

1. Dept - (LA) English

1. 2018-19 Annual Program Review Update Submitted By: Roseanne Quinn
2. APRU Complete for: 2018-19
3. Program Mission Statement: The English department at De Anza College offers students the opportunity to study language, literature, creative writing, basic skills writing and transfer-level composition while deepening critical thinking, research, communication skills and aesthetic awareness. In connection with campus-wide programs such as LinC, Puente, First Year Experience, Umoja, and REACH, the English department continues to assess, improve and devise new strategies to assist all students, but particularly underrepresented and academically at risk groups, in developing the written communication and analytical skills needed to achieve their academic, professional and personal goals.
Our Program Learning Outcome is: Students demonstrate critical thinking, reading, research, and writing skills in order to effectively analyze texts from myriad disciplines and cultural perspectives.
Our Program Learning Outcomes relate to our college Institutional Core Competencies as success in achieving those outcomes lead to development of students' writing, reading, and critical thinking skills, which in turn help them achieve our Institutional Core Competencies.
4. I.A.1 What is the Primary Focus of Your Program?: Basic skills
5. I.A.2 Choose a Secondary Focus of Your Program?: Transfer
6. I.B.1 Number Certificates of Achievement Awarded:
7. I.B.2 Number Certif of Achievement-Advanced Awarded:
8. I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 11
9. I.B.4 # AA and/or AS Degrees Awarded: 13
10. I.B.5 Strategies to Increase Awards :
11. I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:
12. I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::
13. I.D.1 Academic Services & Learning Resources: #Faculty served:
14. I.D.2 Academic Services & Learning Resources: #Students served:
15. I.D.3 Academic Services & Learning Resources: #Staff Served:
16. I.E.1 Full time faculty (FTEF): 52
17. I.E.2 #Student Employees:
18. I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: As a department, 2018-2019, we are at 36.9% FT faculty, and 50.9 %PT faculty, which still substantially short of the CCC goal of 75% FT to 25% PT faculty than we were last yea.
19. I.E.4 # Staff Employees:
20. I.E.4 #Staff Employees:
21. I.E.5 Changes in Employees/Resources: We did not hire any full-time faculty for this year. So, we are still down 1 FT faculty from our previous program review. Due to decline in college enrollment, we will not be requesting any full-time faculty hire.
22. II.A Enrollment Trends: Our enrollment decreased overall from 13,216 in 2015-16 to 12,594 in 2016-2017 to 11,327 in 2017-2018. This represents a decline of 1,889 students.
23. II.B Overall Success Rate: Overall success rates have been both recognizeably high and stable over the 3 year period: 2015-2106 were 78% and 2016-2017 was 77% and 2017-2018 were 78% which we know to be higher, and in some cases significantly higher, than the state reported average for California Community Colleges.
24. II.C Changes Imposed by Internal/External Regulations: The increasing implementation of AB 705 for fall of 2018, winter of 2019, and spring of 2019 has been profoundly impacting our faculty who have been putting into place revised and new curriculum to pilot in the fall of 2018 and winter and spring of 2019 included but not limited to LART 250, EWRT Stretch and revisions of Stand Alone EWRT 1As. This has put a significant work load strain on our English faculty. We are also purposefully collaborating with the Reading department, and the ESL faculty, as well to maximize student success going

forward. We are also responding to the full implementation of multiple measures while mindfully inclusive of revising our placement as a whole including high school gpa, essay placement, norming standards, and creating and piloting a totally new Guided Self-Placement instrument. We have also been piloting new models of Portfolios in LART 250/EWRT 1A as well still teaching sections of our developmental courses, EWRT 200 and EWRT 211.

We have also been routinely asked by other departments and programs to participate in events around AB 705 as well as we have been attending weekly meetings since last summer as well as monthly ones. It has been taking enormous amounts of additional time especially for the English department Chair (and Interim Chair), the Co-chair and Scheduler, as well as our Portfolio Coordinator and Chairs of our other department committees: EWRT 1A PAGE, Creative Writing, Literature, and Distance Learning. The changes in curriculum via AB 705 and unintended consequences such as having to revise how we offer our courses in terms of how they our scheduled has been very challenging. We are having to make many department decisions, such as scheduling, using the same instructor for piloting, revising summer class times, all in the service of student success and equitable applications and ramifications of implementing AB 705

25. III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: In our EWRT 1A courses which we are particularly focusing on this year due to AB 705, enrollment numbers increased for each category, but Native American which stayed exactly the same.

African American:
Fall of 2017: 1,514.
Fall of 2018 to 1,930

Latinx:
Fall of 2017: 398
Fall of 2018: 560

Filipinx:
Fall of 2017: 129
Fall of 2018: 177

Pacific Islander:
Fall of 2017: 16
Fall of 2018: 12

For all EWRT Courses:

African American: 4%
Latinx: 31%
Filipinx: 7%
Pacific Islander: 1%

De Anza College Wide Demographics:

African American: 4%
Filipinx: 7%
Latino/a: 25%
Pacific Islander: 1%

For all of ELIT Courses:

African American: 4%
Filipinx: 10%
Latinx: 29%

Pacific Islander: 1%

As noted above, all of our EWRT composition and ELIT courses in the targeted student groups requested is at or above the level that they represent in our College wide student population.

26. III.A.2 Targeted Student Populations: Growth and Decline: For our EWRT courses: African American stayed at 4% over the last five years. Filipinx went up a percentage point from 7% to 8%. Pacific Islander stayed at the level of 0%. We had a gain of 2% for Latinx from 27% to 31%.

For our ELIT courses: African American had some minor fluctuation but stayed at 4% from five years ago to 4% this year. Flipinix saw a welcome increase over 5 years from 6% to 10%. Pacific Islander stayed at exactly 1%. Latinx had a welcome gain from 24% to 29%.

Overall, we are pleased with these gains and stability.

27. III.B.1 Closing the Student Equity Gap: Success Rates: Success Rates:

For our EWRT courses:

African American: 66%

Latinx: 70%

Filipinx: 85%

Pacific Islander: 65%

Asian: 85%

White: 80%

For our ELIT courses:

African American: 74%

Latinx: 73%

Filipinx: 67%

Pacific Islander: 40%

Asian: 79%

White: 77%

28. III.B.2 Closing the Student Equity Gap: Withdrawal Rates: Withdrawal Rates:

For our EWRT courses:

African American: 15%

Latinx: 15%

Filipinx: 11%

Pacific Islander: 13%

Asian: 8%

White: 10%

For our ELIT courses:

African American: 11%

Latinx: 13%

Filipinx: 21%

Pacific Islander: 20%

Asian: 11%

White: 8%

29. III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Success Gap for EWRT courses: 2013-2014

African American: 16%

Latinx: 18%

Filipinx: 11%

Pacific Islander: 14%

versus

Asian: 8%

White: 10%

2014-2015

African American: 15%

Latinx: 17%

Filipinx: 11%

Pacific Islander: 14%

versus

Asian: 8%

White: 10%

2015-2016

African American: 14%

Latinx: 17%

Filipinx: 11%

Pacific Islander: 13%

versus

Asian: 9%

White: 10%

2016-2017

African American: 18%

Latinx: 17%

Filipinx: 11%

Pacific Islander: 21%

versus

Asian: 9%

White: 10%

2017-2018

African American: 19%

Latinx: 15%

Filipinx: 10%

Pacific Islander: 22%

versus

Asian: 7%

White: 11%

Success Gap for ELIT courses:

2013-2014

African American: 12%

Latinx: 15%

Filipinx: 22%

Pacific Islander: 10%

versus

Asian: 6%

White: 10%

2014-2015

African American: 16%

Latinx: 15%

Filipinx: 11%

Pacific Islander: 8%

versus

Asian: 10%

White: 11%

2015-2016
African American: 19%
Latinx: 17%
Filipinx: 13%
Pacific Islander: 27%
versus
Asian: 10%
White: 13%

2016-2017
African American: 24%
Latinx: 12%
Filipinx: 12%
Pacific Islander: 31%
versus
Asian: 8%
White: 11%

2017-2018
African American: 16%
Latinx: 14%
Filipinx: 12%
Pacific Islander: 40%
versus
Asian: 10%
White: 15%

30. III.C Action Plan for Targeted Group(s): Although our equity gap remains lower than the campus average and more than achieves statewide goals for targeted groups, we continue to think, rethink, innovate and adopt strategies. Our strategies and activities are overseen by the department Chair, Roseanne Quinn, and the So-Chair and Scheduler, Lydia Hearn as well as chairs of our internal committees: EWRT 1A PAGE, Distance Learning, Creative Writing, and Literature. Our leadership also remains committed to equity principles to more effectively govern our department such as Calling-In models of collaboration and consensus.

1. We have started the process of preserving our EWRT 200 and EWRT 211, based on student interest and feedback, to create mirrored, enhanced non-credit courses in light of AB 705. We have still taught these courses over the academic year and students are still requesting them and are mostly taken by students in our targeted groups.

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 more demonstrable, and students in EWRT 211 are getting additional support in their Portfolio process on their way to transfer level EWRT 1A. We are continuing this practice for LART 250/EWRT 1A and EWRT 1A Stretch. (We are concerned, though, we the recent decline in funding and staffing for the Student Success Center, that are support in this area may be gravely compromised.)

3. We continue active support and enrollment in Student Cohort Programs like Puente,

Sankofa, FYE, Umoja, REACH, and IMPACT AAPI. We also anticipate supporting the new LEAD 2.0 program and have been in active talks with those faculty including from our department.

4. For FYE, specifically, we continued with support two cohorts as well as successfully piloting LART 250/EWRT 1A with Jill Quigley that will move to EWRT 2 with the English department Chair.

5. PUENTE: This program continues under the leadership of Lydia Hearn and a core of our faculty with excellent student success rates.

6. REACH: It is important to note that the English department continues to teach in REACH and support our student-athletes and closing gaps for this highly motivated yet often at risk student population.

7. We were able to add an additional dedicated counselor in Language Arts. She has specifically been working with our most vulnerable groups of students, particularly in the transition of AB 705 and assisting those students not just with their Ed Plans but also encouraging retention and student success. We also hope to be adding a counselor in the future.

5. We continue to rely heavily on the professional staff and student tutors at the Writing and Reading Center in our CAS programs to enhance the classroom and reinforce classroom learning.

6. Across all our ELIT courses, under the leadership of Literature Program Chair, Kim Palmore, we have significantly closed the achievement gap. We continue to offer a range of historically grounded literature courses as well as those centered on race, ethnicity, gender, and sexuality; we have been told by students that they find these courses particularly valuable when they may be feeling marginalized in other classroom spaces. We have an active Literature committee that worked this year on enrollment to adjust the number of courses offered in terms of fill rates as a result of feedback from the Viability Committee. From those adjustments, we have a healthy retention rate in our literature classes and these courses are often filled with English majors who draw in other students to the program. We recognize that our students from Filipino backgrounds have the lowest success rates, and we will be discussing this with intention in our Lit Committee and with our faculty.

31. III.D Departmental Equity Planning and Progress: Professional Development :

We have very active department leadership at the level of chair and Co-Chair and faculty who have and continue to participate and plan events for the Office of Equity, Social Justice, and Multicultural Education -- including training in Cultural Humility, Calling-in Culture, and High Impact Practices. Our need is to keep having access to these types of professional development modules with the addition of having direct faculty-driven workshops for AB 705 particularly via the LinC Institute.

Enhanced Support for Students:

We wish to further our goals with the Writing and Reading Center and CAS student support as well as expand our embedded tutoring support in our LART 250/EWRT 1A and EWRT 1A Stretch courses. We hope for continued and additional funding to support student tutors and the expansion of workshops as we go to full implementation of AB 705 in the fall. In addition, the Chair and faculty are working on creating mirrored enhanced non-credit courses for EWRT 200 and EWRT 211. We would like resources to attend conferences in this area beyond having to use our own conference travel funds.

Department Collaborations:

We are actively collaborating on AB 705 with the Reading faculty, whose full-time faculty have come over the English department, as well as working on Guided Self-Placement with the ESL department and International students. As we are working together on Guided Self-Placement, in particular, curriculum innovation and course design, we could use extra support in terms of faculty stipends for all of this work.

All of these modest requests would help in terms of furthering our students success goals and help to close equity gaps.

Best Practices:

Best practices that we observe in our department are our Cohort models; across UMOJA, PUENTE, FYE, REACH, and IMPACT AAPI. These programs have proven success stories from students (as well as quantitative data) and we support their funding. We have many faculty committed to continue to teach in these programs and help them to thrive for some of our most at-risk and vulnerable student populations. We also will be seeking to collect new, qualitative details around equity and student success from the voices of students themselves and we would appreciate institutional and additional financial support to be developing these instruments and our interpreting of the data as well as faculty driven implementation as we see the findings emerge.

32. III.E Assistance Needed to close Equity Gap: No
33. III.F Integrated Plan goals: current student equity data and action plan: 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students
34. IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 0%. We are in the process of and will fulfill a full assessment cycle of our 5 PLO statements by Fall 2017.
35. IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 29%. We are in the process of and will fulfill a full assessment cycle of at least 50% of our 93 course SLOs by Fall 2017.
36. V.A Budget Trends: We lost all materials fees budgets so we must replace that fund with a reliable budget allocation for this critical resource.
Over the last few years, the college has replaced only about half of the English faculty who have left or retired. As with much of the campus, we could use more classrooms. Even within our college-wide enrollment decline, un-served waitlists are due mainly to a lack of available classrooms at high demand times. If the English department were given control of more rooms, we could add 6-8 sections most quarters (180-200 students per quarter).
37. V.B Funding Impact on Enrollment Trends:
38. V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy
39. V.C.2 Justification for Faculty Position(s): We would like to be able to replace 1 FT faculty due to Vacancy/Retirement that we are still down from previous years. We understand, however, that we are in a college-wide enrollment decline, so we will not be formally requesting a full-time faculty hire at this time. To note: we are still overwhelmingly disparate in our FT to PT faculty ratio in our department. We are still at only 36.9% full time faculty -- well below the desired majority percentage. We also continue to need a quality pool of PT faculty to teach a whole range of our courses.
40. V.D.1 Staff Position(s) Needed: None needed unless vacancy
41. V.D.2 Justification for Staff Position(s):
42. V.E.1 Equipment Requests: Over \$1,000
43. V.E.2 Equipment Title, Description, and Quantity: White boards for all L-quad classes where we now have chalk boards. This would technically be a "replacement" as the current chalkboards can simply be covered over with whiteboard laminate paper that can be stuck on over the cleaned chalkboards. We know that our students are advocating for this as well and have generated an actual petition to see completion. This request did not emanate from a SLOAC or PLOAC process, although it should be obvious that

chalkboard is old classroom technology that is clearly inferior to whiteboards and this is also an ADA issue since visually impaired students frequently have a harder time reading chalk on chalkboards than the bright colors that whiteboard markers make on whiteboards. In addition, many faculty and students have complained about the dust generated by the chalk.

This request does not require new or renovated infrastructure.

44. V.E.3 Equipment Justification: All faculty and students in classrooms would use this equipment. Leaving these ancient chalkboards in classrooms undermines our investment in technology because chalk dust causes malfunction and increases repair costs. Ultimately, this can become an equity issue, because our basic skills courses are often assigned to classrooms with these chalkboard relics. When equipment breaks down and weeks pass before it can be repaired, English basic skills courses (and the under-served students that make up the majority population in these courses) are relegated to sub-standard, unequal classrooms. In addition, visual learners benefit from the colors that are possible on a whiteboard.
We do not have SLO/PLO assessment data to justify this specific request, but again, whiteboards are the newer and increasingly the expected resource in face to face classrooms.
45. V.F.1 Facility Request: More classrooms dedicated to English writing and literature courses.
New: classrooms. Since our ELIT class enrollment caps have been raised last year from 45 to 50, we still need classrooms that can accommodate 50 students.
Associated structures needed: student desks, smart technology instructional counter (with computer, overhead projector, DVD player, connections for laptops, etc), podium, whiteboards, high stool for instructor to sit on, desk to accommodate students with disabilities.
Renovation: White boards in L-quad classrooms. Updates (including software updates) or replacement for any technology that no longer works including up-to-date blue ray players. Dual light switches in LQuad classrooms.
46. V.F.2 Facility Justification: To reiterate from last year's program review: All faculty and students in classrooms would use this equipment. Leaving these ancient chalkboards in classrooms undermines our investment in technology because chalk dust causes malfunction and increases repair costs. We need white boards for all L-quad classes where we now have chalkboards. Chalk dust can also trigger allergies. Ultimately, this can become an equity issue, because our basic skills courses are often assigned to classrooms with these chalkboard relics. When equipment breaks down and weeks pass before it can be repaired, English basic skills courses (and the under-served students that make up the majority population in these courses) are relegated to sub-standard, inequitable classrooms. In addition, visual learners benefit from the colors that are possible on a whiteboard.
Current un-served waitlists are due mainly to a lack of available classrooms at high demand times. If the English department were given control of more rooms, we could add 6-8 sections most quarters (180-200 students per quarter).
We do not have SLO/PLO assessment data to justify this request, but again, whiteboards are the newer and increasingly the expected resource in face to face classrooms.
47. V.G Equity Planning and Support: We have been doing continuous work to be in compliance with AB 705 and to foster student success and equity practices as we make transitions to full AB 705 implementation. Right now, the faculty have been committed to working more closely with OER materials as a first line of equity for our students to have increasing access to free course materials -- including textbooks. Our colleague Lydia Hearn has taken the lead on that as well as putting sample assignments on CANVAS open to all instructors for use or consultation. Kim Palmore, Literature Committee Chair, has revitalized the web presence of our Literature courses and processes via a dedicated Wordpress site which is linked on the English page. We are in the process of working on a more robust, and user-intuitive English website with sample

essay assignments, essays, and explanations about the standards for each level of composition we offer (from two levels below transfer to our three transfer levels) as well as the ELIT courses we offer. This would help not only students, particularly our underserved targeted students, but also instructors better understand the distinctions between the courses. It would help students understand which course more appropriately accommodates their skill level, and also help build a community of evaluation practices within the department. As a department, faculty have worked for several years on clarifying and coming up with clear models for essay assignments, essays, and explanations of standards for our 200 and 211 (basic skills levels) through those levels' portfolio review process. In addition, we have been piloting LART 250/EWRT 1A and EWRT 1A Stretch as well as re-thinking our Stand Alone EWRT 1A because so many more instructors will be teaching EWRT 1A and the gap in studenthood has potentially increased under AB 705 gpa placement. As a department, we are now working on doing further innovating our models in our transfer level composition courses as well (1A, 1B, 2, and 1C). We would like to have assistance from a professional website builder with improving the visual layout, site organization, and user-intuitivity. ETS is supposed to provide this kind of support but currently is understaffed. We are also spring boarding our new Guided Self-Placement instrument and begun its beta testing in our classrooms to add a whole new template of qualitative data to examine student success especially for our target populations. We anticipate this activity to bring a much-needed data lens to furthering our equity understanding, planning, and support. We also will be adding student survey qualitative data as well.

Actual faculty release time for Chairship and/or additional pay for faculty overseeing of our AB 705 mandates: including revising and creating new curriculum, including creating co-requisites, and following through with the continued department wide piloting begun in the fall of 2018 and continuing through winter and spring 2019 -- and for reviewing and interpreting the resulting student success data.

48. V.H.1 Other Needed Resources: Continued student tutor support via the Student Success Center for our expanded range of EWRT 1A writing courses, in particular. This will also be necessary, in particular, as we will have been transitioning to offering newly designed LART 250/EWRT 1A course and the stretch EWRT 1A courses in compliance with AB 705. Also, it would be helpful to have an additional counselor as we progress to full implementation of AB 705.
49. V.H.2 Other Needed Resources Justification: We are respectfully requesting the ability to add one on-line literature course, the Bible as Literature, to our upcoming course offerings. As we met with the Viability Committee last spring, Chair of the Literature Committee, Kim Palmore, worked on reducing the yearly course offerings, as suggested by Viability, and that advice led to an improvement in our fill-rates to now a healthy one. We feel like the addition of this on-line course will be popular with students, maintain a healthy fill-rate, and grow the program in a modest form. We appreciate Viability's last spring input and anticipate that the Literature Program will continue on this positive path.
50. V.J. "B" Budget Augmentation: 1. In order to promote equity and serve students, especially via AB 705,, we must have additional B-budget to cover printing costs. We would need approximately 1/3 additional B-budget for printing (\$8,000). Our Program Learning Outcome is: Students demonstrate critical thinking, reading, research, and writing skills in order to effectively analyze texts from myriad disciplines and cultural perspectives. Reflections on this PLO means acknowledging the national research that students succeed when they can handwrite notes on handouts (see <http://www.wsj.com/articles/SB10001424052748704631504575531932754922518>) and also when certain important resources can be referred to as a physical paper handout rather than having to be electronically retrieved by students every time they use them. Also, some in-class quizzes and tests need to be given as paper handouts.
2. We need to write a more robust English placement website with sample essays and

explanation about the process and standards for each level. Writing this website must be done by discipline area experts, and should involve feedback from across the department. This could be accomplished with a grant of about \$3000.

The CCCC, which is the Conference on College Composition and Communication and is a nationally respected representative organization for College Composition and Communication disciplines, has issued this statement about the importance of making such information easily accessible to students:

<http://www.ncte.org/cccc/resources/positions/writingassessment>

3. We need additional B-budget for ongoing faculty training to support our goals for equity and student success. We would like stipends for part-time faculty to attend a retreat and LART 250/EWRT 1A, EWRT 1A Stretch, and Stand Alone EWRT 1A grade norming sessions each quarter, approximately \$3,000.

4. We would like to expand the highly successful pilot of student mentors in EWRT classes. Initial results show that 100% of the students in the class with mentors passed the class and 100% of students said they were more likely to see a mentor than go to a tutor because the mentor was in the class and could be accessed immediately. 100% of students recommended continuing the program. To expand this model, we would need \$2,500 for small stipends so that six additional faculty could train and supervise mentors.

51. V.K.1 Staff Development Needs: Since we are a large department, we must have funding for retreats and ongoing staff development to norm our grading and promote best practices in teaching AB 705 courses revisions, transfer level composition and literature, as well as support for mentorship of new part time instructors. Most of our SLO and PLO work could not have happened without retreat funding and financial support for department leadership. We are also will be having to implement fully the dictates of AB 705 during the upcoming 2019-2020 academic year.

We also need expanded support for English Department faculty to develop instructor websites and to keep updating the department website as well.

52. V.K.2 Staff Development Needs Justification:
53. V.L Closing the Loop: We plan to reassess the outcomes by surveying students in our classrooms about how helpful they feel those new developments have been to their success in their English and other courses. We are also planning, specifically, to initiate new qualitative data by surveying our students in our reconstituted curriculum efforts around AB 705.
54. Last Updated: 03/19/2019
55. #SLO STATEMENTS Archived from ECMS: