Basic Program Information

Department Name:

English

Division Name:

Language Arts

Program Mission(s):

The Foothill College English Department offers a comprehensive and richly diverse program in basic college skills, transfer-level composition/reading, creative writing, and literature. Classroom-based and online instruction develop critical reading and writing skills essential to higher education (including for those majoring in English), career preparation, and effective participation in a democratic society and a global community. English courses teach students to evaluate the logic and techniques employed by writers in a variety of texts and respond in organized, fluent, and persuasive essays. These skills enable Foothill College students to achieve their goals for academic success, personal growth, and lifelong learning.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Brian Lewis	English	Faculty
Richard Mills	English	Faculty
Susie Huerta	English	Faculty
Kella Svetich	English	Faculty
Hilda Fernandez	English	Faculty
Tess Hansen	English	Faculty
Scott Lankford	English	Faculty
Doren Robbins	English-Creative Writing	Faculty
Linda Lane	English	Faculty
Natalia Menendez	English	Faculty
Erica Onugha	English	Faculty
Valerie Fong	English	Faculty
Allison Herman	English	Faculty

1

Total number of Full Time Faculty:	*20*
Total number of Part Time Faculty:	42

Please list all existing Classified positions:
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
English		x	
English XL(erated)			x
Puente			x
Literature			
Creative Writing			

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
English	4	4	3	-25%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Creative Writing	1	2	0	-100%

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	6018	6820	6897	1.1%
Productivity (College Goal 2013-14: 535)	368	360	351	-2.3%
Success	75%	72%	74%	.03%
Full-time FTEF	38%	36%	37%	1.6%
Part-time FTEF	50%	53%	52%	-1.8%

c. Associate Degree Transfer (ADT)
There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
X	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction

Program: Updated:

	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> The ADT has been approved by the state.
>
> The English department continues to work on improving the degree for English majors transferring to four year institutions, looking to make the degree more meaningful and efficient for these majors.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

> The department had an enrollment increase of 1.1%. This represents a modest gain. Contributing factors may include program reductions at 4-year universities and general economic conditions.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> While college enrollment is down 5.8%, department enrollment is up 1.1%. Contributing factors may include program reductions at 4-year universities and general economic conditions.
>
> There is a higher percentage of Latino/a students enrolled in English courses compared to enrollment at the college level. This can be attributed to the existence of the Puente Program, which tends to draw mostly Latino/a students. There could be a variety of factors that lead more Latino/a students to take English courses in their first quarters at Foothill College. A close examination of how many of these students are testing into basic skills English classes (English 209, 110, and/or English 1S) could be illuminating.
>
> In addition, Asians represent 26% of our enrollment, Latinos 29%, and Whites 27%. This suggests that we are reaching balance in our diversity; however, African Americans represent

only 6%. Perhaps outreach to that population could be improved. In addition, the elimination of the Mfumo program may have affected the enrollment of African Americans.

Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity for English is lower than the college goal, as has always been the case, due to restricted class sizes. The restricted class size is pedagogically necessary for meaningful instruction of authentic and challenging reading and writing tasks. In addition, faculty members in the English department have reassigned time for important support services, such as Puente and Pass the Torch, which may affect productivity.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The English Department success rate for targeted groups matches exactly the college success rate for targeted groups: both success rates are at 68%. The English department also matches the college success rate for non-targeted groups at 78%. (The college success rate is 80%.)

There is a 10-point difference between targeted-group and non-targeted-group success rates. This disparity indicates that work needs to be done to identify what classes targeted students take, which ones they succeed in and do not succeed in, and what these students' specific needs are. This disparity highlights the continued and urgent need for additional support services, including further support for the TLC and Pass the Torch. The disparity also highlights the continued need for programs that explicitly target these populations, such as Puente and Mfumo.

The department notes that further research is necessary to help us define and describe the needs of the targeted populations; for example, are the students who are struggling in certain

classes using the available support services?

The department also notes that enhancing online support would likely increase the success rates of both targeted and non-targeted populations.

There exists, in the department, a 13% success rate gap exists between the "19 or less" age group and both the "20-24" and "25-39" age groups.

This achievement gap generates the following questions: How many of the 19-and-under students are coming from local, high-achieving, or college preparatory high schools? How many of the students representing other age groups are making use of support services and other campus resources? How is employment affecting students' ability to achieve in the classroom?

The following groups experienced slight increases in success rates: African-American students, Latino/a students, and Asian students. Pass the Torch, English XL, and Puente support and contribute to the success of underrepresented students, which may account for these increases.

Native American students experienced an 11% success-rate decrease. Because only forty-six Native American students were enrolled in English courses, this 11% shift is difficult to interpret.

We are looking forward to analyzing future data on the new English XL pathway to see if it addresses the achievement gap.

b. Institutional Standard for Retention: 50%
Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

For English 1S and 1T, the data is not extensive enough to accurately assess course retention percentages.

English 209 saw a 9% increase in retention over the 2010-2013 time period. The success rate of the retained population increased by 18%.

English 1A and 1B saw a 3-4% increase in withdrawal over the 2010-2013 time period. English 1C saw an 11% increase in retention, partially attributable to an increasing number of students participating in TAP, which requires English 1C.

For the English Department overall, targeted students withdrew at a 3-4% higher rate than non-targeted groups over the 2010-2013 period. Targeted students' withdrawal over the

Program: Updated:

same time period increased by 2%, while withdrawal for non-targeted students increased by 3%. Within the targeted students, African American students saw the highest rate of withdrawal, with a withdrawal rate of 5% over the 2010-2013 period. The other two targeted populations (Latinos and Filipinos) saw no statistically significant changes in withdrawal. Withdrawal rates according to gender were identical for 2012-2013.

Efforts to address demographic differences in retention rates include:
- The Puente program, a learning community targeting first-generation college students, with a concentration in Latino/a themes;
- The Fall 2013 establishment of the Teaching and Learning Center, which assists students in developing and improving reading and writing skills;
- The English XL pathway, which is designed to improve student retention through cohort formation, integrating reading and writing, portfolio-keeping/assessment, and meta-cognition.

Pass the Torch, a tutoring program, continues to serve targeted and non-targeted student groups, with the goal of successful course completion.

These efforts, however, need further resource commitment to ensure equity among students in terms of retention:
- Mfumo, a transfer-focused learning community was deactivated in 2011; that program's reinstatement will offer further assistance to African American students and others at risk of withdrawal.
- In addition, the Teaching and Learning Center is currently able to provide minimum services online, with the bulk of its tutoring offered face to face; further funding is necessary to expand online services, so that students with transportation and scheduling issues will have equal access to reading and writing assistance.
- In 2012, the full-time administrative assistant position for Pass the Torch was eliminated; students now have diminished access to a staff person who can follow up with struggling study teams and communicate with subject coordinators about challenges in particular courses.

c. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

In 2012-2013 our number of English majors dropped from 4 to 3. Because there are so few declared English majors to begin with, it is difficult to extrapolate trends from this change. The department has noted that we have a significant number of undeclared English majors that successfully transfer into English majors at four-year universities.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

7
Program: Updated:

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A. The English Department offers no certificates.

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e. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Out of over 700 degrees awarded campus-wide, 20 are from Language Arts, but only 3 are from English. An informal survey of our students indicates that at least twenty students currently enrolled in literature courses are intending to transfer into English majors. The newly-approved ADT degree is designed to address this gap. We will track the results.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Our traditional basic skills pathway includes English 209 (reading) and English 110 (writing), leading to English 1A (composition and reading). This two-course sequence has been on the leading edge of theory and research that now shows that a shorter "ladder" to transfer-level coursework increases retention and persistence through the course sequence. The recently added accelerated two-quarter sequence, English 1S/T, which offers an alternative pathway to English 1B, integrates instruction in college-level reading and writing. The co-requisite for this course, English 242A/B focuses on metacognitive reflection and portfolio development. Such integrated courses have been shown to increase student success.

The Puente Program is another alternative pathway to English 1B. It focuses on targeted populations to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Students in the Puente Project enroll in a learning community where they take both English 1S/T and Counseling 1 and 2 over two quarters. To further engage this population, students are expected to participate in cultural events, mentorship

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Program: Updated:

activities, and college transfer events throughout the year.

We have also developed two NCBS courses, 406A/B, to support students with supplementary instruction in basic reading and writing skills.

Our basic skills program experienced a dramatic loss with the elimination of the Mfumo program two years ago, a program that explicitly targeted the achievement gap and African American students.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

N/A

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Our core courses 1A, 1B, 1C, and 1S/T are crucial to Foothill's overall transfer success. In addition, we work closely with the Honors Institute with 1AH, 1BH, and 1CH. We have been careful to align our literature courses with the UC and CSU systems.

We have improved our degree to align it with the CID descriptors which has led to the approval for the ADT in English at the state level.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

N/A

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Two of our core courses, English 110 and English 1A, are prerequisites for many specific workforce degrees and certificates. Therefore, student success in these classes is crucial for

students in workforce programs.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

   a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Course-level SLO assessments in our composition program have focused on measuring students' abilities to produce an arguable, supported thesis in a standard American college essay. These abilities have been assessed using a written assignment near the end of the quarter. The assessments have engaged the department in useful definitions and discussions of suitable goals and outcomes of a college-level, transfer writing program.

Because these assessments have revealed a robust success rate for students, we have not yet made widespread changes to our course outlines and/or pedagogy. However, individually, we are continuously adjusting our pedagogy as a result of conversations with our colleagues about how to better respond to the needs of changing student populations. In addition, the department has recently engaged in a broad re-evaluation of our English 1A, 1B, and 1C course sequence, partly in response to statewide mandates (including the Student Success legislation and the ADT). In addition, the department has launched an ongoing comparative discussion with our colleagues in the English Department at De Anza to compare/contrast our transfer-level composition programs and enrich the district-wide dialogue on overall goals, specific SLOs, and best-practices.

For our Literature courses, the SLO assessments have focused on measuring students' abilities and skill sets related to mastering literary terms and techniques broadly applicable to any critical reading/writing situation. The discrete assessments may vary considerably from course to course, but they always use a graded, student-produced written document as the primary assessment tool. These SLO assessments have resulted in increased communication

10

and evaluation of literature course outcomes and pedagogies, especially between full-time and adjunct faculty members assigned to teach individual sections in different quarters and/or academic years.

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The SLOs focus on critical reading and thesis-based writing; therefore, they directly support our program learning outcomes. The SLOs also contribute to students' success and their progression from basic skills to transfer-level courses. The SLOs thereby support the mission of the college by promoting a diverse population of students in their ability to transfer or prepare for a career. In addition, universal use of SLOs has enhanced communication and collaboration between faculty teaching the same course during different years and quarters; meanwhile, prominent (required) placement of the SLOs on every syllabus has actively alerted students to the stated course outcomes and included them in discussions of these outcomes in their courses.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

For the 2012-13 academic year the department assessed English 1C as the capstone class for the program. In the spring 2013 assessment of the final take-home essay in English 1C, 88% of students succeeded by receiving a score of 3 or higher on the thesis rubric. While the department is pleased with the results of this assessment, the larger question of whether English 1C is the best class for a program-level assessment remains.

The English major is in flux because only a handful of students graduate as English majors each year, but the department expects that number to increase dramatically now that the English ADT is finalized and approved. However, additional enrollment changes are exacerbating our difficulty in assessing the program. During the 2012-13 year we discovered that many students—more than previously thought—are taking various combinations of courses. Additionally, some students are bypassing 1B and are only taking 1A and 1C.

In light of this information about our students' enrollments patterns, our goals for the 2013-14 year are to identify a capstone class for future PLO assessment cycles and to reassess our PLO assessment timeline. In addition, the department will discuss the best way to assess the program now that the ADT degree is approved. In light of the ongoing conversations about the English sequence, the department will continue to discuss and update the course outlines for English 1A, 1B, and 1C.

One change made to the program was to add English 16: Introduction to Literature. This

course will aid students who wish to receive the ADT degree in English.

> d. **If your program has other outcomes assessments at the program level, comment on the findings.**

Basic Skills Program: To respond to the data that showed a decline in student success and persistence rates in the basic skills courses (English 209 and English 110), we created a new pathway as an option for the traditional pathway through English 1A (English 209, English 110, and English 1A). English 1S and English 1T is an accelerated course in that it enables students to move through the traditional sequence in two quarters instead of three.

We are currently in our second year of piloting this pathway program. Both fall cohorts are working with a learning community in the winter quarter, joining the English 1T courses with a sociology course and a psychology course, both of which are UC transferable courses.

Composition Program: In response to the demands of the ADT (Associate Degree for Transfer) and the Student Success legislation from the state, our department is currently researching and examining ways of improving our English 1A, 1B, and 1C sequence for the purpose of increasing the number of students who leave Foothill with an AA/AS degree, especially those who are transferring to a four-year institution. The ADT also requires English majors to take a course that focuses on literature. Since our English 1B Course Outline does not specify an emphasis on literature, we have created a new course that English majors can take instead of English 1B. We will offer this course, English 16: Introduction to Literature, starting in the winter quarter 2014. In addition to the creation of this course, our department is currently meeting with De Anza faculty to research their approach to the English 1A/1B/1C sequence to address concerns we have about our own sequence. Specifically, our department wants to re-examine the methodologies employed by Foothill faculty in the English 1B class.

Literature: In the past couple of years, the department has re-assessed and reorganized the literature grid to enhance productivity and to improve our program by creating new courses (English 16, English 18A, English 47A, English 47B, and English 24). In addition, in line with the ADT and Student Success Legislation, these changes streamlined the pathway to obtaining a degree and/or transfer.

> e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Over the past year and during our department's conversation about Student Learning Outcomes, our department discovered that students are pursuing novel pathways to complete their English requirements. This raised the salient question of which class could be considered a capstone class for English--especially since most of our students take the English sequence yet don't major in English. We folded that conversation about capstone classes and assessments into a larger conversation about how to design our English ADT and align our

courses with the statewide C-ID. In future department meetings, we will continue to reflect on the best way to assess our program and revise our PL-SLOs.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Conduct Research in XL pathway		Y	Working with IR on continuing research.
2. Launch new courses	Y	Y	We created credit (composition and literature:ENGL 24, ENGL 16, ENGL 18A) and non-credit (support) classes (406 A/B).
3. Curriculum Review, Updates, and Development	Y	Y	Title 5 updates have been done. ENGL 49: California Literature has been developed and is awaiting department approval.
4. Professional Growth, Collaboration, and Training	Y	Y	English 1ST instructors are meeting on a weekly basis to collaborate, plan curriculum, track progress and gather data about new pathway. -Several faculty members attended a joint campus retreat with other DeAnza faculty. - Faculty met with the English department

13

Program: Updated:

			chair at De Anza in order to develop an understanding of De Anza's core sequence and reflect on our own. Faculty used this as a springboard for analyzing 1A, 1B, and 1C.
5. Faculty breadth		y	More rotation of faculty through the Lit Grid
6. Student Support		y	- Learning Center offers various workshops at various times during the week to meet student needs - Instructors are taking students to the Learning Center for orientations in order to increase number of students who use this resource. - Students are referred to Pass the Torch Program every quarter.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Decrease the achievement gap.	long-term	Closing the achievement gap will improve student success and equity.	We will continue to track and assess the achievement gap by working closely with institutional research in order to gather more data regarding the achievement gap. We will continue working with the Equity and Basic Skills Workforce

Program: Updated:

			groups.
2. Augment Online Tutoring to SI Program	Long-term	A significant number of students do not have time to visit on campus support services. Add support for online students, not on campus.	Number of Students accessing online tutoring
3. Facilitate and improve the completion of important department business	Long-term	Improvements in curriculum, student services	When Department Coordinator is filled as a position with release time.
4. Promote English Degree Majors (ADT)	Long-term	We expect these initiatives to significantly increase the number of students who become English majors.	The creation and promotion of the following: - English majors club - English major student visits to various classes - English Degree brochure - English major Etudes forum/Facebook page - Magazine or some publication where students can publish their work - English Degree posters - English major culminating symposium

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: <u>http://foothill.edu/president/operations.php</u> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this	Was position previously approved in last 3 years?

15

		resource request supports this goal.	(y/n)
Pass the Torch Administrative Assistant	50% position	Goal #1. Pass the Torch provides services to students that may help to close the achievement gap.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Department Coordinator	.250 FTE/yr	Goal #3: Curriculum Review/Update/Development/Coordination with LACC/Title V updates/CMS coordination Professional Growth/Collab./Training Student Support/Convening and facilitating meetings/Scheduling/recruiting and hiring part-time faculty/SLO and tracdat coordination/Program Review coordination		

Basic Skills Program Coordinator	.1250 FTE/yr	Goal #1: Curriculum Review/Update/Development Professional Growth/Collab./Training Student Support		
Mfumo Coordinator	.1250 FTE/qtr	Goal #1: Recruit students; coordinate mentoring program; coordinate off-campus activities and field trips; quarterly meetings with Umoja statewide representations; attend statewide conferences; track past students and meet regularly with them; track data and write yearly reports on success rates; plan and coordinate quarterly community meetings		
Puente Program Co-coordinator	.1250 FTE/qtr	Goal #1: Recruit students; coordinate mentoring program; coordinate off-campus activities and field trips; quarterly meetings with Umoja statewide representations; attend statewide conferences; track past students and meet regularly with them; track data and write yearly reports on success rates; plan and coordinate quarterly community meetings		

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Program: Updated:

English Faculty Retreat ● **Lit Grid** ● **English 1B** ● **ADT**	$2000	Goal #3/#4: Curriculum Review/Update/Development Professional Growth/Collab./Training	N

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
The recommendation was made that the department should improve student success	Our request to reinstate an Mfumo coordinator and a Pass the Torch administrative assistant

Program: Updated:

and decrease the achievement gap with more breadth in our programs that serve more of our students.	will allow us again to offer sections of English with an African-American focus. This will help to address the achievement gap and improve student success "with regards to African American Students in particular." This is an essential step in increasing the enrollment, retention and student success of underrepresented students. The XL pathway (ENGL 1ST/242B) , Pass the Torch, and TLC have been implemented to address student success in general, and provide an approach that use best practices to serve "a larger percentage of the student population;" however, programs like Mfumo and Puente, which target student populations that have traditionally been underserved, have a larger impact towards decreasing the achievement gap for these student groups (as evidenced through research). What would work to get students to take advantage of student support services is a big question English needs help from IR to answer. At institutional level, English department faculty have taken leadership roles in Equity, Basic Skills, Pass the Torch, Mfumo, TLC, Heritage Months, Puente, Sustainable Learning Communities, One book one college, Global Citizenships consortium, Stanford Human Rights Educator Initiative-all of which address the achievement gap and student success. We would like to interface proactively with institutional research to more effectively measure and survey questions around student success, socio-economic class, and the achievement gap.

a. After reviewing the data, what would you like to highlight about your program?

> The English department remains deeply committed to improving student success and decreasing the achievement gap. English has thoroughly discussed and realigned our degree

19

Program: Updated:

and literature program both to improve productivity and to enhance student pathways towards success. We are working more smoothly with department and division curriculum committees. We have initiated a dialogue with De Anza to look at our comp/lit program on a comparative basis. We've been approved for an ADT degree in English. We have additional full-time faculty positions to replace retiring faculty. We have a new SI program which we hope to augment with online tutors. We are fully up to date with our SLOs PLOs and Title 5 updates. And English faculty have been collaborating with the new Teaching and Learning Center faculty member. At the institutional level, English department faculty have taken leadership roles in Equity, Basic Skills, Pass the Torch, Mfumo, TLC, Heritage Months, Puente, Sustainable Learning Communities, One book one college, Global Citizenships consortium, Stanford Human Rights Educator Initiative-all of which address the achievement gap and student success.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The English department and its faculty remain committed to serving the educational needs of the college's students. Whether through the IRW pathway, the development of the ADT, or through its innovative curriculum, the English department has demonstrated that it is adaptable and focused on student success. Particularly noteworthy is the departments focus on equity and on meeting the needs of underrepresented students.

b. Areas of concern, if any:

Not captured in the last three years data is decline in enrollment that began in the fall of 2013 and continues into the winter 2014. While I share the department's concern over a demonstrated achievement gap, I believe that the department is taking steps to address this and that programs like the IRW and Puente and Pass the Torch and the Teaching and Learning Center will, over time, help to improve the success of underrepresented students.

c. Recommendations for improvement:

It remains unclear what the source of the recent decline in enrollments is and it would be helpful to work with research to understand this. Since these declines are recent it is not yet possible to determine if this is the start of a trend or simply an anomalous deviation from an otherwise upward, though modest, trend in enrollment.

Program: Updated:

d. Recommended next steps:

___ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Program: Updated: