



English

Program Review – Comprehensive Review

2023 - 2024

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

In the English department, we teach reading, writing, and critical thinking, fostering student success in coursework across the curriculum and helping students to attain communication skills that will contribute to their growth as individuals and as citizens. Our courses are aligned with the social justice and racial equity values stated by the college. Specifically, the values of inclusion and diversity shape the curriculum in all courses. The English department is also an essential part of the Puente and Umoja Programs on campus, programs that are designed to promote equity and antiracist

educational practices and create supportive, academically rigorous learning communities. Furthermore, our development and coordination of the Writing Center supports students across the curriculum.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The state, district, and college have been implementing dual enrollment programs to facilitate high school student enrollment and progress in college-level courses. In spring 2023, with the encouragement of the dean, we engaged with Sequoia high school faculty about implementing one such dual enrollment program, but the high school faculty decided to pause that plan.

In fall 2025, the new Cal-GETC single transfer path will be implemented. "Critical Thinking and Composition," our English 165 course, will now transfer to the CSU and UC in area 1B, so we will be working with the dean to ensure that we offer sufficient sections of English 165. Please see <https://icas-ca.org/cal-getc/> for more information.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Lightcast appears to provide rosy data regarding jobs in media and communications, referring to our region as a "hotspot" for media and communication workers where median earnings are \$108,639 as compared to the national median salary of \$66,568 and averring that the field has almost three times the national average of job postings (741 as compared to 252) (Lightcast Analysis PDF). Additionally, according to yahoo news, the job of "prompt engineer," which requires communication rather than engineering skills, pays as high as \$375K for someone to "write questions and prose for AI chatbots to test and improve their answers."

Though these data suggest a bullish prospect for English majors, we take these prognostications with a handful of salt. Indeed, even the Lightcast "Job Posting Activity" page shows a downward trajectory through January 2023, unfortunately, and it lists the top employer for media/communications workers as Randstad, which hires temporary workers. The second largest employer is Language Line Solutions, which is a translation agency in Monterey. One would expect that many of its jobs require skill in multiple languages, which may not be what an English major has to offer.

Most worrisome of all, given what we're already seeing in our classes, where AI has

become an easy resource for students looking to “improve” their writing, AI would seem to present a threat to communications jobs. If a bot can write at least as well as a human, why hire the human?

Additionally, Lightcast’s income figures have to be considered in the context of the cost of living in the San Francisco Bay Area where, according to United Way Bay Area, a family of four needs \$120,000 to make ends meet ((www.nbcbayarea.com/news/local/united-way-cost-of-living-bay-area/3246040/)). Clearly making 66% more than the national average doesn’t help when the cost of living is by some measures 79% higher than the national average (<https://www.payscale.com/cost-of-living-calculator/California-San-Francisco>).

Finally, we note that Lightcast determines that 19% of the jobs in the field have to do with media streaming and social networks, but these figures are based on 2015 data, which would be before Facebook (Meta) imploded and Netflix nosedived. Has there continued to be 2015’s high demand for social media-related English jobs? Or will AI take over, especially once the \$375K prompt engineers have trained the bots?

Despite all of these misgivings and challenges, we firmly believe that literacy, critical thinking, and communication skills are essential in the workplace and to maintain a functioning democracy. We would point any naysayers to [Steve Jobs’ 2005 Stanford commencement speech](#) for reinforcement of this view. Therefore, we continue to believe that our courses are valuable to students, and we make perpetual revisions to our materials and pedagogy to engage student interest. The successful enrollments in literature and creative writing courses during Spring and Fall 2023 suggest that students, too, recognize the value of reading and writing, and we remain confident that these skills will help them find meaningful and remunerative employment.

At the same time, we recognize that we face somewhat of an uphill battle as we strive to educate our students and our communities about the importance of reading, writing, and reasoning skills. To meet this challenge, we are improving our marketing and outreach as well as participating in programs such as Umoja and Puente that support particular student populations.

Overall, while some of the job market data are disconcerting, we know that companies in tech, social media, and research and development look for candidates with excellent written, oral communication, and reasoning skills, so we remain confident that the skills we teach are essential on the job market and in life.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

In terms of scheduling, like everyone else we moved to 100% online instruction during the

pandemic, and now we're working with the dean to find the optimal ratio of online to face-to-face courses. Additionally, in Fall 2023 we are offering a "mini-mester" 8-week session for late enrolling or denied students. We will be following the outcomes of this experiment closely while continuing to advocate for a 12-week late start semester, which may better meet some students' needs.

In response to state mandates AB 705 and 1705, we have made major changes to our curricular offerings in the past few years, effectively erasing pre-transfer level English courses and deleting those now non-offered courses as prerequisites across the campus. Thus, we no longer offer dedicated reading courses or catch-up classes for students who didn't gain the composition skills taught in K-12.

In response to this new reality, we have developed a 5-unit transferable English composition course, English 105, which allows more time and support to students who desire it. We continue to monitor student outcomes from both the traditional English 100 as well as 105, and to strategize about how to improve outcomes, as detailed in 5A, below.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Question 2. Articulation-Continue to analyze AB705 and multiple measures impacts over time.

We are highly engaged in monitoring student outcomes post AB 705/1705, disaggregating the data, and identifying opportunities to modify our courses and supports to promote student success. For example, beginning in Spring 2023, the PRIE office helped us to compare success rates of students with mediocre high school GPAs who enrolled in English 100 vs. the same cohort who enrolled in English 105. As of fall 2023, we are forming faculty inquiry groups to continue this analysis, to research pedagogical and student support interventions, and during spring 2024 and fall 2024, to implement and assess innovations.

Question 4. Curricular Changes- It was recommended that we continue to promote and raise awareness across campus with other discipline faculty about ENGL 165.

Marketing English 165 across campus has become moot given that the new Cal-GETC single transfer path requires students to take either English 165 or ENGL 110, in Area 1b, for transfer (see 2). We anticipate being able to increase sections of ENGL 165.

Question 5b. It was recommended that we consider continuing to work across the college to get interdisciplinary support for the Writing Center and writing across the curriculum. Also consider using Guided Pathways to incorporate 165.

We have now established a writing center with instructional aides and workshops, so we are in a better place to push outward and develop an explicitly interdisciplinary approach. We anticipate that the writing center will be a fulcrum in the efforts to integrate writing

and first year learning activities into our math and English courses. Additionally, now that there are no English prerequisites for any courses, our writing center tutorials and workshops are even more essential for students across the campus who require writing support.

Question 6a. Impact of Resource Allocations. It was recommended that we focus on acquiring data to support the student need and impact of Puente, the writing center, and AB705 to advocate for institutional support going forward.

Please see the Puente Comprehensive Program Review 2022-23 for data supporting the efficacy of Puente. Highlights include:

Of our first Puente Cohort, 2015-16, 45% of students transferred to a four-year university or college by 2019-20 (“Puente Community College Program—Cañada College: Five-Year Transfer Rates of all Cañada College Students by Ethnicity and Puente Students, 2015-2016 Cohort”), which is almost double the percentage of non-Puente Hispanic students (27%) and higher than the overall percentage of Cañada College students who transferred in that time frame (37%).

In addition, 80% of the Puente cohort from 2019-2020 was retained from fall 2019 to spring 2020 (“Percentage of All Cañada College Students by Ethnicity and Puente Students Retained from Fall 2019 to Spring 2020”). This is greater than the percentage of non-Puente Hispanics (55%) and the overall percentage of all Cañada College students (52%) who persisted as students from fall 2019 to spring 2020.

Prior to the pandemic and the implementation of AB 705/1705, Puente students also had high success rates in pre-transfer composition classes (English 847) and transfer-level composition classes (English 100). As with the rest of our students, however, Puente students are struggling to succeed in English 105.

In terms of the writing center, please see 6A, below.

On AB 705/1705 institutional support:

With guidance from our dean, the dean of ASLT, and the VPI, we are in the process of forming an interdisciplinary committee with math faculty to strategize about how to support our students post-AB 1705. Our plan is to leverage the AB 1705 support grant as well as the STEM faculty’s FLP (Faculty Learning Program) to research, design, implement, and assess innovative pedagogical and student support strategies to help students succeed. Post AB 705/1705 overall student success rates in ENGL 105 are approximately 44%, with Hispanic rates only 37%. With the help of administrators, we are creating a plan to research and implement pedagogical, curricular, and student support strategies to try to improve student outcomes.

Question 7a. Enrollment Trends. We are missing discussion of short-term and long-term load trends

We included the number of courses offered and the fill rates, but we will also include

load trends in section 7a.

Question 8b. We were asked for more discussion of the discrepancies between in-person and online success rates; however, these discrepancies have largely disappeared.

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

1. Assessing student success, retention, and completion post AB705

At our departmental meetings, we review qualitative and quantitative data about student outcomes, considering the data in light of both AB 705/1705 as well as pandemic repercussions. We use this data to inform curricular and pedagogical changes. The AB 1705 support grant is enabling us to formalize and deepen this inquiry, hopefully leading to improved student outcomes.

2. Continue to develop our writing center and faculty-led tutor training program, including training embedded tutors, increasing the instructional aide position to full time, institutionalizing funding for the tutoring center, and developing the tutor schedule so that ALL students can access tutoring.

The writing center is one of the recent success stories for our department. We hired a full-time instructional aide to coordinate the center, continue to develop our embedded tutoring with instructional aides, and we have developed workshops on writing process and common grammar errors. We were able to shift quickly to remote tutoring during Covid and students were able to access quality tutoring from our staff.

See 6A for a more developed description of the state of the writing center.

3. Reinvigorate our literature courses and develop our literature program by working with our sister colleges to offer a rotation of courses on all three campuses.

We have created a literature rotation in collaboration with CSM and SKY. However, this remains a work in progress because course offerings tend to be revised and rescheduled due to factors beyond our control. With the encouragement of the dean, we are focusing on planning our own literature course offerings to ensure that English majors may earn the degree within two years irrespective of what is being offered at CSM and SKY.

4. Work with Guided Pathways on schedule optimization to ensure that students can efficiently completed course work towards an AA degree in English

See above; yes, this is a goal that remains current and important.

5. Provide faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world

Thanks to the AB 1705 support grant, we will be able to move forward with this goal.

6. Cultivate opportunities for faculty to share best practices.

We would like to build this into our AB1705 inquiry groups. Student outcomes across the board have been impacted by the implementation of AB705/1705, so we will assess student need and success not just in 105 but as students move through the course sequence.

7. Creation of a designated English lab with computers.

This goal was on hold as we waited for Building 13 to come online. In the meantime, COVID changed the way that students accessed courses. Now that Building 13 is online, we can connect this goal with our AB1705 research to determine the best resources for our students.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

The English department has built a robust tutoring service through the foundation and expansion of the writing center. In light of AB705, we applied for a faculty coordinator position for the writing center that was granted, as well as funding for instructional aides and embedded tutors in our English 105 courses.

The writing center now has a full-time instructional aide, Vince Fitzgerald, and we have increased the number of peer tutors so that there is full coverage of the writing center during the hours in which it is open, both for in-person tutoring and on Zoom (Monday through Thursday from 10am-7pm, and Friday from 10am-2pm). We continue with our goal to institutionalize funding for our tutoring program.

The writing center provides support not only for English 105 students, but also for students enrolled in any course across the campus that involves any writing-based assignments. We host monthly workshops on the writing process, and as of Spring 2023, we have added a series of student success workshops during the first few weeks of the semester. As of the Fall semester, we have added mid-semester workshops on grammar issues like run-on sentences and comma usage. Furthermore, we plan to add a series of workshops on mental health topics like stress and task management to meet the needs of students during midterms.

The peer tutors are trained by our faculty coordinator, and we are currently researching methods to provide additional support for faculty with embedded tutors in their courses through FLEX day training sessions. We work closely with the learning center to be in alignment with the ASLT division's goals.

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We were not approved for a coordinator position for an embedded tutoring program, which means that English 105 classes do not always have an embedded tutor, and we have a high-turnover rate for tutor recruitment as peer tutors are often only available for 1-2 semesters before they move on from Cañada College. To support the students who are placing into transfer-level courses as a result of AB705, we would like to increase support for our embedded tutoring program and build in a program where those tutors are mentored and trained by a coordinator who will also work to build connections with local graduate programs. The embedded tutor coordinator would be a faculty member who would get reassigned time to continually recruit and train embedded tutors for English 105 and possibly for some English 100 sections. This faculty member would also work with English faculty who are learning to use the embedded tutors effectively in class. This would benefit the college because the instructional aides are wonderful resources for students who help build community and increase retention of students who need additional support in their composition classes.

One full-time English instructor also plays an important role in the Puente Project as one of its co-coordinators and English instructor. This English instructor is part of a learning community in the fall and spring semester. Her English 105 and English 110 classes are linked to Career 137 and Career 110. The Puente Project has been placed under the counseling department for eight years and most recently, during its ninth year, has been placed under the office of the vice president of student services. The two Puente co-coordinators have asked for resources and personnel in their comprehensive program review and annual program review during the past nine years. The most current resource requests that have been funded have been 40 hours of Puente summer counseling hours in summer 2023, and we are requesting the same hours for summer 2024. This year, we have also been granted funds to do a southern California university tour, which we plan to do in spring 2024. Although we have a temporary Puente office assistant, we are requesting a permanent Puente office assistant. Luckily, our temporary Puente office assistant already had a ProCard, which she has used this semester; we have been requesting our own ProCard for several years.

The 40 summer counseling hours for Puente helped us tremendously. We were able to recruit a full cohort of 30 students before the fall semester began this school year. Our temporary Puente office assistant has been able to give us the administrative support that we have needed to bring back all of our in-person events on campus and field trips. We hope to have a more permanent Puente office assistant who will help us with this stability and new southern California university trip in spring 2024.

The Puente Project's comprehensive program review completed last year, 2022-2023, provides detailed data about the impact that the Puente Project has had on student retention and success, particularly for Latinx students. The following summary was given about this data: Overall, the data provided by these multiple sources shows that the Puente Program at Cañada College has had a history of strong student retention from fall to spring and from fall to fall, especially before the COVID pandemic and during the last half of the pandemic-related online classes. The program also had a strong history of very good success rates in pre-transfer composition classes (English 847) and transfer-level

composition classes (English 100) before the pandemic. Most recently, however, the Puente Program and the entire English Department faculty is struggling with the success rates in the newest transfer-level composition course, English 105, which is a course that is supposed to make up for the previous pre-transfer composition courses (English 826 and English 847) and still meet the requirements of English 100, its equivalent course. The Puente English Instructor is working closely with other English faculty to develop more effective curriculum and teaching strategies for this challenging course. The Puente English Instructor is also working with the DRC staff and the Writing Center's embedded tutors and peer tutors to offer the Puente students the academic preparation and support that they need to achieve success in English 105.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Not applicable in that we've had no retirements or new hires this cycle. However, our FT faculty members coordinate or co-coordinate Puente, Umoja, the Writing Center, the Diversity, Equity, and Access committee (DEAC), and the curriculum committee, which means that much of our load is dedicated to non-teaching activities. We think this work is essential, or we wouldn't be doing it, but we also think that given the depth and range of our engagement in these co-curricular programs and aspects of the college, the discussion of hiring an additional FT instructor is warranted.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Overall, the data show high enrollment before AB705, the start of a decline since the semester of implementation of AB705, and then an even greater decline because of COVID. A slow increase is apparent in the 22-23 academic year when the threat of COVID began to decline and on-campus courses became available again.

The enrollment seems to be highest in the f2f sections, but this may be because we offer more of them.

Face-to-face has the highest enrollment of all modalities (2236), online 1140, hybrid 251, covid synchronous 478. We don't know if these data indicate course availability, student preference, or both.

Despite the difficulties with COVID, the story for English 165 is somewhat positive. We were able to maintain our single offering for every semester, and in Spring of 2019, Spring

of 2021, and Spring of 2023, we were able to offer two sections.

Load for English is complicated by the class size cap of 26 for composition courses. Additionally, film and literature course offerings, which used to boost our load, have decreased substantially recently. Pre-Covid (2019-2020), our load was at a high of 323, but it decreased to 261 in 2022- 2023. However, we have been more consistently offering literature courses, which may in the near term increase our load.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

ENGLISH COMPOSITION: AB705 and Covid-19 caused enrollment in English courses to drop parallel to the enrollment decline with the rest of the college. While enrollment is not yet what it was before AB705 and Covid, enrollment in composition courses is slowly increasing. The English department is focused on increasing enrollment by teaching composition courses in a variety of modalities: in-person, online, hybrid, and multi-modal; offering courses in special programs like Puente, Umoja, CWA; and following best practices like partnering with embedded tutors. The steady increase in enrollment is in tandem with the growth of the writing center– the workshops, embedded tutors in English 105, robust schedule of writing tutor availability, and comprehensive tutor training program are essential to maintaining enrollment.

LITERATURE: In spring and fall of 2023, we are seeing an exciting bounce in enrollment for our literature courses, which seems at least partially attributable to the social media campaign instigated by Niall Adler. We will continue to work with marketing to promote our literature offerings.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

To make our schedule more student-centered and to capture late-enrolling students, we need to have nimble scheduling. Offering 8-week “mini-mesters,” which the dean implemented this semester, is a step in the right direction, but such accelerated courses are not appropriate for all students. We feel it would benefit students to have late start (12-week) courses. These could be “ghost” online and/or f2f sections of ENGL 100 with

potential faculty already identified.

Additionally, to help student engagement and success, we would like to address student needs and preferences by: 1) offering online courses that have one synchronous online meeting per week and the rest asynchronous, and 2) offering hybrid in-person courses during the day, which would make course taking more feasible for many students as they would come to campus just one day per week.

Prior to the start of each semester, we would recommend that the dean be notified of ENGL courses that are 80% filled, so that more sections will be opened in advance of the beginning of the semester. Data from 22-23 shows a sudden increase in enrollment, suggesting the tides are changing. We would like to be prepared for the tide by increasing our flexibility to add new sections prior to the beginning of the semester, if enrollment trends dictate the need, and in weeks 2-4.

In addition, we would like the college to create a system that accurately captures how many students are trying to add after the semester starts, when waitlists are already closed and students are emailing instructors trying to add. We're getting multiple requests, enough for new courses to open, and we feel the college could do more to retain those would-be late-start students.

Overall, we hope to use data about late-start sections and mini-mesters to justify adding more sections. This is something that needs to be done on an administrative level using the information from faculty about student needs.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

The overall success rate in English and Literature decreased from 68% in 2018-2019 to 61% in 2021-2022, rebounding to 66% in 2022-2023. Withdraw rates held steady for four academic years at 20-21% and then decreased to 16% in the most recent academic year, which is welcome news.

These data align with both the implementation of AB705 in 2019 and the pandemic. The data indicating increasing success rates in English 100, 110, and 165 over the previous four years and the corresponding decrease in withdrawals suggest that being more fully back to normal, with face- to-face classes and services, has had a positive impact on student success and completion for many students. It also suggests that our wrap-around services such as the writing center and embedded tutoring have positively impacted many students. We also note that success rates in literature courses ranged from 73-78%, which is very good. These overall data are encouraging.

Success rates in 110 and 165 have been consistently high (72-74%) before and after the pandemic and AB705. Data from PRIE seem to indicate that 100 and 110 classes generally

have the same success rate regardless of time or modality with the unsurprising exception of Covid synchronous classes.

That said, however, the success rates for ENGL 105 represent a challenge. The overall success rate for students in ENGL 105 is only 44%, which is almost identical to the dismal success rates of our old pre-transfer courses, ENGL 827/847 (44% and 52%). This shows that for a certain cohort of students, whether enrolled in a pre-transfer developmental course or a transfer-level course with built in support, on average, fewer than 50% succeed.

When we look at the disaggregated data, we see that these (non)success outcomes disproportionately impact our Hispanic students. Hispanic students, who are 40% of the overall student population, make up approximately 75% of the enrollment in ENGL 105 and yet have a success rate of only 33.5%. To misquote *Apollo 13*, "Redwood City, we have a problem."

How can the college help?

This semester, fall of 2023, we are brainstorming about how to use AB 1705 support grant and FLP funding to conduct further research into the factors creating this predicament, and then developing a plan to integrate and assess curricular, pedagogical, and/or student support innovations and expansions to improve these stubborn outcomes.

[Data from the program review for Cañada's Puente](#) program suggest that culturally relevant instruction, academic counseling, and equitable access to other appropriate and comprehensive student services increase success for Latinx students. Puente students have higher transfer rates, increased number of AA degrees earned, and higher retention and success rates when compared to non-Puente Latinx students at our college. These data are inspiring and encourage us to adopt Puente practices as feasible.

Are students able to earn an AA degree in English by taking courses at Cañada?

No. We are modifying our literature offerings, beginning with fall 2024 (the first semester not already scheduled) to enable degree attainment within two years.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Data from PRIE indicate several areas in which we need to improve. In particular, we need to address low success rates for Black students in our online classes (33% success

rate gap) and also in our face-to-face classes (18% gap). Hispanic students are disproportionately impacted in both online and face-to-face classes (12% to 5% gaps). Among both Black and Hispanic students, males are faring worse than females. Other groups that require our attention to improve success rates are part-time students and first-generation students.

In addition, data indicates that Filipinx students have a high withdrawal rate in both online and face-to-face classes (15-22%). Black students also have high withdrawal rates, which is concerning.

These are all groups that we are determined to serve better since as a department we are committed to ensuring equity. Our classes are foundational courses which will help prepare students for all other college courses that require reading and writing, so we understand that we must close these gaps.

Many of our ideas for improving success rates in English 100 and 105 will be helpful in addressing these gaps. That is, additional wrap-around support, dedicated retention specialists, and culturally responsive curriculum and learning communities. We believe that by incorporating more Umoja and Puente practices into all our classes, we can help students feel connected and valued. We would also love to see a learning community that would specifically target Filipinx and other ANAPI students.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

There was little to no difference in online and face-to-face success rates for four out of five academic years. The equity and disproportionate impact data presented in the previous section (see 8B. Student Equity) revealed Black non-Hispanic students and particularly Black non-Hispanic males enrolled in online English sections had success rates 33-34 percentage points lower than the overall success in online English sections. We are hoping to engage faculty who teach these courses in professional development around “Umojification” of their courses as well as other culturally responsive pedagogical practices specific to teaching and learning online.

We would like to work with PRIE to understand why these students take asynchronous classes and why they are withdrawing. Answers to these questions may inform our attempts to address their needs.

We would also like to explore the possibility of offering some hybrid online classes that incorporate online class meetings once a week or synchronous online classes to serve students who are unable to come to campus but don't do well in a strictly asynchronous online modality.

Late-start online classes on a compressed schedule may also improve withdrawal rates for these groups if withdrawals are tied to students having increased non-academic

commitments partway through the 18-week semester.

Having the flexibility to try some other scheduling options would be a good first step.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We are in compliance and have been assessing all of the courses that have been offered. Courses are assessed once during each three years. At least one faculty member who is teaching a particular course assesses that course when it comes up for review and inputs it in Nuventive. We discuss student outcomes at almost all of our department meetings, as we try to figure out how to improve them.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

As part of the SLO assessment process, we've considered revising our SLOs, but it appears that AB 1111 is going to require all transfer courses, across the state, to adopt equivalent SLOs, so revising SLOs right now may not be worthwhile. Therefore, rather than relying on just the SLO and PLO metrics, we evaluate our student and program learning outcomes holistically by offering a multitude of assignments and assessments and by spending as much department time as possible discussing how to improve student outcomes. SLO and PLO discussion is part of every meeting, whether we're talking about the texts we teach, lesson strategy, or contract grading.

A concrete consequence of our assessment of student outcomes is our decision to dedicate time and resources to AB 1705 support inquiry groups, so that we may investigate what we could be doing better and then implement, assess, and revise our teaching. In other words, we will be applying the student learning outcome assessment process to our own teaching.

10. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Our PLO process entails norming, which means compiling anonymous student essays of varying degrees of development, as well as the accompanying essay prompts, and then assessing essays and discussing our disparate grades. In this norming process, we attempt to elucidate, discuss, and reach agreement on our expectations for student

work.

An ancillary outcome of this process is what we have learned from reviewing each other's essay prompts. We see more and less prescriptive approaches as well as differing student outcomes based on various teaching styles, and we learn from each other.

Those of us who are able to participate in these sessions reach consensus, for the most part, on expectations for student work. From this work as well as our review of PRIE data on disparate student outcomes across sections of the same course, we can see the need to compensate adjunct faculty, so everyone will be able to participate.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

Our goals:

1. Improve student outcomes in ENGL 105.
2. Identify, implement, and strengthen curricular, support, and pedagogical strategies to help underrepresented students succeed, which overlaps with (1) but also includes developing and expanding Umoja, Puente, and the writing center, and possibly creating a learning community for FilipinX/ANAPI students.
3. Continue to develop embedded tutoring and retention services that promote student success.
4. Market the English AD-T to students intending to transfer. Advertise the value of the English major, particularly for transfer students who will benefit from having a strong foundation in reading, writing, and
5. critical thinking. The rebound in literature enrollments suggests we have student interest.
6. Change our literature rotation so that students may earn an English degree in two years.
7. Develop our literature offerings. Gothic Literature? LGBTQ Texts? Flash Fiction? Horror Film?
8. Prepare for an influx of ENGL 165 enrollments and a decrease in 110 enrollments, once the Cal-GETC single transfer path goes into effect (F 25).

Next Step: If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information