

English Department
Institutional Metrics Plan submitted at request of Academic Senate President Mayra Cruz
Submitted by: Karen Chow, English Department Chair
Date: 4/18/17

• **How can we move the metric?**

Contextual Information: The 2016 State of the College currently sets a goal that the basic skills English course sequence completion rate will achieve 77% in and claims that our current English course sequence completion rate is 74%.

In 2015-16, our course success in English writing (EWRT):

African American: 75%
Latinx: 71%
Filipino: 78%
Pacific Islander: 76%
Asian: 83%
White: 80%

The success rate 3-year trend from 2013-2016:

African American: 73% to 70% to 75% ; so, 2015-16 represented the highest success rate (5% increase in the past year)

The number of African American students remained relatively stable from 392 to 401 to 401. The Umoja program was revitalized in 2015, and the REACH program also began in 2015 and FYE grew to have a second cohort, which likely helped close the equity gap for African American students.

Latinx: 69% to 70% to 71%. During this 3 year period, the enrollment of Latinx students also grew more dramatically than other targeted groups (from 3,487 to 3,870 to 3,945 while all other targeted groups remained fairly steady: African American students from 535 to 569 to 534 and Filipino students from 916 to 1,089 to 1,103 and PI students from 80 to 111 to 92), but student success also increased 1% each year. No doubt student success cohorts such as Puente, FYE, LEAD, and student success programs such as EOPS helped, in addition to a campus culture that publicly supports Latinx students, such as the administration's support of HEFAS to support AB 540 students, the hiring of more Latinx counselors and instructors, and more coordinated efforts to recognize Latinx students such as a robust culture of Latinx graduation celebrations and dedicated SSRS space where Latinx students feel welcome to do homework, get specialized academic tutoring, and peer mentor support.

Filipino: 80% to 79% to 78%. During the past 3 year period, Filipino student success has been very close to the average 83% of the highest non-targeted "Asian" group.

Pacific Islander: 78% to 79% to 76%. During the past 3 year period, Pacific Islander student success has been close to the Filipino success rate. This is also the smallest in number of the targeted groups so probably these students already represent some of the more highly successful students in their ethnic group in the Bay area. Many benefit from the camaraderie of the strong PI student community in athletics programs and in certain classes such ICS 21, which was linked to an EWRT 1A class in Fall 2012 and Fall 2013 through the IMPACT AAPI student cohort, although it certainly should not be assumed that all the Pacific Islander students are athletes.

Although our equity gap remains lower than the campus average and more than achieves statewide goals for targeted groups, we feel that the loss of the lab classes that used to be attached to all basic skills classes has had a negative impact on the success of vulnerable students. We have adopted several strategies to compensate as much as possible for that substantial loss of resources and student support:

1. We have prioritized urging full-time faculty to teach Basic Skills courses (on average, 45% of basic skills courses are taught by full time faculty).

2. We have developed Customized Academic Support that is imbedded in our lowest level class, EWRT 200, as a required adjunct to instruction—tailoring tutorial assistance to the needs of the most vulnerable students. As a result, success in EWRT 200 is now just as strong as the higher level, EWRT 211, even though these students have greater obstacles.

3. Student Cohort Programs like Puente, Sankofa, FYE and the LART courses are also producing excellent results.

Here are additional student success data from 2015-16:

New for 2016-17:

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UMOJA:

The new Umoja program began offering its first READ 211, EWRT 211, and LART 78 courses. Out of 31 students enrolled, 25 passed and 6 did not pass, which represents an 83% success rate.

FYE COHORT 1:

30 students enrolled in READ 200 and EWRT 200, LART 78, and READ 70. Out of these 30, 27 passed, which represents a 90% success rate.

FYE COHORT 2:

28 students enrolled in READ 211, EWRT 211, LART 78, and READ 79. Out of these 28, 26 passed READ 211 which represents a 93% success rate; 24 of 28 passed EWRT 211, which represents a 86% success rate.

PUENTE:

30 students enrolled in READ 211 and EWRT 211. Out of these 30, 1 Withdrew and 29 passed both EWRT 211 and READ 211, representing a 100% success rate.

REACH:

Also, an equity-funded cohort, REACH-Reading, English, Athletics, Counseling and Humanities started a first pilot started in Winter 2016. From the Athletics Department Program Review (http://www.deanza.edu/gov/IPBT/pdf/s16apru_pe_athletics.pdf): "Basic Skills Reading and Basic Skills Writing

yielded amazing results for a first year cohort. Lydia Hearn wrote: 'This Winter we began the REACH program with 24 student-athletes taking a LART211 (READ/EWRT) class, the majority of whom come from underserved populations. We had a 100% retention rate with a 96% success rate. With the students' work evaluated through the English department portfolio process, we had affirmation from English department faculty external to the program that the students who passed the portfolio were writing and reading at a level to be ready for EWRT1A. These are amazing numbers not only for this special population but for ANY class! It was challenging, but by the end of the quarter, the students pulled through and began to see themselves as scholars in addition to being athletes. Some of them even commented in their portfolios that they enjoyed being in a class where they were not stereotyped as "dumb jocks" and were encouraged to see themselves as intelligent students. . . .

We will continue the program into the Spring 2016 quarter as students take an EWRT1A with me and a HUM11 class with Sal Breiter' "

The Spring 2016 EWRT 1A cohort of REACH performed as follows, according to Lydia Hearn:

26 students enrolled

Retention = 96% (25/26 students)

Success = 81% (21/26 students, it might be higher since there were 2 incompletes yet to be completed)

Of the 26 students, 19 were targeted populations

Retention = 95% (18/19 students)

Success = 74% (14/19 students)

4. *New for 2016-17*: Two of our FT faculty, Amy Leonard and Sarah Lisha, participated in a new DARE initiative called Jumpstart, in which 2 levels below transfer EWRT 200 students take and complete a summer intensive workshop in order to be placed into EWRT 211, which is 1 level below transfer. The DARE Jumpstart PPT presentation (available at:

http://www.deanza.edu/dare/pdf/JumpStart_PresentationforDARE.pdf) Overview lists these details:

OVERVIEW OF PROGRAM

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* Summer-bridge type program that would include counseling curriculum, academic advising and content prep in English writing.

* Emphasis on community building.

* Seats reserved for jumpstart participants in appropriate developmental courses with the instructors who delivered Jumpstart.

* Advisor and Counselor supported students to complete orientation and for registration for Fall classes.

* Advisor and Counselor track and support students through end of Fall quarter.

* iPads were issued to students to support instruction

Jumpstart instructor Amy Leonard reports: "all the Jumpstart students successfully completed my EWRT 211 and all but one completed the LART successfully since a small co-hort went into that class, and 4 out of 5 students that took me for 1A this Winter should successfully complete the class."

• **What ideas or initiatives can we undertake (in the order of prioritization from highest to lowest)?**

A. DEVELOP AN INTERNAL "COHORT" PROGRAM WHERE INSTRUCTORS WHO PARTICIPATE AGREE TO TEACH A COURSE SEQUENCE FROM FALL TO SPRING WHERE STUDENTS WOULD MOVE THROUGH THE SEQUENCE WITH THE SAME INSTRUCTOR AND COHORT/CLASSMATES. THIS WOULD LIKELY BE 200-211-1A OR 211-1A-2 SEQUENCE.

B. EXPAND REACH PROGRAM STUDENT SUCCESS COHORT FOR ATHLETES

C. SUPPORT & COMPENSATION FOR BASIC SKILLS 200 AND 211 COORDINATION

i. Create online resources such as developing and archiving online grammar instruction units/videos, activities and quizzes to use in place of required expensive grammar textbooks.

ii. pedagogical materials to share

iii. more online and hybrid possibilities

iv. Develop PROFESSIONAL DEVELOPMENT for more engaged and inspired teaching of underrepresented students and other at-risk, vulnerable students (e.g. those with financial issues, student parents, learning disabilities, physical disabilities, mental health issues; homeless students; food insecure students; returning/older students; students with PTSD and other trauma survivors)

D. INCENTIVIZE CREATION OF INSTRUCTOR PODS – TO DEVELOP AND SHARE CURRICULUM TOGETHER. PERHAPS TEACH A COMMON TEXT, WHICH PERHAPS MIGHT BE OER (ONLINE EDUCATIONAL RESOURCE THAT IS EITHER VERY LOW COST OR FREE TO STUDENTS AND THERE IS \$\$ AVAILABLE TO SUPPORT OER INITIATIVES) AND INVITE AUTHORS TO CAMPUS TO READ/WORKSHOP/Q&A

E. SCALED UP SUPPORT SYSTEMS, INCLUDING:

i. DEDICATED COUNSELING SUPPORT. Our LA Division may be approved to have another dedicated counselor in addition to Monica.

ii. Mentoring (peer)

iii. Tutoring

1. ONLINE TUTORING as well

iv. More robust equity office

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- F. INCENTIVIZE CREATIVE WAYS TO DELIVER CONTENT & TEACH for those instructors with Qualifications to teach in BOTH READING & ENGLISH
- G. MORE STUDY ABROAD SCHOLARSHIPS FOR UNDERREPRESENTED STUDENTS
- H. MORE STUDENT INTERNSHIPS
- I. DEVELOP AN EASY "I UNDERSTAND THAT BY CLICKING, I ASSUME RESPONSIBILITY FOR NOT HAVING MET ADVISORY REQUISITE" "BUTTON" FOR STUDENTS TO OVERRIDE "PREREQUISITE NOT MET" BANNER BARRIER/MESSAGE TO REGISTER FOR CREATIVE WRITING
- J. REQUEST ADDITIONAL INFORMATION ABOUT THE REPORTED 10,000 STUDENTS WHO HAVE SHOWED INTEREST IN REGISTERING ONLINE BUT DO NOT ENROLL IN CLASSES TO SEE HOW WE CAN INCENTIVIZE THEM TO REGISTER

- **What support is needed from the College?**

More funding and flexibility to support making these ideas possible. We would love to have a joint meeting with VPI and Associate VPI and our Dean to discuss these ideas.