



*PROGRAM  
REVIEW*

*English  
2021-2022*

Academic and Vocational Programs

Six-Year Review

Spring 2022

## CONTENTS

	<b>PAGE NUMBER</b>
<b>SECTION 1</b>	
<b><u>DEFINITION OF PROGRAMS</u></b> .....	2
<b><u>PURPOSES AND GOALS</u></b> .....	3
<b><u>TIMELINE</u></b> .....	4
<b><u>ASSIGNMENT OF RESPONSIBILITIES</u></b> .....	5
<b><u>CHECKLIST</u></b> .....	6
<b>SECTION 2</b>	
<b><u>SELF STUDY QUESTIONS AND FORMAT</u></b> .....	7
Table of Contents (Sample) .....	8
Status Summary - Plan of Action – Post-Validation .....	9
Self-Study Questions .....	10
Student Data Summary.....	13
<b><u>To be included in Packet</u></b>	
Student Data .....	14
Statistics.....	14
Articulation of Courses .....	14
Approved Course Outlines .....	14
Review of PCAs – Summary.....	14
Degree and Certificate Requirements .....	14
Advisory Committee .....	14
Course Review Verification Form.....	15
<b>SECTION 3</b>	
<b><u>ASSESSMENT PLAN</u></b> .....	16

SECTION 4	<b><u>STUDENT DATA COLLECTION</u></b> .....	18
	Student Survey .....	20
SECTION 5	<b><u>INSTITUTIONAL THEMES, OBJECTIVES, STRATEGIES</u></b> .....	22
SECTION 6	<b><u>PLAN OF ACTION PRE-VALIDATION</u></b> .....	23
	Directions (Pre-Validation and Post-Validation) .....	24
	Form (Pre-Validation) .....	25
SECTION 7	<b><u>VALIDATION PROCEDURES</u></b> .....	28
	Validation Team Nomination Form .....	29
	Validation Team Duties/Role of the Validation Team .....	30
SECTION 8	<b><u>EXECUTIVE SUMMARY AND PLAN OF ACTION POST-VALIDATION</u></b> .....	31
	Executive Summary (Form) .....	32
	Plan of Action - Post Validation .....	34
SECTION 9	<b><u>EVALUATION OF PROCESS</u></b> .....	37
	Suggestions for Improving the Process .....	38
SECTION 10	<b><u>ANNUAL UPDATE</u></b> .....	39

SECTION 1

DEFINITION OF PROGRAMS, PURPOSE AND GOALS, TIMELINES,  
ASSIGNMENT OF RESPONSIBILITIES, CHECKLIST

## Definitions of Program

**INSTRUCTIONAL:** a grouping of courses leading to defined objectives such as, but not limited to, a degree, certificate, diploma, license, or transfer. (From LOAC committee modified by Academic Senate in *Program Vitality Policy*.)

**STUDENT SERVICES:** a teaching and learning center or department that facilitates student success by providing instructional strategies, services, and resources for academic success. Student support programs assist students in overcoming the varied factors in life that may disrupt their education and negatively impact their overall success.

**ADMINISTRATIVE SERVICES:** Administrative programs are identified as

- Public Affairs and Publications
- Information Technology Services
- PCPA-Auxiliaries
- Office of Vice President, Academic Affairs
- Office of Vice President, Student Services
- Office of Vice President, Administrative Services
- Office of Vice President, Facilities and Operations
- Allan Hancock College Foundation
- Business Services
- Human Resources
- Institutional Research and Planning
- Plant Services Campus
- Police Institutional
- Grants
- The Extended Campus
- Auxiliary Accounting Services
- Campus Graphics
- Bookstore

(According to Board Policy 3255)

## PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well-developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

### GOALS:

- x Recognize excellence in educational and support programs.
- x Advance the mission, vision, goals, and objectives, and learning outcomes of the institution.
- x Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- x Strengthen programs through self-study and self-improvement.
- x Foster cooperation and communication between programs and services.

**PROGRAM REVIEW TIMELINE**

**FALL SEMESTER - Self-Study Process**

2 <sup>nd</sup> week of September	<ol style="list-style-type: none"> <li>1. Department chairs/self-study team members meet with vice president, academic affairs -distribution of support information, discussion of review procedure. (Department Chairs meeting)</li> <li>2. Self-study procedure begins. Self-study team members begin work</li> </ol>
1 <sup>st</sup> week of October	<ol style="list-style-type: none"> <li>1. Type of student data collection to be used sent to dean for approval (If not completed during the preceding semester)</li> </ol>
2 <sup>nd</sup> week of October	<ol style="list-style-type: none"> <li>1. Names of validation team members submitted to dean for approval.</li> <li>2. Department chairs/deans, self-study team members, director of Institutional Research and Planning, and vice president/academic</li> </ol>
1 <sup>st</sup> week of November	<ol style="list-style-type: none"> <li>1. Student data collected (if not done the previous semester).</li> <li>2. Academic deans meet with self-study teams (or designee of each</li> </ol>
1 <sup>st</sup> week of December	<ol style="list-style-type: none"> <li>1. Draft of self-study, complete with Plan of Action - Pre-Validation, exhibits and appendices forwarded to dean for review/suggestions.</li> <li>2. If the draft is not complete as of this date, the academic dean will meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary to ensure completion</li> </ol>
2 <sup>nd</sup> week of December	<ol style="list-style-type: none"> <li>1. Final self-study packet completed. Validation team meetings have been scheduled.</li> <li>2. One copy should be forwarded from dean to vice president,</li> </ol>

**SPRING SEMESTER Validation Team Process**

3 <sup>rd</sup> week of January through end of March	<ol style="list-style-type: none"> <li>1. All validation team meetings held - final summary meeting held and executive summary report written (self-study members, validation team, and vice president/academic affairs).</li> </ol>
By beginning of April	<ol style="list-style-type: none"> <li>1. Plan of Action-Post Validation report approved by all self-study team members and shared with department.</li> </ol>
By end of 2 <sup>nd</sup> week of April.**	<ol style="list-style-type: none"> <li>1. Review complete; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.</li> </ol>

*These are final dates for the specified activity.*

**SPRING SEMESTER Annual Update Process**

By Feb. 1	<ol style="list-style-type: none"> <li>1. Review the last Final Plan of Action-Post-Validation with program faculty and academic administrator, noting progress. Review annual update process and procedures</li> </ol>
Feb. 1 through end of March	<ol style="list-style-type: none"> <li>2. Collect and analyze data since the last comprehensive program review and/or annual update, including SLOs/assessment data. Review changes in the program and note significant new funding needs. Complete draft</li> </ol>
End of March through 2 <sup>nd</sup> week of April	<ol style="list-style-type: none"> <li>3. All program faculty review the update; forward copy to dean for feedback</li> </ol>

By end of 2 <sup>nd</sup> week of April. **	4. Update completed; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall
---	---

## PROGRAM REVIEW/ASSIGNMENT OF RESPONSIBILITIES

<u>Responsibility of:</u>	<u>Task:</u>
Department/Dean	Notify discipline(s) to be evaluated (in accordance with schedule). Select validation team members based on team's recommendations.
Self-Study Team	Prepare self-study and assessment plan, student data collection, review of statistical data and course outlines, plan of action - pre-validation, and any other materials included that are not otherwise provided as appropriate to the discipline/program. Participate in the preparation of the executive summary report. Prepare final plan of action – post-validation
Department	Review completed self-study, assessment plan, plan of action – post-validation, and other ancillary material. Attach any dissenting opinions.  Produce final packets (4) of review, including executive summary and plan of action – post-validation. Keep a copy and forward to dean, institutional research, and vice-president, academic affairs.
Dean	Send letter of confirmation of appointment to validation team members. Assist in the self-study process as needed to ensure timely completion. Coordinate initial meeting of self-study team members and all meetings of validation team members. Distribute executive summary to validation team members and self-study team members for review. Distribute plan of action – post-validation to department for final compilation of packets.  Follow up with department annually to review final plan of action-post validation to facilitate annual update process.
Articulation Coordinator	Prepare articulation information and post to appropriate web site or the coordinator will furnish paper copies to self-study team.
Institutional Research & Planning	Prepare statistical data and information to provide to self-study team or post on the appropriate web site. Assist faculty with the development and production of student survey. Compile the results of student survey. Provide assessment data and assistance with interpretation of data if needed.  Post self-study and post-validation final plan of action on the AHC website.
Vice President, Academic Affairs	Prepare and distribute list of programs to undergo review. Maintain a three-year calendar of all program review dates (completed, pending, and upcoming).

Maintain online manual and materials (in consultation with academic senate). Provide orientation to process for self-study team members. Present reviews to superintendent/president and disseminate to other institutional bodies.

**Check off each item as completed.**

Course Review completed (during the preceding semester)

\_\_\_\_\_

Student data collection completed (if not done during the preceding semester)

\_\_\_\_\_

Have you developed focus groups, questionnaires or SGIDs that will provide you with data that can be used for validation in self- study?

\_\_\_\_\_

Validation team selection completed

Is your team consistent with the requirements of board policy? Is the team membership comprised in such a fashion as to provide you with objective input and are members qualified to analyze your self-study?

\_\_\_\_\_

Self-study responses completed and packets completed Have you addressed each of the questions as fully as possible? Have you used statistical data provided by the college and obtained through student input to support statements in your self- study?

Is there sufficient narrative and data contained in the self-study to support each of the items on your plan of action? Have you included all components of the review packet as may be appropriate to your program (see Sample Table of Contents). Have you included your updated *Assessment Plan*?

\_\_\_\_\_

\_\_\_\_\_

First validation team meeting set

\_\_\_\_\_

Second validation team meeting set

\_\_\_\_\_

\_\_\_\_\_

Post-validation plan of action written

\_\_\_\_\_

Plan approved; final packets completed

Stipend form signed

Self-study questions and post-validation final plan of action posted at IR website

SECTION 2

SELF-STUDY QUESTIONS AND  
FORMAT

PROGRAM REVIEW  
*(name of disc.)*

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary - Final Plan of Action.... *(Dept Provides)* ..... 1

Program Review Self Study.... *(Self-Study Team Provides)* ..... 2

Assessment Plan *(Self-Study Team Provides)* .....3

Review of Prerequisites, Corequisites, and Advisories – Summary *(Self-Study Team Provides)*.4

Plan of Action – Pre-Validation...*(Self-Study Team Provides)* ..... 5

EXHIBITS

Student Data Summary.... *(Self-Study Team Provides)* ..... E1

Student Data.....*(Institutional Research Provides)* ..... E2

Statistics.....*(Institutional Research/Department Provides)* .....E3

Articulation Status of Courses.....*(Articulation Coordinator Provides)*..... E4

Course Review Verification Sheet *(Self-Study Team Provides)* ..... E5

APPENDICES

Approved Course Outlines .... *(Self-Study Team Provides)* ..... A1

Degree and Certificate Requirements... *(Self-Study Team Provides)* .....A2

Advisory Committee. *(Self-Study Team Provides, if appropriate)* .....A3

VALIDATION

Executive Summary ..... V1

Plan of Action – Post Validation ..... V2

## PROGRAM REVIEW

### Status Summary - Plan of Action-Post Validation

During the academic year, 2015-2016, the English Department completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

*(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)*

#### PLAN OF ACTION

#### ACTION TAKEN, RESULT AND STATUS

Increase tutorial support at all levels and interfaces of instruction.	The department currently provides embedded tutors in the majority of 101/112 courses, as well as many 101 classes. Embedded tutors are provided in face-to-face classes as well as in Distance Education courses. Tutorial support is also offered through the Writing Center.
Provide more access to technology in the classroom for hands-on learning	Currently, we have two classroom sets of laptops and iPads that instructors can use during in-person instruction.
Review placement tools and processes and disproportional impact and make adjustments as the assessment and best practices indicate.	The department has continuously reviewed placement tools, processes, and related data. In 2021, it adjusted its recommendation for placement into our 101-support class (ENGL 112) because a high school GPA of 1.9 or more was a strong correlative for student success of completion of ENGL 101.
Collect and distribute student messages addressing ability and belonging.	This goal was not addressed.
Offer more face-to-face and more variety of transfer and literature courses.	The department has developed two Literature courses, Graphic Novels, and Ideas of Difference in U.S. Literature, and offered them online and face-to-face. Unfortunately, the COVID pandemic has impacted our ability to offer face-to-face courses, in general. We have four courses in development (Asian American Lit, African American Lit, Latina/o and Chicano/a Lit, and Women In Lit) and will be offering a transferrable Open Topics course, starting Fall 2023. We plan to offer more face-to-face Literature courses once the COVID pandemic recedes to an endemic level of transmission.

Institutionalize accelerated courses and boot camps as warranted	We began offering multiple sections of ENGL 101/112 in Spring 2019 and are in compliance with AB705. Additionally, we offered an in-person boot camp in Summer of 2021, in coordination with the Counseling department, for incoming high school students. We also offered an in-semester boot camp in Spring 2020.
Create instructional units around community activism and student challenges	Christina Nunez and the late Dr. Kate Adams built units centering around community activism into their 101/112 curriculum. In addition, faculty regularly use “Growth Mindset” readings and create themed assignments to discuss issues of student challenges in their 101/112 courses.
Create more links to LAP and counseling	The department has successfully created more links with Counseling through its use of embedded counselors and a dedicated counselor who attends meetings and offers feedback. In addition, English and Counseling have collaborated on bootcamps. However, it has not created more links with LAP.
Increase the number of classrooms available during peak attendance hours	We currently have enough classrooms available during peak attendance hours to accommodate student demand.
Increase the number of computerized classrooms and/or mobile iPad carts	All of our classrooms have computers, projectors, DVD players, and doc cams. Additionally, many of our classrooms have cameras and microphones in them to facilitate hybrid learning. We currently have two class sets of MacBook Airs and iPads.
Add learning facilitators to face-to face and online classes	We have added learning facilitators to most 101/112 classes and many 101 classes in both face-to-face and online classes.
Staffing time: release time or sabbaticals to create new instructional units around community activism and student issues	As a department, we have not completed this task. The COVID pandemic created a shortage of available full-time faculty to work on this goal.





## Allan Hancock College Program Review

### 2021-2022 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

#### **I. Program Mission (*must align with college mission statement*)**

- x For all programs, describe the need that is met by the program or the purpose of the program and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

*(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive, and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)*

The English Department provides quality instruction to Hancock College's diverse student population. Striving to promote inclusivity and equity in our curriculum and teaching, we offer courses and Associate degrees that help students achieve their personal, professional, and academic goals while building their reading and writing skills.

#### **II. Progress Made Toward Past Program/Departmental Goals**

**Summarize the progress the discipline has made toward achieving its goals during the past six years. Briefly discuss the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.**

In our last program review, three long-term goals were identified: 1) Address the low number of English majors. 2) Address matriculation through the developmental sequence. 3) Address low success rates.

To address the low number of English majors, the department has done the following: It is in the process of developing an engaging, “open topics” English literature course, the first of which will be taught in Fall of 2023. The department has also developed four additional Literature courses that will speak to student experiences: Asian American Lit, African American Lit, Latino/a Lit. and Women in Lit. While we have been consistent with offering sections of Literature courses, we have not been able to offer them in face-to-face modalities due to the ongoing COVID pandemic. We plan to resume this action plan in the near future. A two-year cycle of literature courses was developed, and we have consistently scheduled more “non-mainstream” courses, such as Graphic Novels as Literature, throughout the years. After our last program review, we updated our brochure, but it has since become outdated as we have experienced changes to our faculty members. Our department website has been updated to reflect staff changes and information about Pathways. While we have not developed an English major recruitment plan, we have (pre-COVID) attended Bulldogs Bow-Wow and held English majors' mixers. After our new AA-T program is approved, we plan to launch a campaign to recruit and retain more English majors.

To address matriculation through the developmental sequence, we adjusted our placement process to align with AB705. In Spring of 2019, we moved to allow students to self-place into ENGL 101 or ENGL 101/112 and stopped offering our developmental courses to comply with AB705. After reviewing our success rate and throughout data, the department voted in Spring of 2021 to require students with a GPA of 1.9 or below to enroll in our 101-support class, English 112. We have also offered a bootcamp in Summer of 2021 to help students prepare for their college English classes.

To address low success rates, the department has increased embedded tutorial support in both face-to-face and online 101 and 112 courses. We have also worked to add embedded librarians into our courses and counselors to our 101/112 sections to better support students. Since our last Program Review, we added an additional laptop and iPad cart to our resources, but students have not had too much opportunity to use them because of the COVID-19 pandemic. While a few faculty members did work to include messages of belonging and community activism into their 112 courses, many instructors opted to focus their curriculum on “Growth Mindset” and developing grit. Lastly, the department focused on strengthening our professional development through our regular mentorship programs. These help inform instructors about best practices and effective teaching strategies through collaboration.

### III. Analysis of Resource Use and Program Implementation

**Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?**

#### Current Resources

- Classroom space has not been an issue since Spring 2020 when the campus shut down due to COVID. Since returning to campus, we have been able to find rooms fairly easily. However, as we plan to be mostly face-to-face in the Fall, finding available rooms may be an issue.
- The Writing Center has continued to be a source of support for our students, particularly our 101/112 population.
- 100% of our full-time faculty are teaching at or above load. Most part-time faculty members are teaching at least two courses, and two part-time faculty members are teaching on a temporary, full-time basis in Spring 2022.
- One full-time faculty member serves as the developmental coordinator with 30% reassign time (and teaches overload as well), and another serves as the Puente coordinator with approximately 28% reassign time.
- We have two classroom sets of iPads and two classroom sets of MacBook Airls, all of which are used regularly.
- We have enough voice amplifiers for all full and part-time faculty.
- We continue to operate on a small supplies budget for the office.

#### Insufficiencies

- Since Spring 2020, we have lost four full-time faculty members to retirement, relocation, and death. We received approval to replace only two of these positions, which has left our department incredibly short-staffed. It has been challenging to meet the needs of students and college service needs with such a decreased workforce.
- We do not have any full-time faculty teaching at the Lompoc Campus, which is detrimental to student success at that location.
- We still do not have a Writing Center at the Lompoc Campus.

### IV. Program SLOs/Assessment

**What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses, or the program based on these data.**

Between 2016 and 2019, 87% of assessed students met their related SLOs. The English department has not assessed our former SLOs in three semesters because their assessment has been placed on hold to make way for the development of Program Learning Objectives (PLOs). A committee, comprised of several members of our department, created 4 new PLOs, which were vetted by the department in Fall 2020. **PLO 1:** Analyze, interpret, and

evaluate a diverse range of fiction and non-fiction texts and media; **PLO 2:** Write, with college-level fluency and accuracy, appropriately documented essays using reasoning, rhetoric, and credible sources; **PLO 3:** Write genre-specific, language-appropriate texts for determined audiences; **PLO 4:** Articulate the relations among culture, history, and texts. Rubrics for PLOs 1 and 2 are written, and drafts for rubrics assessing PLOs 3 and 4 are in process. We mapped the PLOs to align with various English courses, excluding 101. We are following the recommended timeline recommended by Learning Outcomes Assessment Committee. We piloted PLO 2 in Spring 2021 with its related rubric. We are receiving regular updates from LOAC and Senate and are currently entering data for Fall 2021. Faculty have received training on the SPOL interface, which has been challenging to use. Our department will be assessing one PLO this Spring (2022).

#### **V. Distance Learning (If applicable):**

**Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.**

**Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.**

**As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.**

The English Department began offering online courses in 2004 and has continued to develop more course offerings based on student need and demand. Since academic year 2015-2016, the department has consistently offered the following English courses online via distance learning: 100, 101, 102, 103, 105, 106, 107, 108, 110, 130, 131, 132, 133, 138, 139, 144, 145, 146 and 148. Some courses are only offered in alternating semesters, either Fall or Spring, for example, while others are offered every two years as student demand necessitates. The department offers all its core courses (English 101, 102, and 103) in online formats, both sixteen- and eight-week versions. Eight-week accelerated versions of these courses are designated as Term 1, Term 2, Term 3, and Term 4; by structuring thus, it allows the department to teach two “extra” sessions of our core courses within each traditional semester. One benefit of doing this is that it allows students who have failed or dropped within the first eight weeks to “try again” online. Since our last review, the English department has achieved one of its goals to offer more supportive courses online. For example, the department has begun piloting a twelve-week version of English 101/112 as a means to support students who begin in a traditional English, sixteen-week 101 but who quickly realize they need more support. In addition to this course, the department is also piloting a twelve-week 101 without the additional support of 112 and an English 103. Depending on the success of the pilot, the department will offer more sections of this type of twelve-week course going forward. These formats are also available during summer intersessions. Another benefit of offering eight-week online versions is that it allows both higher achieving students and those who may be constrained by work and/or life commitments to complete required English courses within a shorter timeframe. To this point, the English department is also experimenting with twelve-week core courses, including English 101 and English 103.

Our online courses have been largely successful although both the retention rates and success rates are slightly lower than in-person courses. The data is most likely impacted by the accelerated nature of the eight-week online courses, which can be intense and very time-consuming. Sometimes students assume that online equals easier, which simply is not the case. Overall, our retention rates in online classes average 73% with higher rates for literature courses. Our success rate for core courses like English 101 taught online are approximately 61-62% which is around 1-2% lower than in person. As a whole, however, our success rates have been rising in online classes, increasing from 64% in academic year 2015-2016, to 66% in 2016-2017, to 67% in 2017-2018, to 68% in 2018-2019, and to 73% in 2019-2020.

Our online literature courses are highly successful with retention rates ranging in the 80-100% range. Currently, many of our literature courses are only offered online, which was originally due to the inability to fill them in-person. The department is hoping to increase availability of literature courses taught in-person as a means to support English majors here at the college who feel as though their core course work is all done online. By offering our literature courses online, however, we have been able to fill them with students from outside our area which in turn helps support our own students in their ability to complete necessary courses for degree and transfer.

Finally, since academic year 2015-2016, the number of students enrolling in online courses for English classes has decreased by around five hundred students. In 2015-2016, for example, the total number of enrolled was 7,580 and in 2019-2020 it was 7,040.

Faculty in the English department consistently engages with new technology and learning tools to augment and support traditional online learning models. Employing Canvas tools like announcements, discussion boards, and more, faculty in the English department consistently maintain contact with their students as they move through the course. Moreover, welcome emails sent out before the term ensure that students are both introduced to the Canvas learning platform and to the many campus services available to them even as online students. Texting has also become a widely used form of student contact. Video, digital tests and quizzes, electronic textbooks, student-sourced note taking applications and other tools like Zoom have also allowed faculty to continue meeting students where they are as leaders in technological use. If there is any takeaway from the pandemic it is this: having had to learn, master, and then implement various new tools and modes of teaching, English faculty is now better prepared and even more equipped to teach in the innovative and effective methods demanded by the current and forthcoming student body.

## **VI. Success, Retention, and Equity**

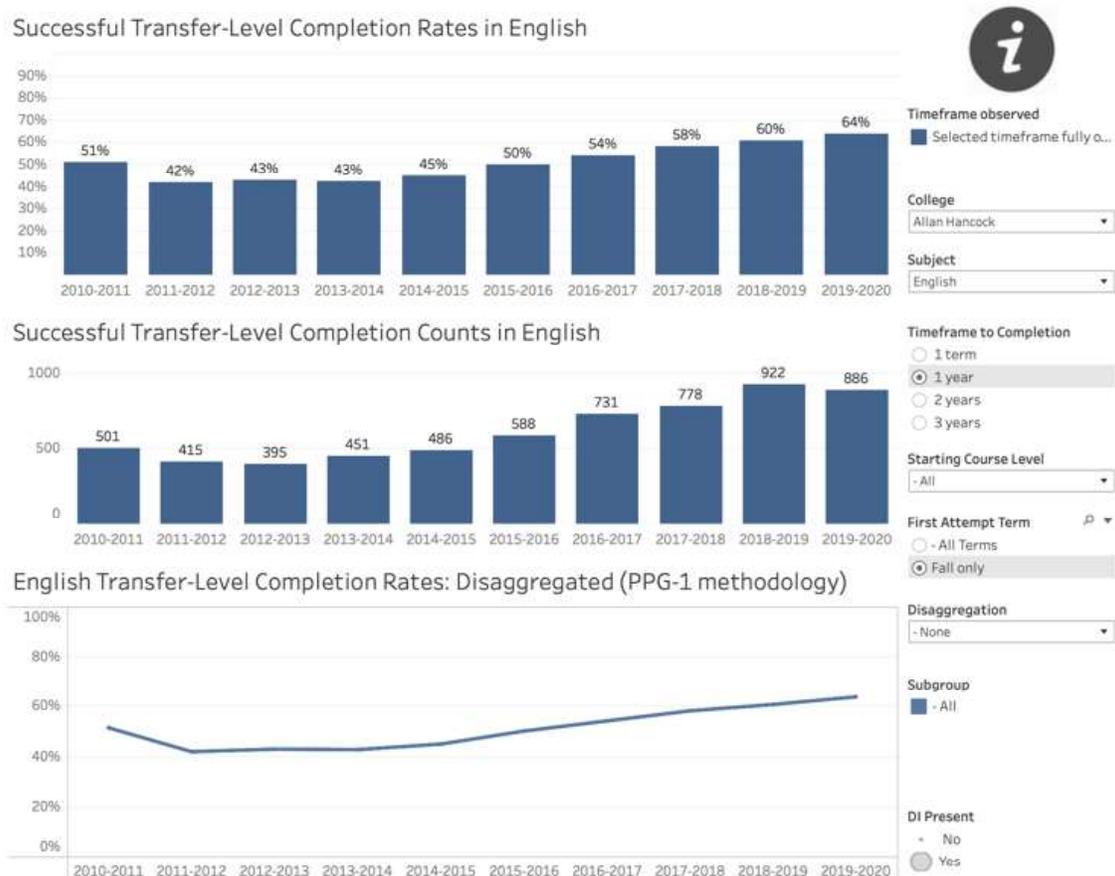
**Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.**

Since the English department's last program review, dramatic changes have reshaped the department in many ways, including the eradication of the developmental sequence, the restructuring of curriculum, and the loss of several key faculty members. As such, faculty in the department have had to rethink their methods and modes of instruction, in many cases. Because of the eradication of the developmental sequence, English-department adjacent

student services, like the Writing Center, for example, also had to be reconfigured and faculty had to reimagine how to employ these services in new ways to benefit and support student success and equity. To this point, the department has developed a co-req course, English 112, to support the completion of English 101. Students self-place into English 112 which supplements their instruction in English 101. Since the implementation of AB705, the English department has strived to make the necessary adjustments and changes to ensure a successful transition from one mode of instruction to another. Our department’s success rate for completion of English 101 in the first year is 64%, which is slightly below the state average of 67%. It is critical to illustrate, though, that even though the success rate for English 101 is below the state average by three percentage points, the overall trend in success in English 101 has increased since 2015-2016, even more so since 2012-2013. Please note that the term “throughput” is used to describe the success rate in English 101 for a whole academic year. In the context of other courses, though, “success” is used to describe a student’s successful completion of a course at either the semester or year level. The following data illustrates the overall increase in English 101 throughput within one year as required by AB705.

**Success Rates for English 101, First Attempt Fall Term:**

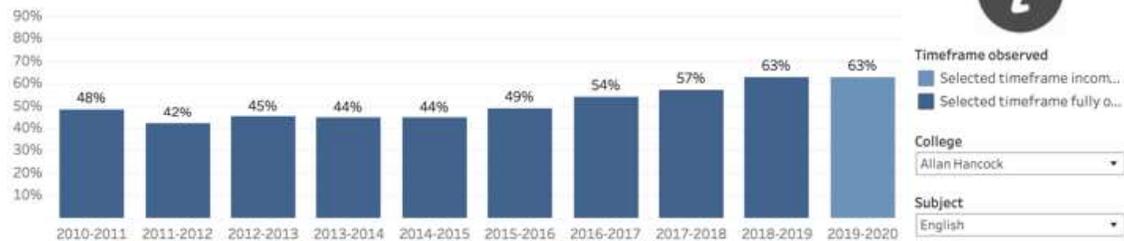
- As the chart below makes clear, since 2011-2012, the number of students passing English 101 in the first year when they begin in the first Fall semester has increased. After the passage of AB705 and the implementation of new curriculum, student success increased further, leading to the department’s highest pass rate to date.



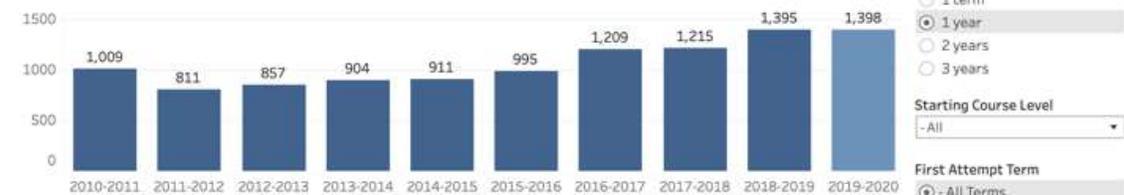
## Success Rates for English 101, First Attempt All Terms:

- When considering all first attempts at English 101, the volume of students passing English 101 in the first year becomes clear. Prior to academic year 2016-2017, the number of students passing English 101 in the first year was below 1,000, averaging 915 students in the first year. Beginning in 2016, 2017, though, those numbers rose significantly, with the highest successful completions to date 1,398. The average for those four years is 1,304 which is an average yearly increase of 389 more students per year. This is a wonderful achievement and will only continue as the English department moves forward.

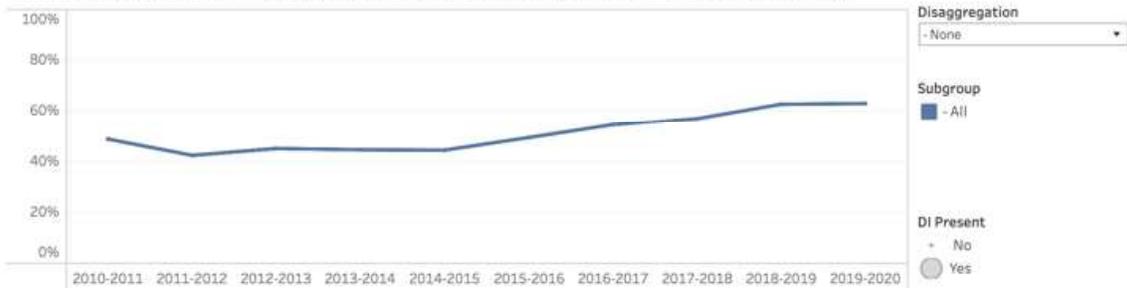
Successful Transfer-Level Completion Rates in English



Successful Transfer-Level Completion Counts in English



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



Coupled with the English department's success implementing AB705, the department has also continued building interdisciplinary bridges and support service communities. For example, many core courses like English 101 and English 103 have embedded librarians who come to classes, give lessons, facilitate technological needs, book needs, teach research methods, and serve as a go-to liaison for all course students. By adding librarians to class communities, students gain more first-hand experience interacting with student services and locales on campus. Counselors have played a similarly significant role in this transition, especially in learning communities like Puente, where their embedded nature allows students to become acclimated to asking for help within a more comfortable and familiar space. In

turn, these connections can then be fostered over the student's time at Hancock and provide them with foundational experiences they can carry into their subsequent academic endeavors. The thinking is that if they can figure out how to do it at Hancock by way of a helping hand, then when the time comes to transfer, they will be more likely to seek out similar programs on their new campuses. In that way, these embedded service faculty members are helping to provide students with lifelong skills and habits that can help them as they move on. To help with this, peer tutors have also played a leading role in English 101 and English 103 courses over the last several years. Peer tutors are another way to help new students feel more comfortable in the college setting as they are peers who have already accomplished what others still must. Peer tutors help students navigate both coursework and the college and have become central aspects of our classrooms.

The English department has also continued to use and/or has developed summer boot camp programs, outreach to area high schools, athlete cohorts, and the Puente Program. Summer boot camps have been successful in bridging the gap from high school learning expectations to those more rigorous expectations found in the college setting. Since our last review, moreover, we have developed concurrent enrollment agreements with area high schools as a way to increase student exposure to college curriculum and to help them accelerate their learning. Thus far, these agreements have been successful, and we look forward to continuing serving students where they are whether on our campus or at their high schools. The department has also continued to develop student learning communities like the athlete cohort, which aims to provide additional support to student athletes by way of pertinent curriculum and counseling engagement. Puente continues to be a central program for our Hispanic Serving Institution: as data in the equity section of program review illustrates, Latinx students who participate in Puente succeed at higher rates in English 101 than those who do not. This is especially encouraging as one of our largest disproportionately impacted student groups is Latinx men. The department is considering replicating aspects of Puente in non-Puente classrooms as a means to bringing this (DI) group to equity.

Finally, the English department is currently in the process of developing a series of ethnic studies cross-listed literature courses to better support the vibrant communities of color that we serve. Each of the three courses, African American literature, Asian American literature, and Latino/a literature course will provide students in our community the ability to learn about the literary histories of their people. Additionally, offering these courses will help students fulfill the ethnic studies component required for graduation and transfer. The California education system has turned to ethnic studies as a means to support the learning of students from historically underrepresented groups thereby bringing these student groups to equity. The National Education Association's Center for Enterprise Strategy 2020 publication *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, And Research*, for example, presents research that clearly correlates ethnic studies and targeted, culturally responsive curriculum and teaching with student success. As such, the English Department has the unique opportunity to serve our student communities of color by offering literature courses that center their history, culture, and lived experiences. Currently, there are no courses dedicated to the literary and cultural production of African Americans or Asian Americans in the English Department. Courses like those being developed will help remedy this gap in offerings and support our student body, at the same time. Our goal is to serve our student body and help bring them to success rate equity by offering course material that both resonates with them and helps them find a place within the academy.

**Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).**

Since 2015-2016, overall student enrollment numbers in English are holding steady at an average of 2751 enrolled students in Fall semester and 2295 enrolled students in Spring semester; there was a steep decline in Spring of 2021 to 1771. This decline is associated with the pandemic and its impacts. The chart below tracks the overall enrollment, retention, and success trends across all English Department courses across academic semesters from 2015-2016 to 2019-2020:

	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020
Sections	25	88	96	31	95	95	30	98	95	28	97	89	28	114	91	27	103	94
Headcount	627	2,354	2,488	743	2,477	2,341	591	2,614	2,344	679	2,579	2,127	605	2,642	2,052	611	2,382	1,979
Enrollment	635	2,437	2,581	750	2,641	2,493	687	2,779	2,553	687	2,904	2,337	616	2,906	2,396	632	2,758	2,217
retained	559	2,060	2,075	662	2,194	2,108	608	2,371	2,146	613	2,459	1,928	555	2,466	1,976	553	2,317	1,423
Retention %	88%	85%	80%	88%	83%	85%	89%	85%	84%	89%	85%	82%	90%	85%	82%	88%	84%	85%
success	506	1,575	1,647	582	1,690	1,574	534	1,791	1,682	545	1,924	1,492	506	1,913	1,509	469	1,672	1,346
Success %	80%	65%	64%	78%	64%	63%	78%	64%	66%	79%	66%	64%	82%	66%	63%	74%	61%	80%
FTES	83	374	392	94	391	354	86	410	349	85	381	308	74	390	285	72	327	257

- For English 101, throughput rates were stable across academic years 2015-2016 to 2019-2020, with an average of 63%. In the 2020-2021 year, the throughput rate dropped to 53%. The average retention rate from 2015-2016 to 2019-2020 was 83%. In the year 2020-2021, the retention rate dropped to 78%.
- For English 102, the average across semesters in the same year range is 79%. The success rates have trended up since the 2015-2016 and 2016-2017 academic years. In 2020-2021, that trend was reversed, and successful completion of the course declined back to 73%, which was the average for those earlier years. The average retention rate from 2015-2016 to 2019-2020 was 85%. This retention rate is caused by a large bump in the 2019-2020 year when the retention rate rose to 91%. (English 102 cont.) Excluding that year, the average is 84%. In the 2020-2021 year, the retention rate dropped to 79%.
- For English 103, the average across semesters in the same year range is 77%, which is higher than the average of each year. This was caused by a considerable success rate jump in 2019-2020 when it rose to 82%. For 2020-2021, however, the success rate fell to 71%. The average retention rate from 2015-2016 to 2019-2020 was 87%. It was trending up year over year from the 2015-2016 year which was 84%. In the 2020-2021 year, the retention rate dropped back down to 84%.
- The charts below track the overall enrollment, retention, and success trends in English courses 101, 102, and 103 across academic semesters from 2015-2016 to 2019-2020:

### English 101

### 1 Outcomes ENGL

	course_										EW Grade								
	ENGL101										Exclude...								
	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	
Sections	10	32	35	12	36	38	12	39	40	11	49	36	12	57	45	14	60	44	
Headcount	278	912	980	320	1,019	1,016	274	1,118	1,052	310	1,458	948	269	1,534	1,193	323	1,700	1,037	
Enrollment	278	913	981	320	1,020	1,016	322	1,118	1,053	310	1,458	948	269	1,538	1,193	323	1,701	1,044	
retained	252	758	748	292	840	839	293	958	877	287	1,211	765	250	1,302	946	282	1,429	596	
Retention %	91%	83%	76%	91%	82%	83%	91%	86%	83%	93%	83%	81%	93%	85%	79%	88%	84%	82%	
success	225	556	563	252	635	586	261	720	660	248	939	557	228	981	628	235	959	537	
Success %	81%	61%	57%	79%	62%	58%	81%	64%	63%	80%	64%	59%	85%	64%	53%	73%	56%	74%	
FTES	36	121	129	42	135	134	42	148	138	40	195	125	35	204	167	42	229	142	

### English 102

#### 1 Outcomes ENGL

	course_										EW Grade								
	ENGL102										Exclude...								
	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	
Sections	1	3	2	1	3	2	1	2	2	1	2	2	1	2	2	1	2	3	
Headcount	24	66	57	20	67	53	17	49	46	23	51	57	24	56	63	19	59	83	
Enrollment	24	66	57	20	67	53	20	49	46	23	51	57	24	56	63	19	59	83	
retained	21	55	50	14	56	45	13	45	42	12	39	54	19	48	58	15	52	67	
Retention %	88%	83%	88%	70%	84%	85%	65%	92%	91%	52%	76%	95%	79%	86%	92%	79%	88%	96%	
success	20	47	46	12	50	43	13	37	41	12	36	50	19	42	57	11	45	67	
Success %	83%	71%	81%	60%	75%	81%	65%	76%	89%	52%	71%	88%	79%	75%	90%	58%	76%	96%	
FTES	2.33	6.68	5.72	1.94	6.80	5.32	1.94	4.92	4.59	2.23	5.14	5.73	2.33	5.63	6.33	1.85	5.93	8.43	

### English 103

#### 1 Outcomes ENGL

	course_										EW Grade								
	ENGL103										Exclude...								
	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	
Sections	5	13	15	8	16	17	7	16	18	7	16	20	8	15	23	8	17	25	
Headcount	126	374	433	195	418	472	164	423	511	180	448	552	201	437	671	212	487	659	
Enrollment	126	374	433	195	418	472	169	426	511	181	448	552	201	437	671	212	487	663	
retained	105	315	358	168	327	413	145	360	442	160	394	477	178	385	586	189	427	487	
Retention %	83%	84%	83%	86%	78%	88%	86%	85%	86%	88%	88%	86%	89%	88%	87%	89%	88%	89%	
success	101	286	309	148	288	351	135	304	383	147	350	427	164	327	511	168	373	478	
Success %	80%	76%	71%	76%	69%	74%	80%	71%	75%	81%	78%	77%	82%	75%	76%	79%	77%	87%	
FTES	12.8	38.8	44.7	19.9	43.0	48.7	16.8	43.9	52.9	17.9	46.3	57.1	19.9	44.9	74.5	21.2	50.1	67.7	

### Gender Success and Retention:

- Headcount Trends: From academic year 2015-2016 to 2020-2021, students who identify as female consistently outnumber students who identify as male in terms of headcount. On average, from 2015-2016-2019-2021, the English department served 2409 female

identifying students per year. For the same span of years, the department served on average 1847 male identifying students. In the academic year 2020-2021, both groups fell: the department served 571 less male identifying students and 568 less female identifying students. What this may suggest is that the pandemic affected male identifying student enrollment in our classes more than female identifying students. Students whose gender identities are unknown have increased since the 2015-2016 academic year, increasing from 1 in academic year 2015-2016 to 47 in academic year 2020-2021.

- From academic year 2015-2016 through 2018-2019, the male identifying student success rate were disproportionately impacted (DI) by approximately 5%. For academic year 2019-2020, they were not disproportionately impacted, but still only had a success rate of -1.6. It is important to note that this impact is felt across all three core courses, English 101, 102, and 103. It is not the case, however, in literature courses. Across all literature courses, the success rate is not disproportionately impacted for this group. Success rates range from 50%- 88% success rates in literature-based courses for male gender identifying students.
- The unknown gender identifying student success rate has fluctuated while the number of students in that category has risen. Students with an unknown gender identity has risen from 1 in 2015-2016 to 38 in 2019-2020. In this time, the group had 100% success in 2015-2016 and 2016-2017, yet as the student population rose in 2017-2018, the success rate fell to 67%. In 2018-2019, the success rate was 42% which designated this group as disproportionately impacted (DI) by -25%. In 2019-2020, the success rate rose to 59% and the (DI) improved to -10%, which is still a detrimental impact, but far better than -25%.
  - The unknown gender category may or may not be representative of non-gender conforming students. The data does not convey this information. Perhaps identifying this group specifically as non-gender conforming could better allocate resources and support for them.
  - How can we better support male identifying students? We have the men's support group at the college, but how can we extend support at the departmental level besides raising the minimum wage to 15 dollars and then some? The data also shows that male gender-identifying students enrollment numbers decreased drastically during the pandemic, more so than other groups, which suggests that there are reasons outside of the purview of the department and the college at work here i.e., finances, employment needs etc. We could evaluate the times we offer core courses to better align with work hours. Perhaps offering courses that meet once a week where most of the work of writing is done in the class period could help?
- Female gender identifying students are retained and succeed at higher rates than both previous categories. Female gender identifying students were retained at a rate of approximately 85% across academic years 2015-2016 through 2019-2020. Their success rate across the same period also remained stable at around 69%.
- The throughput rate for female identifying students is slightly lower in English 101 across the same date range; it is approximately 64%.
- The following charts illustrate success and retention rate trends for all three gender categories in the core course of English 101 across academic years 2015-2016 to 2019-2020:

		Academic Year											
		2015-16				2016-17				2017-18			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ENGL101	Female	1,222	170	85%	65%	1,283	181	86%	68%	1,395	195	84%	65%
	Male	1,010	141	82%	60%	1,027	146	84%	63%	1,152	162	83%	63%
	Unknown					2	0	100%	100%	21	3	100%	76%

		Academic Year											
		2017-18				2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ENGL101	Female	1,395	195	84%	65%	1,574	225	84%	63%	1,609	231	84%	64%
	Male	1,152	162	83%	63%	1,237	178	82%	59%	1,218	177	84%	62%
	Unknown	21	3	100%	76%	22	3	86%	36%	35	5	72%	55%

- Based on data for the 2020-2021 academic year, both male identifying and unknown students are disproportionately impacted (DI) in terms of both retention and success rates: Male identifying students are impacted at a retention rate of -5.7% and a success rate of -7.5%. Unknown students are impacted at a retention rate of -8.4% and a success rate of -10.9%.
  - Male identifying student's success rate is 54% and the associated retention rate is 76%.
  - Unknown students' success rate is 50% and the associated retention rate is 72%.
  - Female identifying students for the same date range have a success rate of 62.6% and a retention rate of 83.1%. Female identifying students are not disproportionately impacted (DI).
  - The English Department's retention rates for all three gender categories are lower than the college's averages for this year, which are male identifying 83%, female identifying 88%, and unknown 87%.
  - The English Department's success rates for all three gender categories are lower than the college's averages for this year, which are male identifying 72%, female identifying 74%, and unknown 66%.

**Age Success and Retention:**

- From academic year 2015-2016 to 2020-2021 the two largest groups of students in the English Department by age range are the “under 20” population and the “20-24” population. The latter group's numbers have fallen significantly from 2015-2016: in 2015-2016, the headcount for the “20-24” population was 1769, but by 2019-2020 that number had successively fallen to 1179. In the pandemic year of 2020-2021 that number bottomed out at 809. Across a similar range, the “under 20” population has done the opposite: it has increased with a falloff in the 2020-2021 year. The average for the “under 20” population, excluding the pandemic year, is 2086 students per year. In the pandemic year of 2020-2021 that number dropped to 1759.
  - Why has the 20-24 group fallen?
  - The Promise, College Now, and Dual Enrollment have led to the increase in the under 20 population.
- The third largest age range is the “25-29” group. Like the “20-24” group, this group is also declining, beginning in 2015-2016 with 421 students and ending in 2019-2020 with 371 students. The pandemic saw a steep decline to 288 students.

- All other age groups including, “30-34,” “35-39,” “40-49,” and “50 and above” have remained largely stable with slight increases or decreases across the ranges.
- In academic year 2020-2021, our largest age group student population, “under 20,” is disproportionately impacted (DI) in terms of success rates by -6.9%. An additional 167 students in this age range would need to pass English courses in order to come to equity. The success rate for this group is 56%. The retention rate for this age group is 81%. The “under 20” has the lowest success rates across the age groups.
  - This may have been precipitated by learning loss / skill acquisition loss from high school during the pandemic.
- In academic year 2020-2021, all age groups have a similar retention rate of approximately 80%. The “40-49” group, however, is disproportionately impacted (DI) by -11% with a retention rate of 67%. Even with this decrease in retention rate, the age group “40-49” has a similar success rate with other non-DI groups of 62%. The most successful age group for 2020-2021 is the “above 50” group, which has a success rate of 73%.
- During the same academic year, 2020-2021, the college’s retention rate for age group “under 20” was 89% and its success rate for the same group is 71%. While the “under 20” group is disproportionately impacted (DI) at the college level by -3.9%, the college level of 89% is still higher than the English success rate of 56%. Additionally, the age group “40-49” has a retention rate of 89% at the college level, which is higher than the English level of 67%.
- For academic years 2018-2019 through 2020-2021, our largest age group of “under 20” succeeded at the highest rates (around 80% on average) in the following courses: 102, 103, 106, 130, 132, 133, 137, 138, 139, 140, 144, 145, and 146. Many courses, especially the literature-based courses, had consistent success rates of 100%. (See Appendix A in English Data PDF)
  - For academic years 2018-2019 through 2020-2021, our largest age group of “under 20” succeeded in core courses at the following: English 101 at approximately 57%, English 102 at approximately 81%, and English 103 at approximately 79%.
- For academic years 2018-2019 through 2020-2021, our second largest age group of “20-24” succeeded at the highest rates (around 80% on average) in the following courses: 102, 105, 106, 108, 132, 133, 137, 138, 140, 144, 146 and 179B. Literature-based courses again had higher success rates, including many of 100%. (See Appendix A in English Data PDF)
  - For academic years 2018-2019 through 2020-2021, our second largest age group of “20-24” succeeded in core courses at the following: English 101 at approximately 56%, English 102 at approximately 78%, and English 103 at approximately 73%.
- For academic years 2018-2019 through 2020-2021, our third largest age group of “25-29” succeeded at the highest rates (around 80% on average) in the following courses: 104, 106 (excepting academic year 2020-2021 in which it dropped to 50%), 108, 132, 137, 140, 144, 179B.
  - For academic years 2018-2019 through 2020-2021, our third largest age group of “25-29” succeeded in core courses at the following: English 101 at approximately 66%, English 102 at approximately 66%, and English 103 at approximately 74%.
- The disproportionately impacted (DI) retention age group, “40-49,” succeeded at the highest rates (around 80% on average) in the following courses: 100, 102, 103, 105, 107, 112, 137, 138, and 139. It is important to note that many of these courses only had one individual within that age range.

Appendix A: Program/Course Demographics by Outcome ENGL

		2018-19				Academic Year 2019-20				2020-21			
		Headcou..	FTEs	Retention %	Success %	Headcou..	FTEs	Retention %	Success %	Headcou..	FTEs	Retention %	Success %
ENGL100	Under 20	8	1	100%	75%	12	2	36%	27%	14	2	71%	64%
	20-24	12	2	83%	50%	8	1	63%	63%	12	2	100%	69%
	25-29	3	0	67%	67%	10	1	60%	50%	8	1	89%	67%
	30-34	1	0	100%	100%	13	2	75%	75%	7	1	86%	86%
	35-39	2	0	100%	100%	5	1	60%	60%	3	0	100%	100%
	40-49	4	1	75%	50%	5	1	75%	50%	4	1	100%	100%
	50+	1	0	100%	0%	3	1	67%	67%	4	1	100%	50%
ENGL101	Under 20	1,702	246	83%	59%	1,827	265	85%	62%	1,410	205	80%	50%
	20-24	655	93	83%	59%	585	84	79%	59%	373	51	77%	50%
	25-29	236	33	84%	70%	220	30	83%	67%	176	24	77%	61%
	30-34	109	15	86%	78%	98	13	84%	72%	97	13	79%	55%
	35-39	52	7	79%	68%	58	8	88%	72%	62	8	71%	58%
	40-49	55	8	87%	78%	57	8	89%	81%	56	7	57%	48%
	50+	31	5	77%	68%	26	4	89%	78%	29	4	70%	63%
ENGL102	Under 20	40	4	83%	78%	63	7	96%	93%	58	6	79%	72%
	20-24	77	8	88%	86%	64	7	92%	80%	61	6	77%	69%
	25-29	11	1	100%	73%	16	2	76%	76%	13	1	92%	92%
	30-34	10	1	80%	80%	5	0	80%	80%	7	1	57%	43%
	35-39	3	0	100%	100%	2	0	50%	0%	3	0	100%	100%
	40-49	1	0	100%	100%	3	0	67%	67%	3	0	100%	100%
	50+					1	0	100%	100%				
ENGL103	Under 20	634	70	91%	79%	626	65	91%	85%	454	47	87%	73%
	20-24	430	47	86%	73%	481	51	88%	80%	311	34	80%	66%
	25-29	89	9	86%	74%	106	11	84%	76%	76	8	86%	71%
	30-34	60	6	78%	73%	48	5	79%	70%	56	6	83%	76%
	35-39	25	3	92%	84%	26	3	75%	71%	19	2	88%	82%
	40-49	25	3	88%	88%	19	2	90%	85%	25	3	78%	78%
	50+	11	1	62%	54%	13	1	100%	100%	10	1	90%	90%

**Race/Ethnicity Success and Retention:**

- From the 2015-2016 academic year to the 2020-2021 academic year, the largest racial/ethnic population served by the English Department was Hispanic; the second was white, and the third was Asian American/Pacific Islander (AAPI). In Institutional Effectiveness data, Filipino and Asian were disaggregated from Asian. Both groups have similar numbers although Filipinos are increasing. Native American students and Pacific Islander students were the two smallest populations but are also increasing. Both populations, Native American and Pacific Islander, have almost doubled from 50 and 25 students, respectively, in 2015-2016 to 96 and 44, respectively, before the pandemic dip in 2020-2021.
  - NOTE: By disaggregating the Filipino and Pacific Islander data from the Asian category, the data does not illustrate that the third largest group served by the English Department is actually AAPI. If combined into one group, AAPI would be our third largest population, moving Black to the fourth most populous group.
- From the 2015-2016 academic year to the 2020-2021 academic year, the fourth largest racial/ethnic population served by the English Department was African American. If Filipino and Pacific Islander are disaggregated out from Asian, as they are in the data supplied by Institutional Effectiveness, then African American students comprise the third largest racial/ethnic group by the English Department. In either case, African American students have been disproportionately impacted (DI) in success rates in English classes every year from 2015-2016 to 2020-2021, excepting the pandemic-impacted academic year of 2019-2020, which may have been influenced by Extraordinary Withdrawal (EW) designations.
- Retention rates in English across all racial/ethnic groups have varied over the academic years with no clear pattern discernible other than an increase in disproportionately impacted (DI) groups in academic years 2019-2020 and 2020-2021, which can be seen

as correlative with the pandemic. The English Department's retention rate is, on average, around 84%, with higher success rates presenting within specific racial/ethnic groups but not to any extraordinary degree; the data suggests variance within a few points in most cases. The only obvious change occurs in academic year 2019-2020 when multiple groups were disproportionately impacted (DI). The (Di) groups were Filipino, Hispanic, and Native American. This occurs, again, yet in different ways, in 2020-2021 when multiple groups were also disproportionately impacted (DI). These (DI) groups were Black, Native American, Pacific Islander, and Unknown. The department's Native American population was (DI) in both academic years.

- Success rates in English have risen on average since academic year 2015-2016 except for academic year 2020-2021.
- Racial/ethnic groups that have been consistently disproportionately impacted (DI) are Hispanic, Black, Pacific Islander, and Native American.
  - Hispanic students have become more impacted over time since 2015-2016 but are not (DI) in every academic year. In academic years 2016-2017 and 2017-2018 Hispanic students, for example, were not (DI) although still had lower success rates than the average.
- The two highest performing racial/ethnic groups are White and Asian. In all academic years, these two groups succeed at rates above the average, ranging from a 5% to 10% above average success rate.
  - Again, note that Asian has Filipino and Pacific Islander disaggregated from it. If taken as a whole, these two groups lower the overall Asian groups' success rates.

### Overall Retention and Success Rates in English by Race/Ethnicity

	Academic Year 2015-16									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	131	167	0	22	88.6%	4.4%		74.9%	9.8%	
Black	168	213	0	31	83.1%	-1.3%	3	53.1%	-12.8%	28
Filipino	127	175	0	25	88.6%	4.3%		71.4%	6.3%	
Hispanic	2,794	3,820	0	561	84.1%	-0.7%	28	64.2%	-3.2%	123
Native Am	50	60	0	8	85.0%	0.6%		68.3%	3.0%	
Pac Isl	25	34	0	5	79.4%	-5.0%	2	58.8%	-6.6%	3
White	1,118	1,414	0	187	84.3%	-0.1%	2	68.5%	4.1%	
Unknown	1	1	0	0	100.0%			0.0%		
<b>Grand Total</b>	<b>4,413</b>	<b>5,884</b>	<b>0</b>	<b>839</b>	<b>84.4%</b>			<b>65.4%</b>		

	Academic Year 2016-17									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	114	149	0	21	85.9%	0.8%		69.1%	2.6%	
Black	144	194	0	27	86.1%	1.0%		59.8%	-7.0%	14
Filipino	139	191	0	26	84.8%	-0.3%	1	65.4%	-1.2%	3
Hispanic	2,733	3,778	0	544	85.0%	-0.4%	16	65.5%	-3.0%	114
Native Am	52	61	0	8	91.8%	6.7%		63.9%	-2.7%	2
Pac Isl	30	40	0	5	85.0%	-0.1%	1	60.0%	-6.6%	3
White	1,184	1,514	0	202	84.5%	-0.8%	13	69.4%	3.7%	
Unknown	5	92	0	12	94.6%			83.7%		
<b>Grand Total</b>	<b>4,400</b>	<b>6,019</b>	<b>0</b>	<b>845</b>	<b>85.1%</b>			<b>66.6%</b>		

	Academic Year 2017-18									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	86	111	0	14	88.3%	4.0%		72.1%	5.4%	
Black	135	193	0	25	86.5%	2.3%		56.0%	-11.2%	22
Filipino	125	172	0	22	82.0%	-2.4%	5	68.6%	1.8%	
Hispanic	2,355	3,298	0	438	84.1%	-0.5%	16	66.4%	-0.9%	29
Native Am	83	103	0	14	80.6%	-3.8%	4	54.4%	-12.7%	14
Other	1	2	0	0	100.0%			100.0%		
Pac Isl	27	36	0	5	83.3%	-1.0%	1	55.6%	-11.3%	5
White	1,509	2,004	0	255	84.6%	0.4%		68.9%	3.1%	
Unknown	4	9	0	1	100.0%			66.7%		
<b>Grand Total</b>	<b>4,325</b>	<b>5,928</b>	<b>0</b>	<b>774</b>	<b>84.3%</b>			<b>66.8%</b>		

	Academic Year 2018-19									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	72	95	0	12	78.9%	-5.6%	6	70.5%	4.2%	
Black	117	166	0	20	85.5%	1.1%		59.0%	-7.5%	13
Filipino	119	161	0	20	86.3%	2.0%		68.3%	2.0%	
Hispanic	2,088	3,006	0	387	83.5%	-1.9%	58	63.3%	-6.2%	188
Native Am	102	139	0	18	84.2%	-0.3%	1	61.2%	-5.3%	8
Pac Isl	39	61	0	7	85.2%	0.8%		57.4%	-9.1%	6
White	1,657	2,268	0	281	85.6%	1.9%		71.2%	7.8%	
Unknown	10	22	0	3	90.9%	6.5%		72.7%	6.4%	
<b>Grand Total</b>	<b>4,204</b>	<b>5,918</b>	<b>0</b>	<b>749</b>	<b>84.4%</b>			<b>66.4%</b>		

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	80	103	9	12	86.2%	1.4%		67.0%	-1.9%	2
Black	131	180	25	20	89.7%	5.0%		70.3%	1.5%	
Filipino	101	135	15	16	80.8%	-4.1%	6	68.3%	-0.6%	1
Hispanic	2,052	2,806	300	328	82.9%	-3.8%	106	65.1%	-7.5%	210
Native Am	96	138	21	16	76.9%	-8.1%	12	58.1%	-11.0%	16
Pac Isl	44	61	12	7	83.7%	-1.2%	1	57.1%	-11.9%	8
White	1,548	2,043	152	238	87.8%	4.7%		75.4%	10.3%	
Unknown	104	141	12	17	82.9%	-1.9%	3	62.0%	-7.1%	10
<b>Grand Total</b>	<b>4,154</b>	<b>5,607</b>	<b>546</b>	<b>656</b>	<b>84.8%</b>			<b>68.9%</b>		

	Academic Year 2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	47	59	0	7	79.7%	1.3%		66.1%	11.1%	
Black	88	126	1	15	76.0%	-5.0%	7	56.0%	-6.1%	8
Filipino	103	133	0	16	82.0%	2.8%		66.2%	5.9%	
Hispanic	1,476	1,989	7	231	80.1%	-1.0%	21	55.8%	-6.0%	119
Native Am	66	85	2	10	69.9%	-11.1%	10	51.8%	-9.5%	9
Pac Isl	31	40	0	5	67.5%	-8.2%	4	42.5%	-13.4%	6
White	1,353	1,766	9	204	81.8%	3.3%		63.1%	7.6%	
Unknown	68	89	0	11	67.4%	-11.3%	11	47.2%	-11.4%	11
Grand Total	3,232	4,287	19	498	80.2%			58.9%		

English 101 Success Rates by Race/Ethnicity: Asian American students have decreased their overall success in English 101 across the last five years by approximately 22%. Black students have increased their overall success by on average around 8% to 9% over the last five years with some fluctuation. Filipino students have decreased their success rate by approximately 9%. Hispanic students have decreased their success in 101 by approximately 3%. In 2015-2016, the success rate was 60%; it rose for two consecutive years and then fell to 58% in 2018-2019. Native American students also experiences a similar pattern of a slight increase and then a falloff in academic year 2018-2019. In 2015-2016, they had a 60% success rate and that number rose to 62.9% and 61% in the subsequent years, but fell to 54% in the same academic years, 2018-2019. Pacific Islander students have the overall worse success rates in English 101. Their success rates have fallen dramatically from 2015-2016 when it was closer to the average. It was 61.5% in that year while the average was 62.5%. In subsequent years, that percentage is substantially lower: 47.1%, 45%, 47.4%, and 48.5. White students have consistently succeeded above the average with a range of 65%-70% success.

- NOTE: All data below is for ranges academic years 2015-2016 – 2019-2020. No access to data from academic year 2020-2021.

### English 101 Retention and Success Rates by Race/Ethnicity

	Academic Year 2015-16									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	55	55	0	7	90.9%	4.4%		80.0%	9.8%	
Black	83	87	0	12	80.5%	-1.3%	2	46.0%	-12.8%	12
Filipino	67	69	0	9	89.9%	4.3%		72.5%	6.3%	
Hispanic	1,377	1,472	0	194	82.5%	-0.7%	11	60.0%	-3.2%	48
Native Am	30	30	0	4	76.7%	0.6%		60.0%	3.0%	
Pac Isl	13	13	0	2	69.2%	-5.0%	1	61.5%	-6.6%	1
White	606	629	0	83	86.2%	-0.1%	1	68.4%	4.1%	
Unknown	1	1	0	0	100.0%			0.0%		
Grand Total	2,232	2,356	0	311	83.7%			62.5%		

	Academic Year 2016-17										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Asian	54	57	0	8	89.5%	0.8%		73.7%	2.6%		
Black	79	86	0	11	88.4%	1.0%		55.8%	-7.0%	7	
Filipino	76	82	0	11	81.7%	-0.3%	1	62.2%	-1.2%	1	
Hispanic	1,369	1,455	0	191	85.1%	-0.4%	7	64.3%	-3.0%	44	
Native Am	34	35	0	5	88.6%	6.7%		62.9%	-2.7%	1	
Pac Isl	15	17	0	2	82.4%	-0.1%	1	47.1%	-6.6%	2	
White	681	710	0	94	84.6%	-0.8%	6	68.9%	3.7%		
Unknown	3	51	0	7	98.0%			88.2%			
<b>Grand Total</b>	<b>2,311</b>	<b>2,493</b>	<b>0</b>	<b>328</b>	<b>85.4%</b>			<b>65.8%</b>			

	Academic Year 2017-18										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Asian	45	47	0	6	89.4%	4.0%		70.2%	5.4%		
Black	101	110	0	15	85.5%	2.3%		60.0%	-11.2%	13	
Filipino	73	78	0	10	75.6%	-2.4%	2	60.3%	1.8%		
Hispanic	1,283	1,363	0	180	83.1%	-0.5%	7	63.7%	-0.9%	12	
Native Am	51	54	0	7	81.5%	-3.8%	3	61.1%	-12.7%	7	
Other	1	1	0	0	100.0%			100.0%			
Pac Isl	19	20	0	3	80.0%	-1.0%	1	45.0%	-11.3%	3	
White	992	1,040	0	138	83.8%	0.4%		65.8%	3.1%		
Unknown	3	3	0	0	100.0%			100.0%			
<b>Grand Total</b>	<b>2,568</b>	<b>2,716</b>	<b>0</b>	<b>360</b>	<b>83.3%</b>			<b>64.2%</b>			

	Academic Year 2018-19										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact	
Asian	45	45	0	6	82.2%	-5.6%	3	68.9%	4.2%		
Black	81	85	0	12	85.9%	1.1%		54.1%	-7.5%	7	
Filipino	78	82	0	11	85.4%	2.0%		64.6%	2.0%		
Hispanic	1,366	1,453	0	198	82.4%	-1.9%	28	57.8%	-6.2%	91	
Native Am	71	74	0	10	79.7%	-0.3%	1	55.4%	-5.3%	4	
Pac Isl	34	38	0	5	84.2%	0.8%		47.4%	-9.1%	4	
White	1,147	1,210	0	163	84.1%	1.9%		66.0%	7.8%		
Unknown	10	13	0	2	92.3%	6.5%		69.2%	6.4%		
<b>Grand Total</b>	<b>2,832</b>	<b>3,000</b>	<b>0</b>	<b>406</b>	<b>83.3%</b>			<b>61.2%</b>			

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	54	58	8	8	86.0%	1.4%		58.0%	-1.9%	2
Black	86	88	13	12	90.7%	5.0%		65.3%	1.5%	
Filipino	73	78	10	10	79.4%	-4.1%	4	60.3%	-0.6%	1
Hispanic	1,424	1,541	175	208	81.6%	-3.8%	59	58.4%	-7.5%	116
Native Am	74	85	15	11	78.6%	-8.1%	7	54.3%	-11.0%	10
Pac Isl	35	38	5	5	75.8%	-1.2%	1	48.5%	-11.9%	5
White	1,021	1,077	83	145	87.6%	4.7%		70.6%	10.3%	
Unknown	96	103	9	14	81.9%	-1.9%	2	61.7%	-7.1%	8
Grand Total	2,862	3,068	318	413	83.9%			62.9%		

- English 102 Success Rates by Race/Ethnicity: The overall success rate in English 102 is higher than English 101 and fewer groups are disproportionately impacted (DI). The only group that is frequently (DI) in this course is Hispanic. Even when they are not (DI), they are still averaging a lower success rate than the norm. Over the course of academic years 2015-2016 to 2019-2020, Hispanic students have increased in success but are still at a lower level than average. On average, Asian, and Black students also succeed at lower rates than the average. Filipino students succeed both at higher rates, 100%, and lower rates, 50%, than the average.
- It is important to note that the number of students of color in English 102 are very small; this includes Pacific Islander, Filipino, Black, and Asian. In each of these categories, the numbers are five students or less.
  - NOTE: All data below is for ranges academic years 2015-2016-2019-2020. No access to data from academic year 2020-2021.

### English 102 Retention and Success Rates by Race/Ethnicity

	Academic Year 2015-16									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	5	5	0	0.5	60.0%			60.0%		
Black	3	3	0	0.3	100.0%			100.0%		
Filipino	9	9	0	0.9	77.8%			77.8%		
Hispanic	83	87	0	8.8	82.8%	-0.7%	1	74.7%	-3.2%	3
Native Am	1	1	0	0.1	100.0%			100.0%		
White	34	35	0	3.5	82.9%	-0.1%	1	74.3%	4.1%	
Grand Total	135	140	0	14.1	82.1%			75.0%		

	Academic Year 2016-17									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	2	3	0	0.3	66.7%			33.3%		
Black	5	5	0	0.5	80.0%			60.0%		
Filipino	2	2	0	0.2	50.0%			50.0%		
Hispanic	62	64	0	6.4	84.4%	-0.4%	1	76.6%	-3.0%	2
Native Am	4	4	0	0.4	100.0%			100.0%		
Pac Isl	1	1	0	0.1	100.0%			0.0%		
White	32	32	0	3.2	93.8%	-0.8%	1	90.6%	3.7%	
Unknown	1	4	0	0.4	100.0%			100.0%		
<b>Grand Total</b>	<b>109</b>	<b>115</b>	<b>0</b>	<b>11.5</b>	<b>87.0%</b>			<b>79.1%</b>		

	Academic Year 2017-18									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	3	3	0	0.3	100.0%			100.0%		
Black	4	4	0	0.4	75.0%			75.0%		
Filipino	3	3	0	0.3	66.7%			66.7%		
Hispanic	61	62	0	6.2	77.4%	0.5%	1	71.0%	0.9%	1
Native Am	2	2	0	0.2	50.0%			50.0%		
Pac Isl	2	2	0	0.2	100.0%			50.0%		
White	54	55	0	5.5	83.6%	0.4%		80.0%	3.1%	
<b>Grand Total</b>	<b>129</b>	<b>131</b>	<b>0</b>	<b>13.1</b>	<b>80.2%</b>			<b>74.8%</b>		

	Academic Year 2018-19									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	4	4	0	0.4	75.0%			75.0%		
Black	5	5	0	0.5	20.0%			20.0%		
Filipino	3	3	0	0.3	100.0%			100.0%		
Hispanic	67	67	0	6.7	91.0%	-1.9%	2	86.6%	-6.2%	5
Native Am	1	1	0	0.1	100.0%			100.0%		
Pac Isl	2	2	0	0.2	100.0%			100.0%		
White	60	61	0	6.0	88.5%	1.9%		82.0%	7.8%	
<b>Grand Total</b>	<b>142</b>	<b>143</b>	<b>0</b>	<b>14.3</b>	<b>87.4%</b>			<b>82.5%</b>		

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	4	4	0	0.4	100.0%			75.0%		
Black	6	7	0	0.7	57.1%			57.1%		
Filipino	1	1	0	0.1	100.0%			100.0%		
Hispanic	82	85	8	8.6	92.2%	-3.8%	4	81.8%	-7.5%	7
Native Am	1	1	1	0.1						
White	58	61	3	6.1	91.4%	4.7%		89.7%	10.3%	
Unknown	2	2	1	0.2	100.0%			0.0%		
<b>Grand Total</b>	<b>154</b>	<b>161</b>	<b>13</b>	<b>16.2</b>	<b>90.5%</b>			<b>83.1%</b>		

Student Success Rates for English 103 by Race/Ethnicity: Since academic year 2015-2016, the number of disproportionately impacted (DI) groups has increased in English 103. In 2015-2016, the two (DI) groups were Black and Hispanic. In 2016-2017, only

Black students were (DI). In 2017-2018, both Black and Native American students were (DI) and in 2018-2019, all groups were (DI) except for White and Asian. In academic year 2019-2020, Native American, Pacific Islander, and Hispanic were all (DI).

- Although still (DI) Black student success has, on average, increased over these five years.
- Hispanic student success has decreased over the same period, increasing in (DI) from -3.2% to -6.5% in 2018-2019 and -7.2% in 2019-2020.
- Overall, Asian students have increased their success rates.
  - NOTE: All data below is for academic years 2015-2016 to 2019-2020. No access to data from academic year 2020-2021.

### English 103 Retention and Success Rates by Race/Ethnicity

	Academic Year 2015-16									
	Headcount	Enrollment	EW count	FTEs	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	44	48	0	5	85.4%	4.4%		70.8%	9.8%	
Black	28	28	0	3	89.3%	-1.3%	1	78.6%	-12.8%	4
Filipino	36	36	0	4	86.1%	4.3%		80.6%	6.3%	
Hispanic	600	631	0	65	81.6%	-0.7%	5	70.2%	-3.2%	21
Native Am	9	9	0	1	100.0%			77.8%		
Pac Isl	4	4	0	0	100.0%			100.0%		
White	318	329	0	34	86.0%	-0.1%	1	75.4%	4.1%	
Grand Total	1,039	1,085	0	112	83.7%			72.5%		

	Academic Year 2016-17									
	Headcount	Enrollment	EW count	FTEs	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	32	34	0	3	88.2%	0.8%		73.5%	2.6%	
Black	34	37	0	4	81.1%	1.0%		62.2%	-7.0%	3
Filipino	36	36	0	4	94.4%	-0.3%	1	86.1%	-1.2%	1
Hispanic	657	691	0	71	87.1%	-0.4%	3	74.4%	-3.0%	21
Native Am	9	9	0	1	100.0%			100.0%		
Pac Isl	9	9	0	1	77.8%			66.7%		
White	274	284	0	29	80.6%	-0.8%	3	73.6%	3.7%	
Unknown	1	6	0	1	100.0%			83.3%		
Grand Total	1,052	1,106	0	113	85.6%			74.3%		

	Academic Year 2017-18									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	28	31	0	3	83.9%	4.0%		80.6%	5.4%	
Black	21	22	0	2	95.5%	2.3%		59.1%	-11.2%	3
Filipino	41	43	0	4	86.0%	-2.4%	2	74.4%	1.8%	
Hispanic	663	687	0	71	88.6%	-0.5%	4	79.2%	-0.9%	6
Native Am	18	19	0	2	73.7%	-3.8%	1	42.1%	-12.7%	3
Other	1	1	0	0	100.0%			100.0%		
Pac Isl	3	3	0	0	100.0%			100.0%		
White	367	373	0	38	85.3%	0.4%		79.6%	3.1%	
Unknown	2	2	0	0	100.0%			50.0%		
<b>Grand Total</b>	<b>1,144</b>	<b>1,181</b>	<b>0</b>	<b>121</b>	<b>87.3%</b>			<b>78.2%</b>		

	Academic Year 2018-19									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	28	29	0	3	82.8%	-5.6%	2	75.9%	4.2%	
Black	33	34	0	3	88.2%	1.1%		55.9%	-7.5%	3
Filipino	44	45	0	5	86.7%	2.0%		77.8%	2.0%	
Hispanic	636	661	0	70	86.4%	-1.9%	13	73.7%	-6.2%	42
Native Am	28	28	0	3	89.3%	-0.3%	1	75.0%	-5.3%	2
Pac Isl	11	11	0	1	100.0%	0.8%		72.7%	-9.1%	1
White	487	497	0	53	89.7%	1.9%		81.9%	7.8%	
Unknown	4	4	0	0	75.0%			75.0%		
<b>Grand Total</b>	<b>1,271</b>	<b>1,309</b>	<b>0</b>	<b>139</b>	<b>87.8%</b>			<b>76.5%</b>		

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	25	29	0	3	86.2%	1.4%		82.8%	-1.9%	1
Black	43	46	7	5	94.9%	5.0%		79.5%	1.5%	
Filipino	36	37	2	4	91.4%	-4.1%	2	85.7%	-0.6%	1
Hispanic	658	682	65	70	87.8%	-3.8%	26	81.0%	-7.5%	52
Native Am	24	27	1	3	76.9%	-8.1%	3	69.2%	-11.0%	3
Pac Isl	10	11	1	1	100.0%	-1.2%	1	70.0%	-11.9%	2
White	508	521	38	53	89.0%	4.7%		83.2%	10.3%	
Unknown	9	9	1	1	87.5%			87.5%		
<b>Grand Total</b>	<b>1,313</b>	<b>1,362</b>	<b>115</b>	<b>139</b>	<b>88.5%</b>			<b>81.7%</b>		

- Student Success Rates in Literature Courses by Race/Ethnicity: The following data is taken from multiple values corresponding to the literature courses offered in any given academic year:
  - 2015-2016: 130, 31, 133, 137, 138, 145, 146
  - 2016-2017: 130, 131, 132, 133, 138, 139, 144, 145, 146
  - 2017-2018: 130, 131, 137, 138, 145, 146,
  - 2018-2019: 130, 131, 132, 133, 137, 138, 139, 140, 14, 145, 146,
  - 2019-2020: 130, 131, 137, 138, 145, 146
- Across all academic years 2015-2016 to 2019-2020, the only group that is disproportionately impacted (DI) is Hispanic students, but this impact is not across all academic years. In academic years 2016-2017 and 2017-2018 Hispanic students were

not (DI) in literature courses. Beginning with academic year 2018-2019, Hispanic students increased the level of impact to -6.2% and -7.5% respectively.

- It is important to note that the number of students is low. In some cases, only increasing the course put-through rate by 1, 2, or 3 students would bring this group to equity.

Overall, excepting Hispanic, all other racial/ethnic groups do well in literature courses, succeeding at higher rates than other core courses. Again, it is important to note that these numbers are very small in many cases, with the bulk of the English department's students coming from within Hispanic or White racial/ethnic groups.

- NOTE: All data below is for academic years 2015-2016 to 2019-2020. No access to data from academic year 2020-2021.

### English Literature Courses Retention and Success Rates by Race/Ethnicity

	Academic Year 2015-16									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	6	6	0	0.6	100.0%			83.3%		
Black	6	10	0	1.0	70.0%			70.0%		
Filipino	2	3	0	0.3	100.0%			100.0%		
Hispanic	62	93	0	9.1	80.6%	-0.7%	1	68.8%	-3.2%	3
Native Am	1	1	0	0.1	100.0%			0.0%		
White	67	90	0	8.8	80.0%	-0.1%	1	67.8%	4.1%	
Grand Total	144	203	0	19.8	80.8%			69.0%		

	Academic Year 2016-17									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	7	8	0	0.8	50.0%			50.0%		
Black	2	2	0	0.2	100.0%			100.0%		
Filipino	1	2	0	0.2	0.0%			0.0%		
Hispanic	31	50	0	4.9	76.0%	-0.4%	1	60.0%	-3.0%	2
White	47	77	0	7.5	92.2%	0.8%	1	77.9%	3.7%	
Unknown	1	11	0	1.1	72.7%			72.7%		
Grand Total	89	150	0	14.6	82.0%			69.3%		

	Academic Year 2017-18									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	1	1	0	0.1	100.0%			100.0%		
Black	2	3	0	0.3	100.0%			100.0%		
Filipino	2	2	0	0.2	100.0%			100.0%		
Hispanic	59	89	0	8.9	83.1%	-0.5%	1	71.9%	-0.9%	1
Native Am	1	1	0	0.1	100.0%			100.0%		
White	61	84	0	8.2	91.7%	0.4%		82.1%	3.1%	
Grand Total	126	180	0	17.7	87.8%			77.8%		

	Academic Year 2018-19									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Black	4	4	0	0.4	100.0%			100.0%		
Filipino	2	2	0	0.2	100.0%			100.0%		
Hispanic	61	104	0	10.2	85.6%	-1.9%	2	76.0%	-6.2%	7
Pac Isl	1	1	0	0.1	0.0%			0.0%		
White	85	124	0	12.1	84.7%	1.9%		79.0%	7.8%	
Unknown	1	1	0	0.1	100.0%			100.0%		
Grand Total	154	236	0	23.1	85.2%			78.0%		

	Academic Year 2019-20									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	2	3	0	0.3	33.3%			33.3%		
Black	3	3	0	0.3	100.0%			66.7%		
Hispanic	55	74	9	7.4	80.0%	-3.8%	3	75.4%	-7.5%	6
Native Am	1	1	0	0.1	0.0%			0.0%		
White	70	114	7	11.2	85.0%	4.7%		82.2%	10.3%	
Unknown	1	1	0	0.1	100.0%			100.0%		
Grand Total	132	196	16	19.4	82.2%			78.3%		

### Student Type Success and Retention:

- Student success and retention for various student types, including, for example, First Time, Returning, and Special Admit are recorded below in the English department's three core courses.
- Special Admit students consistently succeed and are retained at higher rates than all other groups, across all three core courses.
- First Time Students succeed at average rates in English 101 but succeed at lesser rates in English 102 and higher rates in English 103. The retention rates for this group are stable.
- Returning Students also succeed at average rates in English 101 but succeed at lesser rates in both English 102 and English 103.
- There has been an increase in headcount in First Time students since 2015-2016. The numbers have increased by volumes in English 101: 583 in 2015-2016 and 1349 in 2019-202.

- This increase may be due to AB705 and the Hancock Promise. If the headcount and stable success rate is any indication, more students are passing English 101 now than in the past, even with the slightly lower success rate in 2019-2020.

Appendix A: Program/Course Demographics by Outcome ENGL

		2015-16				Academic Year 2016-17				2017-18			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ENGL101	First Time	583	78	85%	63%	649	89	89%	68%	876	117	85%	64%
	First Time Transfer	100	14	82%	62%	82	12	90%	73%	123	16	78%	60%
	Continuing	1,441	198	84%	62%	1,481	203	83%	63%	1,398	193	82%	63%
	Returning	132	17	77%	58%	122	16	83%	70%	172	23	84%	65%
	Special Admit	31	4	90%	84%	42	8	100%	95%	83	11	95%	88%
ENGL102	First Time	6	1	71%	43%	6	1	83%	83%	2	0	50%	0%
	First Time Transfer	9	1	89%	89%	5	1	100%	100%	9	1	78%	78%
	Continuing	109	11	83%	76%	91	9	87%	79%	113	12	82%	77%
	Returning	10	1	70%	70%	6	1	67%	50%	4	0	75%	75%
	Special Admit	1	0	100%	100%	2	0	100%	100%	1	0	0%	0%
ENGL103	First Time	25	3	100%	96%	28	3	100%	93%	30	3	97%	93%
	First Time Transfer	36	4	78%	69%	27	3	100%	83%	25	3	85%	69%
	Continuing	924	100	84%	72%	957	103	85%	74%	1,042	111	87%	79%
	Returning	50	5	74%	66%	33	3	76%	64%	34	3	76%	59%
	Special Admit	5	1	100%	100%	10	1	90%	90%	15	1	93%	87%

Appendix A: Program/Course Demographics by Outcome ENGL

		2017-18				Academic Year 2018-19				2019-20			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
ENGL101	First Time	876	117	85%	64%	1,147	154	86%	65%	1,349	183	87%	61%
	First Time Transfer	123	16	78%	60%	129	17	82%	64%	128	17	82%	67%
	Continuing	1,398	193	82%	63%	1,444	204	80%	56%	1,221	173	79%	62%
	Returning	172	23	84%	65%	145	20	88%	68%	202	27	87%	71%
	Special Admit	83	11	95%	88%	83	11	95%	88%	100	13	93%	80%
ENGL102	First Time	2	0	50%	0%	3	0	67%	67%	5	1	100%	80%
	First Time Transfer	9	1	78%	78%	2	0	100%	100%	1	0	100%	100%
	Continuing	113	12	82%	77%	128	13	88%	84%	146	15	90%	84%
	Returning	4	0	75%	75%	8	1	88%	75%	1	0	100%	0%
	Special Admit	1	0	0%	0%	1	0	0%	0%	1	0	100%	100%
ENGL103	First Time	30	3	97%	93%	56	6	95%	84%	59	6	95%	88%
	First Time Transfer	25	3	85%	69%	23	2	78%	70%	30	3	86%	76%
	Continuing	1,042	111	87%	79%	1,138	125	87%	76%	1,165	124	88%	82%
	Returning	34	3	76%	59%	30	3	83%	73%	39	4	78%	72%
	Special Admit	15	1	93%	87%	30	3	100%	97%	25	2	96%	88%

**Online Success and Retention:**

- Online success and retention rates are consistently lower than in person success and retention rates for English 101. However, the difference is within a few percentage points, at most a 4% difference.
- Online success and retention rates are dramatically lower than in person success and retention rates for English 102. Students succeed in English 102 at a rate of as high as 20% higher in person than online.
- Online success and retention rates are also lower than in person success and retention rates for English 103 although at a lower percentage. On average, in person English 103 classes succeed at approximately 10% higher a rate than online English 103 courses.

#### 4 Online / Onsite Retention & Success course comparison ENGL

\*All online courses and matching onsite courses\*

subject_	course	Course..	Academic Year									
			2015-16	2016-17	2017-18	2018-19	2019-20					
ENGL	ENGL100	Online		38%	57%	67%	83%	71%	88%	55%	60%	
		Onsite						50%	86%			
	ENGL101	Online	61%	84%	63%	84%	64%	82%	58%	80%	60%	79%
		Onsite	63%	84%	67%	86%	64%	84%	62%	84%	64%	85%
	ENGL102	Online	66%	75%	77%	83%	66%	73%	73%	80%	72%	85%
		Onsite	83%	89%	82%	93%	86%	90%	95%	97%	93%	96%
	ENGL103	Online	58%	71%	70%	79%	69%	80%	70%	85%	74%	84%
		Onsite	77%	87%	75%	87%	80%	89%	79%	89%	85%	90%
	ENGL105	Online	50%	75%	60%	90%	67%	92%	75%	92%	89%	100%
	ENGL106	Online	76%	85%	75%	78%	68%	76%	70%	75%	82%	84%
		Onsite							100%	100%	100%	100%
	ENGL107	Onsite							67%	89%	64%	73%
	ENGL108	Online							64%	82%		
	ENGL110	Online	63%	75%	48%	74%	53%	73%			35%	75%
		Onsite									58%	92%
	ENGL130	Online	54%	69%	67%	81%	77%	92%	76%	81%	59%	69%
	ENGL131	Online	61%	78%	54%	67%	73%	79%	63%	80%	81%	86%
	ENGL132	Online			93%	93%			83%	87%		
	ENGL133	Online	81%	89%	79%	100%			76%	86%		
	ENGL138	Online	60%	87%	76%	82%	93%	100%	89%	95%	90%	90%
	ENGL139	Online							63%	75%		
	ENGL144	Online			92%	100%			81%	85%		
	ENGL145	Online	78%	78%	74%	89%	66%	86%	73%	77%	70%	78%
	ENGL146	Online	77%	83%	84%	92%	80%	92%	86%	93%	77%	77%
	ENGL512	Onsite					66%	79%	50%	78%		

#### Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

The data for the last six years has been undeniably affected by the pandemic that began in Spring of 2020 and has persisted well into 2022. In many ways, the alterations, changes, and attempts to support students post-AB705 have not all been able to be implemented in the ways originally imagined. Faculty have been learning, inventing, and then reinventing how to teach in the various modalities the pandemic has necessitated on top of curriculum changes demanded by AB705. Prior to the pandemic, the English department had been making dramatic changes to curriculum and support services to help accelerate students through English 101. Several of these changes had to be sidelined as online modalities made them both impractical and impossible. Others, however, have been transitioned to online modalities with success: writing workshops, Writing Center interventions, extended office hours via Zoom, digital learning tools, electronic textbooks, and smaller in-class group work facilitated by breakout rooms etc. for example. English 112, moreover, has continued to help support student success in English 101. As students are undeniably coming out of high school with learning loss and the loss of study habits and study skills, these challenges have affected both student outcomes and the ways that faculty arrange and teach their classes. Increased class time is being spent on study skills, note taking practices, and general “how to be a college student” lessons. At the same time, however, and even with the pandemic, the English Department has kept stable and, in some demographics, increased, its throughput of students in English 101. What follows is an analysis of those groups disproportionately impacted in English courses:

**DI Groups by Gender:** Female students consistently outnumber both male identifying and unknown identifying students on campus. From academic year 2015-2016 through 2018-2019, the male identifying student success rate were disproportionately impacted (DI) by

approximately 5%. Hispanic male students consistently have lower retention and success rates in English classes. Unknown gender students also have lower success rates than female identifying students.

- Possible solution: Suggest that gender non-binary is added as a choice. If we can identify that unknown is actually gender non-binary, then the department can more specifically target and support that group. As of now with the designation of unknown, those interventions cannot be made.
- Possible reason for increased DI for Hispanic males: can we identify why these individuals are dropping or not passing. Is it due to work/school tensions? Would longer, one day a week classes help them focus and complete work in class rather than outside class? For academic years 2020-2021 there is also the consideration of COVID impact on need to work? Also, the Hispanic community has been disproportionately impacted by COVID: loss of income, loss of childcare, multigenerational homes impacted by pandemic. All these reasons can point to the increased non-completion rates for 2019-2021.
- Possible solution: increase placement of Hispanic males in Puente as Puente has consistently higher success rates than non-Puente classes. If we can offer the support of Puente to more Hispanic males, their rates of success may increase.
- Can we offer multiple sections? If not, can we model other English 101 courses on Puente? This would require culturally sensitive curriculum shift and embedded counselors.
- Alternatively, theme English 101. For example, designate specific sections of English 101 Freshman Composition Exposition and Latinx Literature and Culture. In this way we can mimic the most successful aspects of Puente without having to offer more than one section.

**DI Groups by Age:** Considering the overall trends for age group several patterns emerge. First, as the under 20 population grows, it has largely improved in equity in terms of success rates. Moreover, our over 35 population has continued to improve, with the year 2016-2017 as a major exception. In terms of English 101, all age groups are very close to each other from 2017 onward. The under 20 age group has been hit hardest by the pandemic according to more extensive data detailed in the sections above and will need continued extra support to help students who have learned remotely for the last several years.

- Possible solutions: Summer bridge programs have been shown as highly effective tools for onboarding students from high school. Continue to develop and implement summer bridge programs and/or boot camps, which seem to be less effective. Last year, the summer boot camp only gathered ten students in total when projections were for sixty. Working with local high schools to highlight the value and importance of these programs may be one way to increase participation.
- Working with local high schools to streamline curriculum is another possible solution.

**DI Groups by Race/Ethnicity:** For Black, Pacific Islander, and Native American groups, the number of students to bring them to equity in English is very small because of the size of the group to begin with. One way to think of this is that every one of those students in our classes needs to be targeted for support to get them through. How do we first identify and then support those students in ways that we are not already? For example, to bring Black students to equity, we would “only” need to put through eight more students a semester. The number for Pacific Islander is six. Hispanic students on the other hand would need to succeed by over one hundred.

- African American students are (DI) within the AHC setting overall, but the numbers to bring them to equity are “only” fifteen. That means that more than half of the African American students failing courses at AHC are in English. In this way, our classes are having a direct impact on African American equity levels at the college. The same can be said for the Pacific Islander group: AHC is (DI) by a total of seven students, English contributes six of those.
- Need to identify why students of color succeed at lower rates in English 102.
- Possible reason for increased (DI) for Pacific Islander: group as whole is vaccine hesitant; hence, increased non-completion rates for 2019-2021.
- Possible reason for increased African American (DI): student athlete population is out of area; many went home and struggled with not being on campus for student services etc.; hence, increased non-completion rates for 2019-2021.
- Possible solutions: Identify how many of the student group members are also athletes. Re-crafting the athlete-specific 101/112 so it is longer during class time, where the work is done in class rather than outside of class. Shift model to in-class work only.
- Hire African American Literature/Studies faculty to theme teach 101.
- Since Puente works for Hispanic students, adopt an Umoja Program that can equally support African American students.
- Alternatively, theme English 101. For example, designate specific sections of English 101 Freshman Composition Exposition and African American Literature and Culture. In this way we can mimic the most successful aspects of Umoja or Puente-like programs without having to develop a new program.

**DI for Online:** Online courses in the core courses, English 101, 102, and 103, are consistently passed and completed at slightly lower rates than in-person learning. Reasons may be as follows: students misapprehend the time needed to successfully complete an online course. Students misapprehend the amount of work needed to successfully complete an online course. Eight-week online courses, Ex. Term 4, are exceedingly difficult courses as they compress a full sixteen weeks’ worth of material into eight. Students are often surprised by the amount of time needed to complete the work required.

- Possible solutions: work with counseling to better direct students to courses that can best support their learning.
- Increase amount of face-to-face instruction even in online courses now that technology like Zoom makes it more feasible.

## VII. Trend Analyses/Outlook

**Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.**

**Explain potential causes for any identified gaps or trends and actions taken or needed to address these.**

There is currently no advisory board set in place for the English department. The majority of our courses articulate to CSUs and UCs (specific agreements are available upon request). In regard to labor market trends, the economy has radically changed since the prior program review, as has student morale given the COVID-19 pandemic. With rising

cost of living and high unemployment rates, in addition to the increase of isolation and anxiety, it can be argued that students have many challenges in their academic and professional pursuits. This may be why our **PPG AHC Success Mod** in 2020-21 was down by 13.5% for first-time students (18), bringing the **success percentage** to 60.4%, as opposed to 69% in 2019-20.

Furthermore, it is difficult to say whether or not the on-site versus online comparison chart for 2020-21 adequately reflects the sudden shift to distance learning in March 2020 due to the pandemic: there were 586 sections onsite and 1,965 online, which puts the **online enrollment** at 39,626 and the **onsite enrollment** at 18,025, yet these numbers would have shifted mid-semester. In comparison, the **retention and success rates** across campus were higher for online students than students onsite (23).

To meet the demand of an ever-changing pedagogical landscape and best suit students' needs for an in-class experience during the global pandemic, the English department, like many other departments, successfully navigated this shift by offering ERT classes on Zoom or a hybrid F2F/ERT option. Since the previous academic year, many instructors have also moved back to onsite teaching. Many students desire the onsite experience once again, now that the pandemic appears to be lifting, while others find the diverse modality choices and access to be more accommodating to their schedules, finances, and personal needs. Thus, these modality shifts will no doubt cause an interesting change in the data for the current and upcoming academic years.

**As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.**

### **Breadth and Depth**

The English department offers courses in composition, literature, technical writing, creative writing, critical thinking, linguistics, and grammar. For students who need extra help with their transfer-level composition course, we offer a co-requisite option, English 112, which includes a 2-unit lab component. And for students who need or want more experience before entering a 101 classroom, we offer Grammar for College and Career (ENGL 110), as well as English 100. Prior to Fall 2022, the department also cross-listed several English/Reading courses with ESL. At this point, however, because of AB705 guidelines and restrictions, these cross-listings have ceased.

We offer an AA English degree and an AA English for transfer degree. Currently, our literature courses include American Literature (130, 131), British Literature (145, 146), Hispanic Literature in Translation (148), Ideas of Difference in Contemporary American Literature (139), Modern Fiction (133), Children's Literature (137), Ancient Literature and Classical World (144), Literature and Film (132), Graphic Novels (140), and Shakespeare (138).

We also have a range of writing courses in both creative (106) and technical genres (Technical Writing 104). All of our transfer level offerings fulfill part of the English degrees. By offering creative and technical writing courses, students will be able to apply their knowledge in their academic and professional careers.

## Currency

In order to ensure students are to choose from a diverse and equitable list of narratives, as well as a means to translate the many topics and genres that are discussed both in a historic and modern lens, we are reviewing ways to expand our catalog by potentially offering the following:

- Ethnic Literature of the U.S.
- Indigenous Literature of the U.S.
- Gender in Literature
- U.S. in Literature
- Harlem Renaissance Literature
- Banned Books
- Science Fiction
- Animals in Literature
- Detective Literature

After reviewing other community college's AA-Ts, the department has started the process of updating our course offerings and their inclusion in the completion of a revised degree for transfer and for AA.

## Cohesiveness

The English department has successfully navigated through the rising demand of technology, both pre-and mid-pandemic. Since the prior Program Review, the utilization of Canvas for courses is now essential for all English courses. Furthermore, the implementation of Zoom as a means for distance and hybrid learning has been revolutionary for the digital classroom and Writing Center. There have been numerous department cohorts and training to help faculty utilize different technologies in the classroom in its various forms. The challenge here is that not all classrooms on campus are up to date with the demands of the digital classroom, should it continue to be a modality of learning in the future. It is difficult for individual instructors to equip their temporary classrooms each semester; thus, there should be a standard that all campus classrooms are properly equipped with new technology to meet the demands of post-pandemic modalities of learning.

## VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

**Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover a five-year period and include target dates and resources needed.)**

**One of the major goals for the department is to complete the overhaul of the AA-T degree. And to increase course offerings. Hire more faculty.**

Improve student success via faculty support

- Hire three full-time faculty members (two to replace retirements and one to fulfill the new hire that was approved in Spring of 2019) (2022-2023).

- Provide .288 reassign time to add an English faculty advisor to recruit and mentor English majors to ensure they are taking the correct classes, help with personal statements on college applications and scholarships, and advise about educational pathways (Fall 2022 and continuous).
- Offer financial incentives (\$500 stipend) for full-time and part-time faculty to earn TESL or TESOL certificates to address our growing ESL population in English courses (Fall 2022 and continuous).
- Schedule ESL-Designated 101/112 sections (Fall 2022 and continuous).
- Provide in-house workshops, trainings, and other PD, such as grade-norming sessions and Cohort Mentorships, focusing on best practices for 101/112 student populations (Fall 2022 and continuous).
- Create additional learning communities to bolster student success and connection to campus (Fall 2022 and continuous).
- Pilot a collaborative grading practice (Spring 2023)

#### Strengthen partnerships between the English Department and other entities on campus

- Work with Counseling to embed more counselors in our ENGL 101/112 course (Fall 2022 and continuous).
- Ask faculty to connect assignments to Writing Center visits and/or workshops (Fall 2022 and continuous).
- Assign voluntary full-time faculty to work in the WC at least 4.5 hours a week as part of their load (Spring 2023)
- Ask ESL-trained faculty to work in the WC (Spring 2023)
- Ask LAP to provide writing-specific training to faculty and peer reviews of our DL courses for accessibility standards.

#### Recruit and Retain More English Majors

- Educate students about the benefits of an English degree through a targeted marketing campaign (Spring 2023).
- Revise the AA-T to include more diverse course offerings (Fall 2022)
- Continue to develop more Literature courses (Fall 2022 and continuous).
- Offer more Literature courses in face-to-face modalities (Spring 2023 and continuous).
- Update the English Department brochure and website.

*Revised March 2015*

## STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

**State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.**

69% of students surveyed say they are “highly satisfied” with the instruction they received in English classes; another 25% are “somewhat satisfied.” Taken together, approximately 94% of students surveyed are satisfied with the instruction they have received or are receiving in our classes.

These percentages are replicated within minimal percentage variance across the department’s metrics, including contribution to intellectual growth, meets academic goals, feedback and assessment, and quality of courses offered in the department.

Moreover, students are satisfied with the department’s use of a LMS, specifically CANVAS, with 69% reporting they are “highly satisfied” and 20% “satisfied.”

Furthermore, students report a high level of satisfaction with English-adjacent services, including the Writing Center and the Library: 68% of students surveyed are “highly satisfied” with 16% “satisfied and 62% highly satisfied” and 24% “satisfied,” respectively.

48% of students surveyed sought additional help this semester, with the bulk of that number, 28%, reaching out directly to our faculty. 14% reported seeking help via “tutoring,” although this number is effectively higher as multiple students wrote “Writing Center” in “other.” English faculty is actively working with students when they need help, whether directly in class, via office hours, other contact hours, or within the context of the Writing Center. Only 1% of students surveyed said that they dropped the course because of needing help, which is, essentially, one student.

Ultimately, English faculty has improved student attitudes about English: 60% of students surveyed say their attitude towards the subject has “improved” with 36% saying it “has stayed the same.” Each of these responses adds up to the significant finding that 85% of students surveyed would “recommend” taking a class in the English department.

**State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.**

57% of students surveyed noted that English courses and courses in their core areas of study could be better coordinated. This is a scheduling issue that may need to be examined

from a more macro level. Since English courses are central to the AA degree and all transfer programs, being aware of conflicts in scheduling should be a priority.

The physical classroom space and the availability of technology in the classroom all score lower than other metrics in the survey. 57% of students surveyed say that they are “highly satisfied” with the physical classroom space while 24% say they are “somewhat satisfied.” Instructional equipment merits approximately the same data with 55% of students noting they are “highly satisfied” with technology in the classroom and 25% “somewhat satisfied.” In the student comments section, numerous students remark on technology in the classroom and barriers they face, including, for example, needing more access to technology and/or more instruction in how to access and use it.

Overall, the greatest negative factor about the discipline identified by students is the perception that English is not applicable to their success as students or important to their end academic and/or career goals. While no means uniform in the comments, numerous students remark on their negative perspective concerning the overall reasons for studying English and/or composition. The English department must do a better job signaling the critical role that writing and analytical skills play in college success: the perception that “close reading” is the only skill to be taken from an English course is erroneous and stems from separating the skills requisite for communication from those methodologies embedded in the discipline. According to a survey of employers conducted by the Association of American Colleges and Universities,

89 percent of employers say that colleges and universities should place more emphasis on “the ability to effectively communicate orally and in writing.” It was the single-most favored skill in this survey. In addition, several of the other valued skills are grounded in written communication: “Critical thinking and analytical reasoning skills” (81%); “The ability to analyze and solve complex problems” (75%); and “The ability to locate, organize, and evaluate information from multiple sources” (68%). This emphasis on communication probably reflects the changing reality of work in the professions. Employers also reported that employees will have to “take on more responsibilities,” “use a broader set of skills,” “work harder to coordinate with other departments,” face “more complex” challenges, and mobilize “higher levels of learning and knowledge.” If you want to be a professional who interacts frequently with others—presumably you do; you’re in college—you have to be someone who can anticipate and solve complex problems and coordinate your work with others, all of which depend on effective communication. Amy Guptil, “Really? Writing? Again?” *Writing in College: From Competence to Excellence*

Foregrounding these ideas in our courses, especially in the core courses of English 101 and 103, will help anchor discipline-specific methodologies with the types of critical thinking, analysis, and communication skills demanded by today’s labor market. Our students should understand this relationship and recognize the applicability of what they are learning in our classes.

**State any other information (use responsive numbers) that you obtained from student data (e.g., focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?**

In response to comments Several students make note in the extended comments that more live online (Zoom) options could be/should be used in traditional DL courses instead of the traditional discussion board model.

SELF-STUDY TEAM MEMBERS SHOULD INSERT THE FOLLOWING DOCUMENTATION INTO  
THE PROGRAM REVIEW PACKET

STUDENT DATA  
STATISTICS  
ARTICULATION STATUS OF COURSES COURSE  
REVIEW VERIFICATION SHEET COURSE OUTLINES  
REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES (Summary –  
completed the year subsequent to the self-study)

DEGREE AND CERTIFICATE REQUIREMENTS ADVISORY  
COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation should be included in the packet  
upon completion in the spring semester.

## COURSE REVIEW VERIFICATION

Discipline: English \_\_\_\_\_ Year: 2021 \_\_\_\_\_

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
2. The following courses require minor modification to ensure currency. The self-study team anticipates submitting such modifications to the AP&P, SPRING 2021: ENGL 100, ENGL 102, ENGL 103, ENGL 104, ENGL 106, ENGL 107/108, ENGL 110, ENGL 112, ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 135, ENGL 137, ENGL 138, ENGL 139, ENGL 140, ENGL 144, ENGL 145, ENGL 146, ENGL 148, ENGL 179, ENGL 189, ENGL 306, ENGL 307, ENGL 511, ENGL 512, ENGL 513, ENGL 514, ENGL 595.
3. The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee, FALL 20 \_\_\_\_ SPRING 2021: English 101, major modification already completed.

### **GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.**

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on Spring 2021: ENGLISH 102, 130, 131, 132, 133, 135, 138, 139, 140, 144, 145, 146, 148

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: Spring 2021: ENGL 105, 130, 131, 139, 140, 148

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: N/A \_\_\_\_\_

### Course Review Team Members:

Janae Dimick

  
Janae Dimick (May 25, 2022 07:25 PDT)

4/29/22

Name

Signature

Date

Melanie Brunet Melanie F. Guido Brunet  
Melanie F. Guido Brunet (May 26, 2022 13:13 PDT)

---

Name Signature Date

---

Name Signature Date

Alina Romo ~~Alina Romo~~  
Alina Romo (May 26, 2022 13:21 PDT)

---

Name Signature Date

---

AP&P Chair Signature Date

Mary Patrick richard mahon (for Mary Patrick)  
richard mahon (for Mary Patrick) (Jul 1, 2022 19:37 PDT)

---

Academic Dean Signature Date

SECTION 3

ASSESSMENT PLAN  
(*SAMPLE PROVIDED*)

includes: Program Learning Outcomes,  
Assessment Methods, Alignment of Course SLOs, Assessment Calendar,  
Plan for Dissemination of Results



*Assessment Plan*

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

**Mission**

The English Department provides quality instruction to Hancock College's diverse student population. Striving to promote inclusivity and equity in our curriculum and teaching, we offer courses and Associate degrees that help students achieve their personal, professional, and academic goals while building their reading and writing skills.

**Program Outcomes**

- PLO 1:** Analyze, interpret, and evaluate a diverse range of fiction and non-fiction texts and media.
- PLO 2:** Write, with college-level fluency and accuracy, appropriately documented essays using reasoning, rhetoric, and credible sources.
- PLO 3:** Write genre-specific, language-appropriate texts for determined audiences.
- PLO 4:** Articulate the relations among culture, history, and texts.

### Course/Program Alignment

Outcomes will be introduced, developed, and practiced with feedback, and demonstrated at their highest levels as shown below. PLOs 1-4 will be analyzed by assessing a written assignment.

### Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4- or 5-year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

#### Assessment Cycle

	PSLO(s) to Assess (1 row per PSLO)	Courses to Sample: 102, 103, 104, 105,106,107, 108, 110, 130, 131,132, 133, 135., 137, 110, 130, 131,132, 133, 135., 137, 138, 139, 144, 145, 146, 148
Year 1 2021- 2022	1	102, 103, 105, 106, 107, 108, 110, 130, 131, 132, 133, 135, 137 138, 139, 144, 145, 146, 148
Year 2 2022- 2023	2	102, 103, 130, 131, 132, 133, 135, 138, 139, 144, 145, 146, 148
Year 3 2023-2024	3 4	102,103, 104, 105, 106, 107, 108, 110, 137. 105, 130, 131, 132, 137, 138, 139, 144, 145, 146, 148

The department chair is responsible for gathering the assessment data and ensuring that discussion takes place.

### **Dissemination of Information**

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

SECTION 4

STUDENT DATA COLLECTION

## STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the dean's secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry. After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self-study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

**OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)**

### PROGRAM REVIEW Student Survey

Please answer the following questions as they pertain to your experience in thiscourse and all other courses in **\*\*PROGRAM\*\***.

Please indicate how satisfied you are, in general, with the following aspects of your **\*\*PROGRAM\*\***

Please fill in the bubbles completely with a pen or pencil. Highly Satisfied Moderately Satisfied Not at all Satisfied No Opinion

Like this: ● Not like this: (✓) (X) (∕)

1. Quality of instruction within the program	1	2	3	4	5	0
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <b>**PROGRAM**</b>	1	2	3	4	5	0
10. The coordination of courses offered in <b>**PROGRAM**</b> and courses offered in other departments that may be required for your major	1	2	3	4	5	0
11. The physical facilities and space (e.g., classrooms, ...)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab ...)	1	2	3	4	5	0
13. Presentation of classes via the college's Blackboard course	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g. through the ...)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

**OPTIONAL QUESTIONS:**

1. Which of the following best describes your reason for taking this and other courses in **\*\*PROGRAM\*\***?
  - o Recommended by a counselor
  - o Recommended by a friend
  - o Other
  - o To meet general education
  - o Offered at a convenient time

2. Compared to the beginning of the semester, your attitude about **\*\*PROGRAM\*\*** has  Improved  Remained the same  Decreased

3. I would recommend taking courses in **\*\*PROGRAM\*\***

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

4. I plan to take additional courses in **\*\*PROGRAM\*\***

- Strongly agree
- Uncertain
- Strongly Disagree
- Agree
- Disagree

5. Which of the following courses have you taken in **\*\*\*\*PROGRAM\*\***?

- A
- B
- C
- D
- E

6. In which of the following courses are you currently enrolled?

- A
- B
- C
- D
- E

### Background Questions

1. How many units have you completed prior to this semester?

- 0-15
- 16-30
- 31-45
- 46-60
- 61 or more

2. In how many units are you currently enrolled?

- less than 5
- 5 to 8.5
- 9 to 11.5
- 12 or more

3. What is your final academic goal?

- Certificate
- Bachelors
- Not

- o AA/AS
- o Masters or higher

You may wish to ask about gender, ethnicity, and other student characteristics although these data are available through our MIS data.

SECTION 5

INSTITUTIONAL DIRECTIONS GOALS  
OBJECTIVES

**Strategic Plan is available on the Allan Hancock College myHancock portal:**

<http://myhancockcollege.edu>

SECTION 6

PLAN OF ACTION PRE-  
VALIDATION

## **DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION**

Directions: Based on interpretations of the data that take into account different program faculty perspective within the program and constraints on available resources, what changes do you propose?

**Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)**

### **Student Learning Outcomes and Achievement Data**

Improve Student Performance

- x What changes are needed to better accommodate new information about the learning process and student characteristics?
- x What changes facilitate communication among interested faculty/departments?
- x What changes reflect changing employment and enrollment trends?

### **Student Characteristics**

Enrollment and Demographic Changes

- x Can the program accommodate current and anticipated changes in demand or enrollment?
- x How can the program accommodate significant current and anticipated changes in student demographics?

### **Educational Environment**

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- x What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- x What changes are needed on classroom assessment and other important data gathering efforts?
- x What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

### **Resources**

Facilities, Equipment, and Staffing

- x What personnel, space, equipment, supplies, and other resources will these changes require?
- x If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- x Given constrained resources, what are your priorities for funding proposed changes? Provide in priority order.
- x How could the college support services (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

**PLAN OF ACTION - PRE-VALIDATION  
Six Year**

DEPARTMENT: English PROGRAM: \_\_\_\_\_

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

**RECOMMENDATIONS TO IMPROVE STUDENT LEARNING  
OUTCOMES AND ACHIEVEMENT**

**Theme/Objec  
tive/ Strategy  
Number  
AHC from  
Strategic  
Plan**      **TARGE  
T DATE**

Improve student success via faculty support (see action plan goals)	B.3, B.4	Fall 2022 and continuous
Strengthen partnerships between the English Department and other entities on campus (see action plan goals)	C.3, C.7	Fall 2022 and continuous
Recruit and Retain More English Majors	A.1, A.2, B.1, B.8	Spring 2023 and continuous

**RECOMMENDATIONS TO ACCOMMODATE CHANGES IN  
STUDENT CHARACTERISTICS**

**Theme/Objec  
tive/ Strategy  
Number  
AHC from  
Strategic  
Plan**      **TARGE  
T DATE**

<b>Enrollment Changes</b>		
---------------------------	--	--

<b>Demographic Changes</b> Create additional learning communities to bolster student success and connection to campus	C.4, C.8	Fall 2022 and continuous
--	-------------	--------------------------------

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**

**Theme/O  
bjective/  
Strategy  
Number  
AHC from Strategic  
Plan**

**TARGE  
T DATE**

<b>Curricular Changes</b> Revise the AA-T to include more diverse course offerings Continue to develop more Literature courses Offer more Literature courses in face-to-face modalities	B.8, C.4, D.6  C.8 C.5	Fall 2022 Fall 2022 + Spring 2023
<b>Co-Curricular Changes</b> Schedule ESL-Designated 101/112 sections Pilot a collaborative grading practice	B.3 B.5, C.3	Fall 2022 and continuous Spring 2023
<b>Neighboring College and University Plans</b>		
<b>Related Community Plans</b>		

RECOMMENDATIONS THAT REQUIRE  
ADDITIONAL RESOURCES

Theme/Objective/  
TARGET  
Strategy Number  
AHC from Strategic DATE  
Plan

<p><b>Facilities</b> Increase the number of classrooms during peak hours to provide more face-to-face classes.</p>	C.5, D.5	Ongoing
<p><b>Equipment</b> Update all English classrooms with current technology for Hybrid modalities</p>	B.7	Ongoing
<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Hire three full-time faculty members (two to replace retirements and one to fulfill the new hire that was approved in Spring of 2019) (2022-2023).</li> <li>• Provide .288 reassign time to add an English faculty advisor to recruit and mentor English majors to ensure they are taking the correct classes, help with personal statements on college applications and scholarships, and advise about educational pathways (Fall 2022 and continuous).</li> <li>• Offer financial incentives for full-time and part-time faculty to earn TESL or TESOL certificates to address our growing ESL population in English courses.</li> <li>• Provide in-house workshops, trainings, and other PD, such as grade-norming sessions and Cohort Mentorships, focusing on best practices for 101/112 student populations</li> <li>• Assign voluntary full-time faculty to work in the WC at least 4.5 hours a week as part of their load</li> <li>• Increase PLO data entry by offering incentives to part-timers to submit it.</li> </ul>	<p>C.4</p> <p>A.1, A.8, B.2, E.1, E.4</p> <p>B.3, B.4,</p> <p>B.5, C.3, C.4</p> <p>C.7</p> <p>B.5</p>	<p>2023 &amp; 2024</p> <p>2022-2023</p> <p>Fall 2022 and continuous</p> <p>Fall 2022 and continuous</p> <p>Spring 2023 and continuous</p>

SECTION 7

VALIDATION PROCEDURES

**PROGRAM REVIEW -- VALIDATION TEAM MEMBERS**

TO: Dean Mary Patrick

Date: 3/1/2022\_\_

From: Janae Dimick\_\_\_\_\_

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Christina Nunez

English

~~Jennifer Schroeder~~

Speech

Benjamin Britten

Counseling

APPROVED: *richard mahon (for Mary Patrick)*  
richard mahon (for Mary Patrick) [Jul 1, 2022 19:37 PDT]

Academic Dean

Date

## **VALIDATION TEAM DUTIES**

A program review involves the visitation, observation, and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

### **Duties of a Team Member**

#### **Pre-visit Responsibilities**

1. Study the self-study report prepared by the faculty.

#### **Visit Responsibilities**

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

#### **Post-visit Responsibilities**

1. Develop an executive summary of team findings and recommendations.

### **The Role of the Validation Team**

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

SECTION 8

EXECUTIVE SUMMARY AND  
PLAN OF ACTION POST-  
VALIDATION

## EXECUTIVE SUMMARY (Validation Team Report)

### 1. MAJOR FINDINGS

Strengths of the program/discipline:

- Department has strong equity lens and creates courses that are relevant to student population and equity facing texts.
- Language is inclusive.
- Work post AB 705: creating support course (112) plus all the additional support services (embedded tutoring, embedded counseling, etc.)
- English Department shows a clear effort to support their student population through various approaches (Puente, Summer Bridge/Bootcamp).
- English Department shows a clear support for faculty professional development through mentorship cohorts and other professional development activities.
- Overall success rate increasing is positive.

Concerns regarding the program/discipline:

- SLOs/PLOs Assessment: Part-time faculty participation.
- Addressing DI student success rates.
- Many initiatives (bootcamp, cohort, learning community etc.): data measurement tools need.
- Distance Education success rates.
- Literature DE mostly.
- Review articulating agreements for popular courses (AAT). Possibly adding Spanish as recommended req?

### 2. RECOMMENDATIONS

- SLOs/PLOs Assessment: **Part-time faculty participation. Pay PT faculty to participate.**
- Addressing DI student success rates: **Theme based courses and learning community experience (align with GP areas of interest), learning communities for DI student groups. Create specific topic English 101/103 courses, include on schedule.**
- Many initiatives (bootcamp, cohort, learning community etc.): **data measurement tools, specifically focused on success rates and throughput. Develop list of ENGL DEPT projects to evaluate, then evaluate in three years.**
- Distance Education success rates: **create consistency through different courses, poster campaign, Canvas shell with UD,**
- Literature DE mostly: **Create F2F sections.**
- Review articulating agreements for popular courses (AAT): **may need to create different courses and/or update GP model to add foreign language.**

# VALIDATION TEAM SIGNATURE PAGE

*Janae Dirmick*  
Janae Dirmick (May 25, 2022 07:25 PDT)

---

*Christina L. Nuñez*  
Christina L. Nuñez (Jul 2, 2022 10:25 PDT)

---

*Benjamin Britten*

---

*Jenny Schroeder*  
Jenny Schroeder (Jul 7, 2022 09:41 PDT)

---

*richard mahon (for Mary Patrick)*  
richard mahon (for Mary Patrick) (Jul 1, 2022 19:37 PDT)

**PLAN OF ACTION – POST-VALIDATION**  
(Sixth-Year Evaluation)

DEPARTMENT: English \_\_\_\_\_ PROGRAM: English \_\_\_\_\_

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Improve student success via faculty support (see action plan goals)	B.3, B.4	Fall 2022 and continuous
Strengthen partnerships between the English Department and other entities on campus (see action plan goals)	C.3, C.7	Fall 2022 and continuous
Recruit and retain More English Majors	A.1, A.2, B.1, B.8	Spring 2023 and continuous
Develop data assessment tools to evaluate the effectiveness of our initiatives, such as our Boot Camps and Learning Communities in 3 years.		Fall 2025
Explore the possibility of creating a general Canvas shell with universal design for English faculty to modify for their own courses.		Spring of 2023

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
---	--	-------------

<b>Enrollment Changes</b>		
<b>Demographic Changes</b> Create theme-based courses and additional learning communities that align with Guided Pathways. Create topic-specific ENGL 101s and 103s and include on schedule.	C.4, C.8	Fall 2022 and continuous

**RECOMMENDATIONS TO IMPROVE THE  
EDUCATIONAL ENVIRONMENT**

**Theme/Objective/  
Strategy Number      TARGET  
AHC from              DATE  
Strategic  
Plan**

<b>Curricular Changes</b> Revise the AA-T to include more diverse course offerings Continue to develop more Literature courses Offer more Literature courses in face-to-face modalities	B.8, C.4, D.6  C.8 C.5	Fall 2022 Fall 2022 + Spring 2023
<b>Co-Curricular Changes</b> Schedule ESL-Designated 101/112 sections Pilot a collaborative grading practice	B.3 B.5, C.3	Fall 2022 and continuous Spring 2023
<b>Neighboring College and University Plans</b>		
<b>Related Community Plans</b>		

**RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES**

**Theme/Objective/  
Strategy Number  
AHC from  
Strategic  
Plan**

**TARGET  
DATE**

<p><b>Facilities</b> Increase the number of classrooms during peak hours to provide more face-to-face classes.</p>	<p>C.5, D.5</p>	<p>Ongoing</p>
<p><b>Equipment</b> Update all English classrooms with current technology for Hybrid modalities</p>	<p>B.7</p>	<p>Ongoing</p>
<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Hire three full-time faculty members (two to replace retirements and one to fulfill the new hire that was approved in Spring of 2019) (2022-2023).</li> <li>• Provide .288 reassign time to add an English faculty advisor to recruit and mentor English majors to ensure they are taking the correct classes, help with personal statements on college applications and scholarships, and advise about educational pathways (Fall 2022 and continuous).</li> <li>• Offer financial incentives of \$500 per instructor for full-time and part-time faculty to earn TESL or TESOL certificates to address our growing ESL population in English courses.</li> <li>• Provide in-house workshops, trainings, and other PD, such as grade-norming sessions and Cohort Mentorships, focusing on best practices for 101/112 student populations</li> <li>• Assign voluntary full-time faculty to work in the WC at least 4.5 hours a week as part of their load</li> <li>• Increase PLO data entry by offering part-timers two hours of paid time to submit their courses to SPOLS.</li> </ul>	<p>C.4</p> <p>A.1, A.8, B.2, E.1, E.4</p> <p>B.3, B.4,</p> <p>B.5, C.3, C.4</p> <p>C.7</p> <p>B.5</p>	<p>2023 &amp; 2024</p> <p>2022-2023</p> <p>Fall 2022 and continuous</p> <p>Fall 2022 and continuous</p> <p>Spring 2023 and continuous</p>

**VALIDATION TEAM RECOMMENDATIONS**  
Disregarded or modified (if appropriate)

**REASON**

**ACTION/CHANGE**

<p><b>Recommendation</b> N/A</p>		
--------------------------------------	--	--

<b>Recommendation</b>		
<b>Recommendation</b>		

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By

Melanie Brunet *Melanie F. Guido Brunet*  
Melanie F. Guido Brunet (May 26, 2022 13:13 PDT) Date: 5/23/2022

Alina Romo *Alina Romo*  
Alina Romo (May 26, 2022 13:21 PDT) Date: 5/23/2022

\_\_\_\_\_  
Date: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_

Reviewed:

Department Chair\*

*Janae Elmick*  
Janae Elmick (May 25, 2022 07:25 PDT) Date: \_\_\_\_\_

\*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

*richard mahon (for Mary Patrick)*  
richard mahon (for Mary Patrick) (Jul 1, 2022 19:37 PDT) Date: \_\_\_\_\_

Vice President, Academic Affairs

*Robert Curry*  
Robert Curry (Jul 21, 2022 10:56 PDT) Date: \_\_\_\_\_

# Pages from Program Review ENG

Final Audit Report

2022-07-21

Created:	2022-07-21
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAqvFsiCmWv-74oI64cHoJ8EOFwZ2SpA2t

## "Pages from Program Review ENG" History

-  Document created by Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)  
2022-07-21 - 5:54:03 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature  
2022-07-21 - 5:54:23 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)  
2022-07-21 - 5:56:23 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)  
Signature Date: 2022-07-21 - 5:56:42 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.  
2022-07-21 - 5:56:42 PM GMT

SECTION 9

EVALUATION OF PROCESS

PROGRAM REVIEW  
SUGGESTIONS FOR IMPROVING THE PROCESS

*Complete at the end of the process and return to the Academic Senate president.*

I participated in the Program Review Process as:

1. a writer of a self-study \_\_\_\_\_

2. a member of a validation team \_\_\_\_\_

3. other (specify) \_\_\_\_\_

Suggestions for Improvement:

Appendix A:

Link to Approved Course Outlines on Record:

<https://drive.google.com/drive/folders/1thOLGy9NQMngaIqcxLR5KTT-dFSi8r50?usp=sharing>

Appendix B:

Link English AA:

<https://catalog.hancockcollege.edu/current/programs/english-associate-in-arts.php>

Link to English AA-T:

<https://catalog.hancockcollege.edu/current/programs/english-associate-in-arts-for-transfer.php>

report update  Revised Plan of  
Action

# 2021-2022 Program Review for English

Final Audit Report

2022-07-07

Created:	2022-07-02
By:	Ann Cardona (jcardona@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAcQJueOxATpgsxcwQBRgsUAGg07U79af

## "2021-2022 Program Review for English" History

-  Document created by Ann Cardona (jcardona@hancockcollege.edu)  
2022-07-02 - 1:11:41 AM GMT- IP address: 209.129.94.61
-  Document emailed to Richard Mahon (richard.mahon@hancockcollege.edu) for signature  
2022-07-02 - 1:15:01 AM GMT
-  Email viewed by Richard Mahon (richard.mahon@hancockcollege.edu)  
2022-07-02 - 1:20:28 AM GMT- IP address: 104.28.85.115
-  Signer Richard Mahon changed full name at signing to richard mahon (for Mary Patrick)  
2022-07-02 - 2:37:10 AM GMT- IP address: 104.28.85.215
-  Document e-signed by richard mahon (for Mary Patrick) (richard.mahon@hancockcollege.edu)  
Signature Date: 2022-07-02 - 2:37:12 AM GMT - Time Source: server- IP address: 104.28.85.215
-  Document emailed to tnunez@hancockcollege.edu for signature  
2022-07-02 - 2:37:15 AM GMT
-  Email viewed by tnunez@hancockcollege.edu  
2022-07-02 - 5:24:31 PM GMT- IP address: 24.6.161.12
-  Document e-signed by Christina L. Nuñez (tnunez@hancockcollege.edu)  
Signature Date: 2022-07-02 - 5:25:11 PM GMT - Time Source: server- IP address: 24.6.161.12
-  Document emailed to Benjamin Britten (benjamin.britten@hancockcollege.edu) for signature  
2022-07-02 - 5:25:14 PM GMT
-  Email viewed by Benjamin Britten (benjamin.britten@hancockcollege.edu)  
2022-07-02 - 6:04:07 PM GMT- IP address: 174.194.148.38
-  Document e-signed by Benjamin Britten (benjamin.britten@hancockcollege.edu)  
Signature Date: 2022-07-02 - 6:04:33 PM GMT - Time Source: server- IP address: 174.194.148.38

 Document emailed to jenny.schroeder@hancockcollege.edu for signature

2022-07-02 - 6:04:35 PM GMT

 Email viewed by jenny.schroeder@hancockcollege.edu

2022-07-02 - 6:10:12 PM GMT- IP address: 104.28.124.90

 Document e-signed by Jenny Schroeder (jenny.schroeder@hancockcollege.edu)

Signature Date: 2022-07-07 - 4:41:15 PM GMT - Time Source: server- IP address: 98.37.89.125

 Agreement completed.

2022-07-07 - 4:41:15 PM GMT