



Language Arts Division Dean's Summary
Annual Program Review
May 15, 2022

Language Arts Division Description:

Our division is made up of four departments: Communication Studies, English as a Second Language (ELS), English, and Journalism. The English Department offers courses in Literature (ELIT), Creative Writing, LART (a corequisite program), and Linguistics. The division includes four embedded English Performance Success (EPS) counselors who support students in English writing and ESL courses. The Language Arts division maintains two computer labs that serve all the courses in our division, and a third computer lab dedicated to the work of the student and college newspaper, *La Voz*, and the Journalism Program.

Enrollment Trends and Key Data:

- 2020-21 total enrollment: 21,758
- One-year change: -2.3%
- Five-year change: -16.3%
- Five-year average targeted student success: 72%
- Five-year average non-targeted group success: 83%
- Five-year average overall success: 78%

Enrollment continues to decline from 2016-17 levels of 25,995 but seems to be declining less drastically from 2018-19 levels (22,635) since we had a small boost in 2019-20 (22,749). The decline in enrollment is college-wide and state-wide due to several outside factors, such as lowered birth rate, exodus from community due to rising cost of living, and the Pandemic, to name a few. AB 705 and other state-wide initiatives continue to have an impact on enrollment, effecting ESL most dramatically. ESL has responded by offering new noncredit mirrored courses which may help stop the decline in enrollment. Looking at data over five years shows the impact of enrollment in English with the loss of two levels of developmental English. Despite curricular and pedagogical challenges created by AB 705, De Anza once one of three colleges recognized by the College Campaign's Excellence Awards for supporting students to successfully complete transfer-level English courses in a one-year timeframe of their initial enrollment.

Departmental One Year Enrollment Trends and Key Data (2019-20 and 2020-21)

Although enrollment has declined since 2016-17, it seems to be leveling off or declining less rapidly if you look at one-year trends. This may reflect a plateau in our enrollment decline overall and should hold some degree of optimism as we look forward to in-person enrollment next year. One exception, ESL, is notable in terms of declining enrollment; as stated previously,

we can attribute this decline to outside factors, including AB 705 legislation. The ESL program will actively work on increasing their enrollment through marketing to Adult Education and the community and in-person offerings. AB 705 will continue to impact course offerings and enrollment in English courses by prohibiting colleges from offering multi-term courses, such as our EWRT 1A Stretch classes, which offers two quarters of EWRT 1A to support students with the lowest high school GPA. As the English department pivots once again and offers more sections of EWRT 1A + LART 250, we anticipate needing more professional development and training to best serve these students. As a division we will look to retention strategies to decrease withdrawal rates and flexibility and retraining in hybrid modes of teaching which will dominate our 2022/23 offerings.

- COMM: 4% decline
- ESL: 18% decline
- ELIT: 1% decline
- EWRT: 5% decline
- Journalism: 8% decline
- Linguistics: 1% decline

Student Success and Equity

Key Equity Data Points

- COMM
Overall Success: 84%
Targeted Groups: 79%
Non-Targeted Groups: 88%
- ESL
Overall Success: 85%
Targeted Groups: 79%
Non-Targeted Groups: 86%
- ELIT
Overall Success: 73%
Targeted Groups: 67%
Non-Targeted Groups: 77%
- EWRT
Overall Success: 75%
Targeted Groups: 67%
Non-Targeted Groups: 81%
- Journalism:
Overall Success: 79%
Targeted Groups: 72%
Non-Targeted Groups: 86%
- Linguistics:
Overall Success: 89%
Targeted Groups: 72%
Non-Targeted Groups: 90%

Language Arts Total Success Rates

Overall Success: 78%

Targeted Groups: 70%

Non-Targeted Groups: 83%

In several departments, our overall success rate is higher than the average for all of De Anza College (80%). Note that the curricular challenges imposed by AB 705 most likely had an effect on success rates in EWRT and ELIT courses since the English Department is no longer able to offer developmental/support courses besides one co-requisite class, LART 250. The impact of AB 705 also shows a notable effect on success rates of our targeted student populations. However, overall our success rates are higher in Language Arts than the average for De Anza College (72%).

The equity gap between our targeted and non-targeted student populations is notable, and we will continue to explore and engage in practices that close the equity gap, including department and division retreats and workshops that focus on equity principles and focusing on student success factors outlined in the Equity report: directed, valued, connected, engaged, nurtured and focused. Since our last program review, we hired an additional EPS counselor to help increase the number of students who enter college with less than a 2.6 GPA to successfully complete transfer-level English in one year or two years if they begin in ESL 200, ESL 234, or ESL 244. As noted in the English department's program review, the English Department faculty (and one ESL instructor) teach in every cohort program that focuses on closing the equity gap for students in our targeted student populations: Puente, FYE, Umoja, LEAD, REACH, Impact AAPI, FLOW, and LinC. We also are proud that two of our faculty members in English: Chesa Caparas and Roseanne Quinn have respectively coordinated the Women, Gender, and Sexuality Center and will collaborate with Lydia Hearn, who is leading the SIP grant to increase learning communities, paying particular attention to LGBTQ+ students and disproportionately impacted groups. Every department in the division develops new programs and initiatives from corequisite courses, noncredit mirrored instruction, embedded tutoring, counseling, to collaboration with the student success center on reading and writing supplemental instruction and language labs. These efforts reflect the persistent and dedicated work of our faculty to close the equity gap.

Our analysis of data compels us to track withdrawal rates (both before and after Census) to determine our students who are not successful based on the new AB 705 placement rules.

Commendations:

In addition to the previously stated award for one of the top community colleges to ensure students complete their transfer-level English course in one year, the faculty have consistently offered top rate instruction and curricular design to meet the changing needs of our student populations. The ESL department should be commended for its work overhauling all its courses since the AB 705 ruling. Changing units, course outlines, and creating mirrored non-credit courses was no easy task. In Journalism, students have consistently won "Online General Excellence" awards at the Journalism Association for Community Colleges in recognition of lavozdeanza.com. Several English instructors and one ESL instructor have committed to closing the equity gap by teaching in all of the cohort programs offered at De Anza for our

underrepresented students. In the Communication Studies Department, Russell Hong, with his facilitation expertise, recently trained a group of students to successfully facilitate and lead breakout groups for De Anza's Partners in Learning Conference in early May. Nick Chivers has been elected Communication Director for the Community College Interest Group of the Western States Communication Association. Shagun Kaur continues to lead the efforts across the state to create zero-cost student resources through her leadership with ASCCC's Open Educational Resources Initiative. And finally, Anu Khanna and Brandon Gainer, as scheduler and co-chairs, manage to keep the department a loving, connected environment as they continue to navigate through the pandemic and settle into a "new normal".

Staff and Faculty Needs:

Our most pressing need in Language Arts is approval for a full-time faculty member for the Journalism Department who also functions as the coordinator/chair of the program. The sole full-time faculty member, Cecilia Deck, is retiring June, 2022, and we have a one-year temporary full-time replacement approved for 2022/23. *La Voz* is an iconic student and college newspaper that represents and honors diverse student voices which is critical to the college wide mission and student success factors in our Equity plan. Journalism requires a full-time coordinator/chair because the job is complex and demanding. The program review for the Journalism Program outlines the myriad duties and responsibilities of this position proving the need for a full-time faculty hire starting in Fall 2023/24. We also ask for a full-time faculty member to replace several recent retirements in English. English FTEF is down significantly. In 2018-19, English had 52 FTEF. By 2019/20, English had 47 FTEF. This year English has 44 FTEF. The decline in enrollment does not assuage the need for full-time faculty to teach in cohort programs and to coordinate the *Red Wheelbarrow* Magazine. Our assessment of cohort programs: Puente, LinC, Impact AAPI, REACH, FYE, LEAD, Puente, and Umoja along with an increase in offerings (Social Justice) and the upcoming SIP grant show that we need another hire in English. *As the current full-time faculty member who serves as coordinator of the Red Wheelbarrow is retiring, we need to hire a full-time faculty member with preferred qualifications related to creative writing experience, editing, and possibly program leadership.*

The diversity of the faculty in our Language Arts division is a priority in future hiring.

Our division as a whole shows an overall reduction in FTEF.

SLO/PLO

All departments in the Language Arts Division have worked on assessing SLOs and PLOs, although the Pandemic and the shift to online instruction prohibited faculty from having the time to dedicate substantially to this effort. However, departments have made efforts to assess their courses and programs using qualitative and quantitative research (with help from the Office of Institutional Research), and these findings will be the focus of upcoming department and division meetings.

Resource Requests:

This is a partial list of essential resource requests from department program reviews:

Lapel Microphones to assist with in-person instruction

Clear masks

Staff /faculty development / Equity funding

Quarterly norming sessions

iPads and iPad charging cart

Requests Specific to Journalism:

Photo equipment (cameras)

Tripods

Camera peripherals: small items, e.g., lens caps, SD cards, camera bags, etc.

Faculty training in media production

Student tutors

Looking Ahead:

The implementation of AB 705, (pending AB 1705) Guided Pathways, enrollment decline, and the need to plan and teach using different modalities, continue to be the greatest challenges facing the Language Arts Division. We look forward to working with Guided Pathways and the villages to schedule a few of our classes in the pilot village package and collaborate on Language and Communication events for students. We also look forward to increasing our in-person classes, and we anticipate more work ahead for faculty in planning and teaching hybrid courses for the first time. Hybrid instruction and closing the equity gap will be central to our work beginning with opening day working meetings. We will look to the expertise of the EPS counselors to guide us to effectively support student needs. It is well known that high school and college aged students are suffering from mental health issues today, such as depression and anxiety. Together we can draw from the wealth of experience of faculty and staff at De Anza and beyond to educate ourselves on how to address and support students in the area of mental health. We will focus on collaboration, both in the classroom and with each other, to discover, share and implement effective strategies for communication and engagement.

