

The background features a central grid of small, multi-colored dots (purple, teal, brown) on a grey background. This grid is framed by vibrant, flowing, semi-transparent bands of color: orange and red at the top left, and teal and blue at the bottom right. The overall aesthetic is modern and dynamic.

ENGLISH

Program Review Presentation

Cohort 2: 2022-2023

- ★ Five distinct and overlapping programs
 - Creative Writing, Literature, Education, Reading, and Writing
- ★ Unique and meaningful ways to develop skills to meet educational and personal goals
- ★ Innovation to respond to legislation and, most importantly, students' evolving needs
 - Since 2019, all students entering English enroll in transfer-level writing, with or without corequisite support

ENGLISH PROFILE

★ Writing

- Two of the “golden four” requirements for transfer and graduation: composition and critical thinking
- Graduation, certificate, AA/AS, and transfer requirements

★ Literature

- Additional focus on historical, cultural, and psychological analysis from a literary perspective
- GE transfer and graduation requirements in Humanities, personal enrichment, cross-cultural and interpersonal empathy

★ Creative Writing

- Writing for publication and for self-expression
- Direct outreach to the community, readings and publishing
- Fulfill graduation and transfer requirements

ENGLISH PROFILE



- ★ Support Programs: Writing Across the Curriculum (WAC) and Reading Across Disciplines (RAD)
 - one-on-one and small-group instruction
 - for ENGWR and the broader college campus from all disciplines
- ★ Reading
 - needs-based support in RAD
 - classes that satisfy graduation and transfer requirements
- ★ ENGED
 - tools for teaching reading and writing in K-12
 - includes field experience opportunities

ENGLISH PROFILE

- ★ Race-conscious, culturally responsive, culturally relevant practices and pedagogies
 - equity research and training on grading variability, assessments, course material, and positive faculty, staff, and student dynamics
- ★ While our unit still has work to be done, since equity is a process not a product, we continue to create and revise courses and programs where students can see themselves, understand the lives of others, and develop the skills to reach their personal, academic, and career goals.

ENGLISH PROFILE

HISTORICAL ANALYSIS

Program Strengths

- ★ Faculty created four new courses that focus on the literature by and the experiences of people of color.
 - African American Literature; Asian American Literature; Latino, Mexican American, and Chicano Literature; and Honors African American Literature.
- ★ An OER Departmental Award in Spring 2022 led to a Canvas shell of collaboratively created OER-repository of material for our ENGWR 300
- ★ Open concept classrooms designed to facilitate small-group and individual hands-on work. White boards surround the room and desks with computers were clustered to improve agency, collaboration, and active learning.

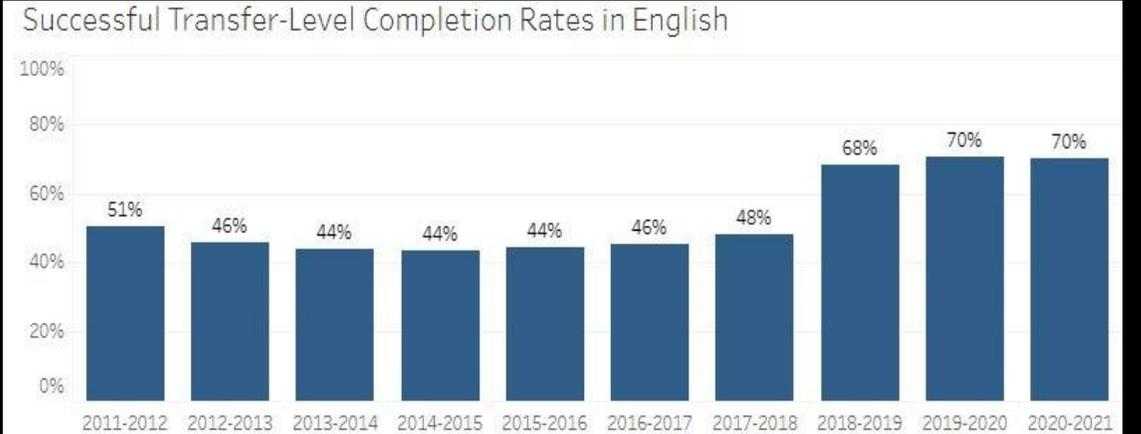
Program Strengths

- ★ CW and LT shifted online
 - Increased demand allowed growth, sections each semester. Greater access for working students and students with caregiving responsibilities.
- ★ Commitment to cultural relevance
 - Creative Writing faculty collectively revised the full sequence of curriculum, workshops, prompts, and the textbooks.
- ★ Commitment to clear paths toward completion
 - Revised the English AA-T and Lit Publishing Cert, deleted a non-functioning AA-T for English Education, revising the English Communication and Literature local AA.

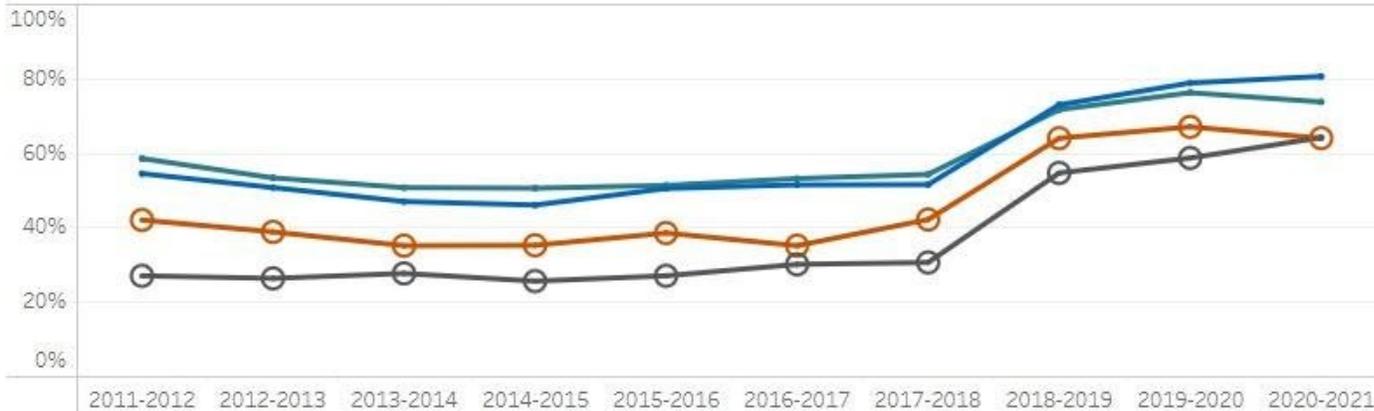
HISTORICAL ANALYSIS

Program Strengths

- ★ Our overall response to the challenge of AB705 seems to be helping the students, in terms of throughput.



English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)



● Fall only

Disaggregation

Ethnicity

Subgroup

■ African American

■ Asian

■ Hispanic

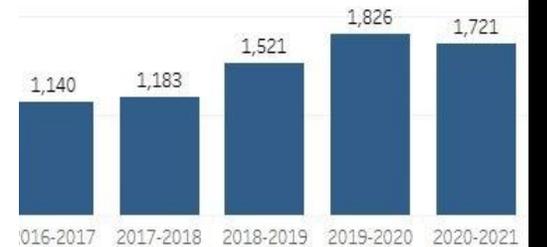
■ White

DI Present

● No

● Yes

in English



HISTORICAL ANALYSIS

Program Challenges

- ★ Enrollment decline and rebuilding hybrid and face-to-face classes
- ★ Decline in number of students earning degrees certificates
 - AA-T down by 50%; INDIS AA down by 80%; Lit Publishing down by 100%
- ★ Struggled to sustain communities of practice across the programs

Program Challenges

- ★ Equity gaps in ENGWR
 - ENGWR 300: average success rate for all students, 63%.
 - Black and African American students, 52%;
 - Latinx students, 58%
 - multiracial students, 59%, and
 - Pacific Islander students, 51%.
- ★ All other ENGWR courses have the same pattern of DI
- ★ Develop persistence across all groups for 2nd semester courses

HISTORICAL ANALYSIS

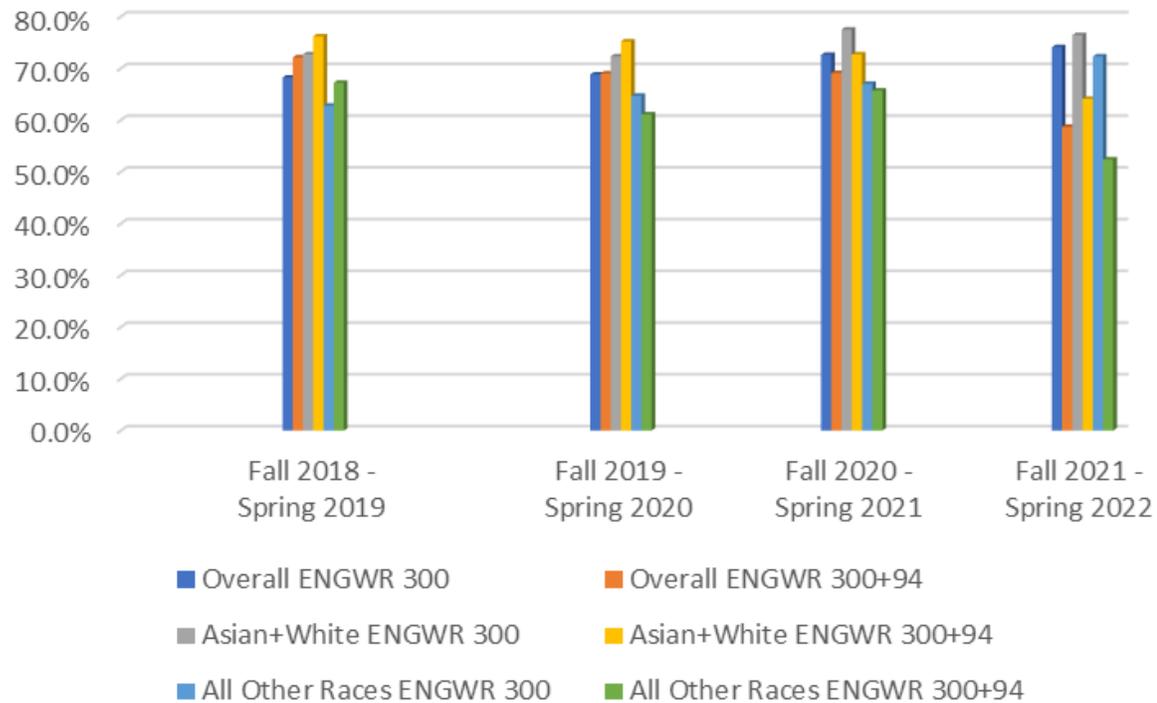
Program Challenges

- ★ Equity gaps for LT and CW
 - Improved overall, especially for Latinx students
 - Black and African American students and multiracial students appear to have a 50% likelihood of equitable success, depending on course and instructor
 - Need for diversity and inclusion across these programs
 - Courses with mindful inclusion show higher rates of enrollment and success

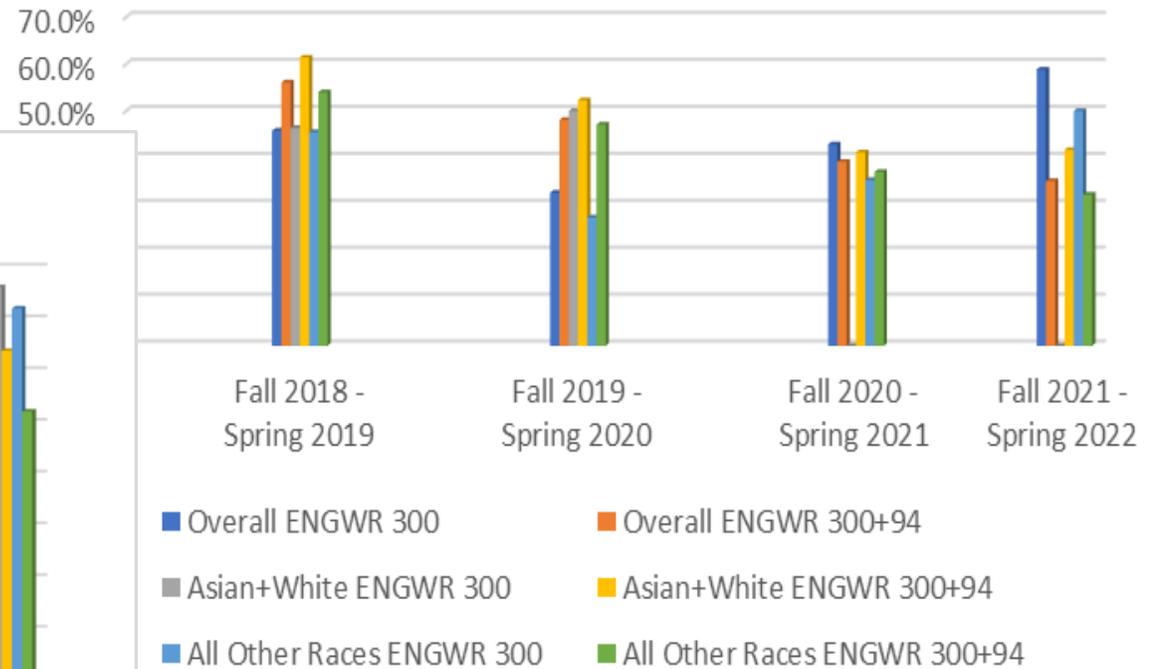
Program Challenges

- ★ Success rates for 300/94 Combo affected by enrollment obstacles and loopholes
- ★ $\frac{2}{3}$ take all 4 classes
- ★ $\frac{1}{3}$ take some mixture
 - 4 classes/6 units
 - 69 % success rate; 10% drop rates
 - 3 classes/5.5 units
 - 33% success; 40% drop
 - 2 classes/5 units
 - 23% success; 54% drop
- ★ Privilege of time/resources likely contributes to success in relation to underserved students

Success Rates: Unkown GPA



Success Rates: HS GPA Band 2.00 to 2.49





OBJECTIVES

- **Primary objective is the substantial revision to the ENGWR 94/300 corequisite courses**
 - Reduce unit load (from 6 to 5) and course load (4 to 2)
 - Embed reading and writing support to close enrollment and support loopholes
 - Lower the cap sizes in these courses
 - Advocate for administration's continued support of WAC and RAD as productivity and enrollment changes because of redirected resources to the embedded corequisite model

STRATEGIC ENHANCEMENT

Moving forward, English is committed to improve the following:

- ★ Closing the DI gaps described
- ★ Building more equitable assessment practices
- ★ Addressing the variability in students' experiences in online courses
- ★ Adding culturally responsive and relevant courses across the five programs

In doing these, English will meet the needs of our students and provide resources students need to achieve their personal, academic, and career goals, a deep measure of social justice and equity.

PLANNING STEPS

- Embed support into ENGWR courses
- Apply recommendations in the DI Project Team Reports
- Build and sustain communities of practice
- Revise the curriculum of our ENGWR and ENGLT courses
- Work with HomeBase for outreach and advising of English majors