIE Analysis</u>: The number of credit students enrolled (headcount) in the English Program decreased by 14.1% over the past three years, while credit headcount across the institution decreased by 11.8%. Enrollment within the English Program decreased by 7.6%, while enrollment across the institution decreased by 6.6%.

The number of non-credit students enrolled (headcount) in the English Program decreased by 27.1% over the past three years, while non-credit headcount across the institution decreased by 84.6%. Non-credit enrollment within the English Program decreased by 26.8%, while non-credit enrollment across the institution decreased by 80.0%.

Enrollment in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- *ENGLNC-800 (140%)*
- *ENGL-123 (46.0%)*
- *ENGL-202 (25.0%)*
- *ENGL-120 (10.5%)*

Courses with enrollment decreases:

- *ENGLNC-801 (-98.9%)*
- *ENGL-85 (-80.1%)*
- *ENGL-90 (-67.1%)*
- *ENGL-201 (-36.4%)*
- *ENGL-213 (-34.8%)*
- *ENGL-214 (-33.3%)*
- *ENGL-121 (-32.7%)*

For ENGL-95, which was offered in two of the past three years, enrollments decreased by 8.8% between 2019-2020 and 2020-2021.

***Note: While enrollments among concurrent courses are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Program Reflection:

In Fall of 2019, the English Department instituted major changes to our program and course offerings in order to comply with AB705. We decreased our offering of English 85 from approximately 10 sections per year to two, and we decreased our offerings of English 90 from approximately 36 sections per year to 10-12 sections per year. More students enrolled in English 120 or English 120/95 as part of this change, which explains the increased enrollment in this course and the decreased enrollment in English 85 and English 90.

The increase in demand in 123 corresponds with the decrease in demand for 121. Both courses are introductory literature courses, but 123 also fulfills the IGETC critical thinking component (1B) and may thus be more desirable for many students. There is still demand for 121, as it is a requirement for transferring to UC Berkeley. The

department should continue to monitor enrollments for both classes to ensure our course offerings parallel student demand.

Enrollment in English 200, our first semester creative writing course, and English 202, our third semester creative writing course, increased. This increase supports our department goal to expand our creative writing offerings. There was a minor decrease in English 201, but, overall, the data about creative writing courses supports our plan to provide another path for second and third semester creative writing students that allows them to specialize. We have already created a poetry course aimed at this student population (English 203) and we are developing a fiction course and a non-fiction course as well.

The decreased enrollment in our American Literature courses highlights a department challenge: generating enrollment in our literature courses. As noted in our last program review, this challenge is due in part to the changing landscape of the community college system, in particular the limit in units any student can take before losing priority/funding, and new categorization of transferable courses, especially electives. We have branched out into social media marketing in the last year to spread the word about our literature courses, but we need more institutional support for marketing these classes going forward.

We are no longer offering non-credit 801, which explains the decrease in enrollment.

Overall, our program enrollment decrease aligns with the institution's enrollment decrease.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
ENGL-85	10	23.1	2	16.0	2	23.0	22.1	-0.4%
ENGL-90	36	24.9	12	21.3	12	24.6	24.1	-1.2%
ENGL-95	--	--	22	21.2	18	23.7	22.3	--
ENGL-97	--	--	1	17.0	--	--	17.0	--
ENGL-120/120A/120B	54	22.8	72	23.5	57	23.9	23.4	4.8%
ENGL-121	8	18.8	5	22.8	5	20.2	20.3	7.4%
ENGL-123	8	18.8	9	23.1	10	21.9	21.4	16.5%
ENGL-125	27	22.3	27	23.4	26	22.0	22.6	-1.3%
ENGL-200/201/202	3	22.3	3	16.0	3	23.0	20.4	3.1%
ENGL-203	--	--	--	--	1	6.0	6.0	--
ENGL-213	1	23.0	--	--	1	15.0	19.0	-34.8%
ENGL-214	1	27.0	--	--	1	18.0	22.5	-33.3%
ENGL-215	--	--	1	15.0	--	--	15.0	--
ENGL-216	--	--	1	24.0	--	--	24.0	--
ENGL-220	--	--	1	17.0	--	--	17.0	--
ENGL-224	1	9.0	--	--	1	9.0	9.0	0.0%
Program Average*	149	22.7	156	22.6	137	22.9	22.7	0.9%

Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

- ENGL-120, ENGL-120A, and ENGL-120B are reported as ENGL-120
- ENGL-200, ENGL-201, and ENGL-202 are reported as ENGL-200

RPIE Analysis: Over the past three years, the English Program has claimed an average of 22.7 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program remained stable, increasing by 0.9% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020 2021:

Course with an increase in average class size:

- *ENGL-123 (16.5%)*

Courses with decreases average class size:

- *ENGL-213 (-34.8%)*
- *ENGL-214 (-33.3%)*

Program Reflection:

Our average class size of 22.7 students per section, when compared to our class cap of 25, suggests that we are doing well in this area. Our department scheduling meets student demand.

The increase in class size for English 123 parallels the increasing demand for the class. Those sections were not filling completely in the past, but now they are in higher demand.

The lower class sizes for English 213 and 214, again, highlight an area of concern related to the demand for our literature courses.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2018-2019	3,103	3,521	88.1%
2019-2020	2,985	3,617	82.5%
2020-2021	2,787	3,168	88.0%
Three-Year Program Total	8,875	10,306	86.1%

Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	**FTEF**	**Productivity**
2018-2019	396.5	34.4	11.5
2019-2020	380.2	33.3	11.4
2020-2021	328.7	34.5	9.5
Three-Year Program Total	1,105.4	102.2	10.8
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the English Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 86.1% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, enrollment decreased and capacity increased, resulting in a decrease in fill rate. Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity decreased from 11.5 to 9.5 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 10.8 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 45 English section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

We have excellent fill rates. Our three year average 86% which is notably higher than the institutional average of 82%.

4. Labor Market Demand

This section does not apply to the English Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)	**Successful Course Completion Rates (Across Three Years)**

Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ENGL-85	86.4%	X		69.9%	--	--
ENGL-90	85.6%	--	--	68.7%		X
ENGL-95	***80.1%***		***X***	***60.3%***		***X***
ENGL-97	100%	X		83.3%	X	
ENGL-120	***83.0%***		***X***	***64.7%***		***X***
ENGL-120A	95.7%	X		78.3%	X	
ENGL-120B	100%	X		83.3%	X	
ENGL-121	***89.8%***	***X***		***84.2%***	***X***	
ENGL-123	***87.8%***	***X***		***77.5%***	***X***	
ENGL-125	***89.6%***	***X***		***80.3%***	***X***	
ENGL-200	85.9%	--	--	71.1%	X	
ENGL-201	92.9%	X		78.6%	X	
ENGL-202	88.9%	X		88.9%	X	
ENGL-203	100%	X		100%	X	
ENGL-213	86.8%	X		81.6%	X	
ENGL-214	86.7%	X		80.0%	X	
ENGL-215	80.0%		X	66.7%		X
ENGL-216	80.0%		X	75.0%	X	
ENGL-220	94.1%	X		70.6%	--	--
ENGL-224	83.3%		X	72.2%	X	
Program Level	**85.2%**			**69.8%**		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the English Program was significantly lower than the rate at the institutional level. The retention rates for ENGL-95 and ENGL-120 were significantly lower than the program-level rate. The retention rates for ENGL-121, ENGL-123, and ENGL-125 were significantly higher than the program-level rate. The retention rate for the English Program falls in the 3rd percentile

ENGL-120	Retention Rate	Successful Course Completion Rate
Standalone 120	84.0%	65.7%
Linked to 95	***78.5%***	***57.0%***
Retention and successful course completion are based on two-year rates from 2019-2020 to 2020-2021		

among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the English Program was significantly lower than the rate at the institutional level. The successful course completion rates for ENGL-95 and ENGL-120 were significantly lower than the program-level rate. The successful course completion rates for ENGL-121, ENGL-123, and ENGL-125 were significantly higher than the program-level rate. The successful course completion rate for the English Program falls in the 12th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (15.4%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following English courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *ENGL-220 (23.5%)*
- *ENGL-95 (19.8%)*
- *ENGL-120 (18.3%)*
- *ENGL-120A (17.4%)*
- *ENGL-90 (16.9%)*
- *ENGL-97 (16.7%)*
- *ENGL-120B (16.7%)*
- *ENGL-85 (16.5%)*
- *ENGL-200 (14.8%)*
- *ENGL-201 (14.3%)*
- *ENGL-215 (13.3%)*
- *ENGL-224 (11.1%)*
- *ENGL-123 (10.3%)*

Program Reflection:

First, it's important to note that we hesitate to put too much stock in these numbers, due to the tumultuous nature of the last several years. During this time period, not only did the department shift to a new placement process and course-progression pattern, but we dealt with the challenges of fires and a pandemic. Hopefully, we will stabilize soon and the data for the next three years will be more reliable and informative.

We anticipated that success and retention rates for 120 and 120/95 would be low because many students would be entering college-level English unprepared for its rigor. In the past, the majority of our students enrolled in English 90, an important preparatory course before taking English 120. This model was successful, but the department had to change course due to AB705. This data brings up concerns about whether the mandates changes are actually benefitting our students. We plan to dive deeper into the data for 120. In particular, we plan to review the successful course completion rates for students who take English 90 before taking English 120 in comparison to those who enroll directly in 120.

The discrepancy between the retention rate (83%) and successful course completion rate (64.7%) for English 120 may be tied, at least in part, to the fires and the pandemic. During these challenging times, many instructors granted students extensions and options for late/make-up work to give them every opportunity to succeed in spite of external challenges. This may have led to students remaining in their courses, but ultimately not passing if they were unable to complete the work. Also, the final project in English 120 is often the research paper, which some students find very challenging, even in normal times.

Again, it's not surprising to see lower numbers in retention and successful course completion rates for 90 and 120 due to massive changes of AB705. Fortunately, the retention and successful course completion rates for our other courses are strong overall.

The high retention and successful course completion rates for our second semester courses (121, 123 and 125) are a highlight for the department. These rates suggest that students who do succeed in 120 are well prepared to move on to the next level of English.

To improve the successful course completion and retention rates in English 120, the department has the following plans/needs:

- Analysis/monitoring of success rates for students who take English 90 before English 120, so that we can consider promoting this model if it's more successful
- Continue integrating FT and PT faculty in the Writing Success Center
- Institutional support for the creation of videos and/or infographics that explain students' placement options
- Onboarding support / work with Counseling to get students in the right classes
- Computer labs and/or functional laptop carts for hybrid courses
- Smaller class sizes for English 120
- Yearly review of retention and success rates for 90, 120 and 120/95

64.7%)

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**

African American/Black	***79.1%***	86.8%	62.2%	65.0%
Latinx/Hispanic			***67.2%***	72.6%
First Generation			***69.2%***	74.4%

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the English Program, the retention rate among African American/Black students was significantly lower than the rate at the institutional level.

Within the English Program, the successful course completion rates among were lower than the rate at the institutional level among the following groups:

- *African American/Black*
- *Latinx/Hispanic*
- *First-generation*

The differences for Latinx/Hispanic and first-generation students were statistically significant.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the institution-level rate exceeded the program-level rate for retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

Three years ago, before AB705 and the pandemic, the performance of African American/Black and Latinx/Hispanic students in English mirrored their performance rates at the institutional level. This data suggests that the English 90/English 120 model we had was working and that we need to find ways to support these students under our new model.

The successful course completion rates for Latinx/Hispanic and first generation students may be lower than the institutional average, but they are very close to the program average. Of more concern are the retention and successful course completion rates for African American/Black students. It would be helpful to have this information broken down by course to understand at what level we can provide more support for these students.

To improve the retention and successful course completion rates among these equity groups, the department may consider the following:

- Strengthening English Dept. ties to Umoja
- Creating a second Puente cohort
- Expanding our working with Caminos al Exitos/My Path program
- Smaller class sizes for English 120
- Continue integrating FT and PT faculty in the Writing Success Center

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Two Years)			**Successful Course Completion Rates (Across Two Years)**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ENGL-120		85.8%	77.6%		69.4%	59.3%
ENGL-121	88.1%		87.7%	82.1%		83.1%
ENGL-123	87.0%		75.9%	80.0%		66.7%
ENGL-125	91.1%		84.8%	83.7%		71.9%
ENGL-200	90.0%		85.7%	80.0%		64.3%
ENGL-201	100%		100%	75.0%		100%
Program Total						
In-Person vs. Hybrid	90.1%	85.8%		82.7%	***69.4%***	
In-Person vs. Online	90.1%		***84.2%***	82.7%		***72.9%***
Hybrid vs. Online		85.8%	80.6%		69.4%	65.4%
Institutional Total						
In-person vs. Hybrid	90.8%	94.1%		84.4%	84.9%	
In-person vs. Online	88.1%		88.6%	71.6%		71.7%
Hybrid vs. Online		85.7%	***82.2%***		69.2%	***63.4%***

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: In 2018-2019 and 2019-2020, six courses within the English Program were offered through at least two delivery modes within the same academic year. In both years, ENGL-120 was offered through hybrid and online formats, and ENGL-123 and ENGL-125 were offered through in-person and online formats. In 2018-2019, ENGL-121 was offered through in-person and online formats. In 2019-2020, ENGL-200 and ENGL-201 were offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are included in the table above.

Within the English Program:

- *The retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern deviates the findings at the institutional*

level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference at the institutional level was not statistically significant).

- *The retention rate in online sections was significantly lower than the retention rate in in-person sections. This pattern deviates from the findings at the institutional level, where the retention rate in online sections mirrored the rate in in-person sections.*
- *The retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, where the retention rate in online sections was lower than the rate in hybrid sections, although the difference at the institutional level was statistically significant.*

Within the English Program:

- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections mirrored the rate in in-person sections.*
- *The successful course completion rate in online sections was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections mirrored the rate in in-person sections.*
- *The successful course completion rate in online sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, where the successful course completion rate in online sections was lower than the rate in hybrid sections, although the difference at the institutional level was statistically significant.*

Program Reflection:

Over the last three years, all of our sections of English 120 have been either hybrid or online. We have not offered any fully face-to-face sections. In addition, none of our other classes have been offered as hybrids. This means that the above data related to hybrids reflects 120 only. Other data in this report shows that the retention and successful course completion rates for 120 are low compared to other classes, which is mirrored here in the lower program retention and successful course completion rates for hybrid sections (120s).

Over the past year and a half, students and instructors have become more adept at online learning, so we expect these numbers to improve. The department also hopes to begin offering a more varied schedule of in-person, hybrid and fully online courses so that students can choose the modality that fits best with their learning style and life circumstances. In particular, the department plans to offer hybrid sections of English 120 as part of our plan to improve success rates for that course. To do so, we will need the right classroom spaces (computer classrooms and/or functional laptop carts). The lower success rate for online 123 also suggests that students may benefit from in-person and hybrid options for that course.

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
English: AA-T	7	4	8
Institutional: AA-T Degrees	**144**	**151**	**159**
Average Time to Degree (in Years)+			
English: AA-T	*	*	*
Institutional: AA-T	**4**	**3**	**3**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AA-T degrees conferred by the English Program increased by 14.3% between 2018-2019 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 10.4%. The English Program accounted for 4.9% of the AA-T degrees conferred by the institution in 2018-2019 and 5.0% of those conferred in 2020-2021. The average time to degree is not reported due to small cohort sizes.

Program Reflection:

We are happy to see that the number of AA-T degrees granted in English is increasing!

The department should consider what else we can do to promote our degree. A social media presence may help with this.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the English Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No **& Data of Last Review**	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
ENGL	84	4/20/2017	No		Archive 2021 Obsolete	
ENGL	85	3/12/2020	No			X
ENGL	90	4/23/2020	Yes 4/23/2020			X
ENGL	95	5/14/2020	No			X
ENGL	96	4/11/2019	No			X
ENGL	97	4/11/2019	No			X
ENGL	120A	2/13/2019	Yes 2/13/2019	NS 21/22 (Title change to College Composition and Research STRETCH1)		
ENGL	120B	2/13/2019	Yes 2/13/2019	NS 21/22 (Title Change to College Composition and Research STRETCH2)		
ENGL	120	5/14/2020	Yes 5/14/2020			X
ENGL	121	5/14/2020	Yes 5/14/2020			X
ENGL	123	5/14/2020	Yes 5/14/2020			X
ENGL	125	5/14/2020	Yes 5/14/2020			X
ENGL	158	5/14/2020	No			X
ENGL	200	5/31/2016	Yes 5/31/2016			X
ENGL	201	5/31/2016	Yes 5/31/2016			X
ENGL	202	5/31/2016	Yes 5/31/2016			X
ENGL	203	5/14/2020	Yes 5/14/2020			X
ENGL	213	11/8/2018	Yes 11/8/2018			X
ENGL	214	11/8/2018	Yes 11/8/2018			X
ENGL	215	1/28/2011	Yes	NS		

			1/28/2011	22/23		
ENGL	216	1/28/2011	Yes 1/28/2011	NS 22/23		
ENGL	220	4/8/2010	No	S? Needs pre-req? 22/23		
ENGL	224	12/17/2020	Yes 12/17/2020			X
ENGL	226	3/14/2019	Yes 3/14/2019			X
ENGL	228	4/11/2019	Yes 4/11/2019			X
ENGL	231	5/14/2020	Yes 5/14/2020			X
ENGLNC	800	6/8/2017	No			X
ENGLNC	801	6/8/2017	No			X
ENGLNC	810	4/11/2019	No			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
English AAT Degree	8/14/2020	Yes	Yes 120A/B title change Add ENGL 231? Add ENGL 203? 2022/2023		

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

After a fairly major curriculum overhaul before our last program review, we have entered a period of stability. We do not anticipate major changes to our curriculum in the near future.

English 215, 216 and 220 have not been reviewed in 10 years, so we need to address these courses ASAP. We are offering 216 and 220 this spring, so we may wait until Fall 2022 to make changes.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
25	19	20	76%	80%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
English: AA-T	3	3	3	100%	100%

Program Reflection:

The English Department assesses on a four-year cycle, ensuring assessment of all course-level outcomes and program-level outcomes is completed within a four-year period. Most courses with multiple SLOs are assessed separately, which allows us to examine a course every two years and keep current on the challenges and needs of our students. We assess one PLO each year, and curriculum mapping shows that there is close alignment between our CLOs and our PLOs. Most courses align with at least two PLOs. The exceptions are our creative writing classes. The department is discussing possibly adding a fourth PLO targeting creative writing courses and literature courses to highlight assessment of our degree-seeking students separate from students who are taking our courses to fulfill general education requirements. ENGL 226 was cancelled this cycle due to low enrollment, and ENGL 96 has not been offered. ENGL 84 is scheduled to be archived, as it was replaced by ENGL 800, 801, and 810 to clearly distinguish the successive components for repeat students. The department added three new literature courses to our program, ENGL 158, ENGL 228, and ENGL 231, which will be assessed the first semester they are offered. The English Department was able to assess according to the plan developed in 2016 and updated yearly, proving that a four-year cycle is appropriate to the current size of the program. Most courses have 2-3 outcomes statements, clearly describing the acquisition of new knowledge and skills. Our assessment methods at the course-level include a range of different types of essays (text analysis, argumentative, research, and timed), portfolios of student writing, and higher-level courses sometimes include a multiple-choice exam. Program learning outcomes align with nearby transfer institution learning outcomes in knowledge and skills areas.

B. Summary of Learning Outcomes Assessment Findings and Actions

Quantitative data for entry level courses (85, 90, 95, 97, 120, 120A-B) shows 80-83% of students earning a C or higher on essays prior to AB705 implementation. Areas of strength were understanding of essay organization/structure, rhetorical awareness, the ability to make claims, and critical thinking overall (SLO 1).

Analyzing and incorporating evidence, use of MLA formatting, and sentence-level errors continued to be challenges. The department continues to discuss developing a new formal assessment for ENGL 90/ENGL 95 or 120. Action plans focused on directing students to the Writing Success Center for assignments and targeted workshops. The department indicated the need for increasing part-time and including full-time faculty working in the WSC on our annual unit plans (2018, 2019, 2020), and thanks to institutional support, beginning in 2019 both part-time and full-time faculty have worked directly in the WSC, establishing stronger links between course requirements and WSC activities. ENGL 810 assessment results for 2020-21 show the presence of faculty tutoring and developing curriculum in the WSC is vital. Post AB705 assessments cited students' needs for more hands-on practice, which includes the use of computers in the classroom (SLO 2). Computer lab space or laptops and Wi-Fi should be available and reliable. In response to our 2019-2020 unit plan, institutional funds were set aside to redesign designated classrooms for English in the 800, 1600, and 1700 buildings. Quantitative data for higher level composition courses (121, 123, 125) and literature courses (213-224) show 80-100% students achieving a C or higher on essays. Use of textual material in support of an argument improved as students advanced through our course sequence. Students demonstrated some difficulty in applying literary and theoretical terms, including related research activities. Action plans note that English faculty in the WSC intend to develop targeted workshops on these skills.

Program Reflection:

Assessment results in TracDat include both quantitative and qualitative feedback. Our department utilizes templates for data gathering, discusses aggregated results in department meetings and on flex days, and enters information into TracDat at the beginning of the following semester. Templates are successful in soliciting input from both full-time faculty and part-time faculty who may not be as familiar with the assessment management system. Our faculty often provide extensive narrative reflection in writing when assessing outcomes that facilitates connections across multiple sections of courses, elevates department discussions, and focuses on developing action plans that can be implemented across the program. PLO assessment is completed using the upward assessment method: 4-years of course-level assessment data is analyzed for emerging trends that inform annual unit planning and 3-year program review. Because our assessment practices are routine and substantive, we have been able to successfully advocate for our students' needs, and a number of English Department requests for resources have been granted.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Section 1.A.1. (Head count and Enrollment) = The enrollment and head count decline was an expected part of the changes in response to AB705 and actually shows our program's durability. In spite of the anticipated loss of enrollment / head count, our numbers are still close to the institutional averages. The English Program is withstanding the challenges of the AB705 mandate, the pandemic and the fires.
- Section 1. A. 2. (Average class size): Our average class size off 22.7 shows stability considering the majority of our classes are capped at 25.
- Section 1. A. 3. (Fill rates): Our 88.6% fill rate (higher than the 82% average for the institution) shows consistent, solid demand for our course and that our supply meets the demand.
- Section 1.B. 1. (Retention and Successful Course Completion Rates): These show our program's ability to endure despite the challenges presented by AB705. Despite major program changes related to placement and course sequencing, our overall retention rates and successful course completion rates only differ from the institution's rates by 5%.
- Section 1.B. 1. (Retention and Successful Course Completion Rates): The high retention and successful course completion rates for our second semester courses, 121, 123 and 125, show that this area of our program is strong and thriving.
- Section 1.C. 1. (Program Completion): The number of English AA-T degrees increased by 14.3% between 2018-2019 and 2020-2021.
- Section 3. A (Learning Outcomes Assessment): The department conducts regular, substantive assessment of our SLOs and PLOs.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: <u>English</u>
Plan Years: <u>2022-2023 through 2024-2025</u>

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Create and implement more detailed, effective and student-	1. B. 1 1. B. 2.	• Establish regular communication	Increased successful

centered communication about course placement	3.A	with the Counseling division about placement • Create and implement placement videos and/or infographics • Evaluate placement tool through regular data review (successful course completion rates by tier placement)	course completion rates in English 90 and 120
Sustain and enhance existing support for 120 students	1. B. 1 1. B. 2. 3. A.	• Continue FT and PT faculty work in the WSC • Enhance and expand course connections to the WSC • Research and implement best practices for hybrid classes • Research impact of smaller class sizes	Increased retention and successful course completion rates for English 120
Implement strategies to increase enrollment in literature courses	1.A.1. 1. A. 2.	• Social media presence for the English Department • Research options for non-credit enrollment in literature courses	Increased enrollment in literature courses
Implement strategies to increase retention and successful course completion among equity groups	1.B.2.	• Investigate options for strengthening English Dept. ties to Umoja • Research viability of adding a second Puente cohort	Increased retention and successful course completion rates among equity groups

		• Expand dept. partnership with Caminos al exitos/My Path program • Research smaller class size impact on reducing equity gaps	
Expand Creative Writing program	1.A.1. 1.A.2.	• Develop curriculum for new second-semester courses • Research certificate options	Increased enrollment in Creative Writing courses

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The English program needs additional resources and institutional support to accomplish the above initiatives.

Needs:

- Computer classrooms and laptop carts for hybrid courses (including reliable Wifi)
- Continuation of FT and PT faculty working in the WSC
- Training and compensation for a faculty member to create and manage a social media page for the department
- Additional reassign time for a coordinator to focus on the continuing effects of AB705 (English 120 retention and successful course completion rates, placement issues, equity gaps)

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Shift from required online Research Lab for English 120 to a model that allows instructors to update and teach the research component of the course with more innovation and autonomy
- Update of the department AP policy to align better with UC and CSU
- Revision of the Placement Tool language to clarify student options
- Addition of new courses to the program:
    - English 203, Poetry
    - English 228, Chicano and Latinx Literature
    - English 231, Literature and Sexuality

B. Effective Practices

- Use of the Writing Success Center as a major support hub for all students:
    - Inclusion of WSC student hours/work in the English 90 and 120 CORS
    - FT faculty tutoring, offering workshops and developing curriculum in the WSC
- Department collaboration through the English Learning Community

Feedback and Follow-up Form

Completed by Supervising Administrator:

Sr. Dean Maria L. Villagomez

Date:

11/10/21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Program Strengths and Effective Practices

- The dedication of the faculty to the department, the division, and the College through the fulfillment of various leadership roles is crucial to the functioning of the institution.
- Student retention, successful course completion, and fill rates are very strong overall, despite challenges brought to the department by mandates and the pandemic.
- The increase in AA-T degrees in 2018 and 2020 is commendable.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Areas for Improvement

- The English department is working on expanding existing supports for the development of effective online diagnostics to help students make informed choices about self-placement and readiness for college-level English. The department is interested in supporting the increase of successful course completion rates among equity groups.

As the area supervisor, I look forward to supporting the department to ensure it meets its areas for improvement goals.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	In the event of adding a second Puente cohort, supporting other learning communities, supporting new courses with specific emphasis, the English department might need to hire additional FT or PT faculty whose areas of expertise align with the emerging needs of our students.
Personnel: Classified	None identified
Personnel: Admin/Confidential	None identified.
Instructional Equipment	Updated technology in general classrooms
Instructional Technology	Updated technology in general classrooms
Facilities	Maintain clean classrooms

Operating Budget	Continue to fund outreach and communication efforts
Professional Development/ Training	Some funds for continued professional development support
Library & Learning Materials	Some funds for books for our reserve section to support ENGL students.