

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The English Department is made up of faculty who teach composition, literature, and creative writing courses through diverse multicultural perspectives and texts. Our EWRT courses are embedded in De Anza student success cohort programs focused on equity and social justice issues. We challenge students to effectively participate in the world through critical thinking, college-level reading and writing, literary appreciation and analysis, and creative writing, along with providing strong support for their self-knowledge and growth.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our department's mission statement supports and aligns with the college's mission to provide an academically rich multicultural learning environment that engages students in creative work to demonstrate knowledge and skills in the institutional core competencies of communication and expression, Information literacy, mental wellness and personal responsibility, civic capacity for global, cultural, social and environmental justice, and critical thinking. Since English composition courses are core degree and transfer requirements and since English literature courses satisfy GE requirements for transfer, a large number of De Anza students have the opportunity to build community and institutional core competencies in our classes.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Supporting Foster Youth & Low Income students	Collaborate with the NextUP and Guardian Scholars program on professional development for faculty to learn more about Foster Youth issues, and invite NextUP and Guardian Scholars counselor/students at least once a year to engage us in discussing how to better support Foster Youth & Low Income students in our classrooms	Department chair & faculty	NextUP and Guardian Scholars, English faculty, LAD Dean, and Dean of Student Development and EOPS	Helping Foster Youth and Low income students stay on the path towards their educational goals;	Scheduled meetings with NextUP counselor/program staff	Faculty feedback about what they have learned about Foster Youth; student success data about Foster Youth and Low Income student success in EWRT and ELIT classes
Increasing interest in English majors	Increase the number of English majors through inspiring literary events and celebratory outreach; collaborate with Black and Latinx student interest clubs and/or student success programs on planning at least 2 events per year.	Literature Committee Chair & committee faculty	Student Success Cohort programs and student Black and Latinx affinity clubs/groups	Helping students get on the path and stay on the path towards their educational goals; increasing awareness of English majors/pathway	More English events with increased participation from Black and Latinx students	tracking student participation, number of declared majors, and number of degrees awarded.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

AB 705 and AB 1705 has had a negative impact on number of course offerings (see significant dip in number of sections in 2019 when AB 705 was implemented, and then another significant dip in sections in 2021 after AB 1705 was implemented) because all below transfer level and 2-quarter sequence English courses can no longer be offered. We piloted a 2-quarter stretch EWRT 1AS and 1AT course but then guidance mandates around AB 1705 restricted our offering of those courses as well. Currently, the course we offer for students who can benefit from extra support is EWRT 1A + LART 250 corequisite (3 units) which allows students more time on task. The law restricts the department from offering any noncredit, pre-transfer level courses unless they are designed for very specific populations.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends English/Writing-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	8,021	7,805	7,516	6,208	6,455	-19.5%
Enrollment	11,786	11,252	10,716	8,823	8,993	-23.7%
Sections	431	408	404	333	337	-21.8%
WSCH	19,273	18,380	17,492	14,429	14,701	-23.7%
FTEs (end of term)	1,274	1,216	1,156	954	980	-23.1%
FTEF (end of term)	49.4	47.5	46.5	39.2	39.3	-20.5%
Productivity (WSCH/FTEF)	390	387	376	368	374	-4.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The 2019-2020 academic year was the first year of AB705 implementation, during which English no longer offered 200-level courses, which were about 10% of offerings. In 2021-22, we saw both a significant decrease of sections due to AB 1705 guidance which led us to stop offering EWRT 1AS & 1AT stretch courses, as well as a significant decrease of students taking courses during the worldwide pandemic. Our goals to learn more how to support foster youth and to encourage students from underrepresented groups to major in English will address both retention and growth. We aim to greatly reduce and eventually close student success gaps for Black, Latinx, Pacific Islander, and low income students in transfer level EWRT and ELIT courses, and also see more students earn English degrees and, eventually, certificates.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EIRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

[object Object]

D. Course Success

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Course Success

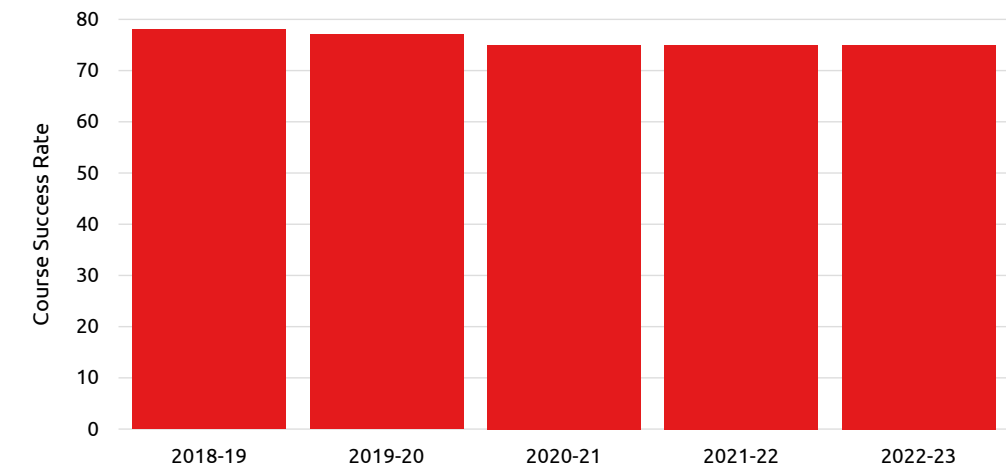
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	11,786	78%	9,207	11,252	77%	8,683	10,716	75%	8,040	8,823	75%	6,575	8,993	75%	6,768

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

1. Factors that influence success rates: Generally, our overall course success rate has remained constant around 77-78%.

2. Course success rates for EWRT 2 are significantly higher (around 83%) than EWRT 1A, which seems to imply that most students who get through 1A are well prepared for EWRT 2. Thus if students succeed in EWRT 1A, they do succeed in EWRT 2 at high rates. EWRT 1A course success rates are also higher for students who are enrolled in cohort programs and LinC classes. Students who commit to taking additional required courses with the same cohort of students, are able to gain the benefits of the "6 factors of student success" noted in our College Values. However, eligible students who are not able to commit the time to be part of a cohort (which usually has required on-campus hours), because of either unknown factors or other responsibilities, are not able to access the extra support of the cohort. In general, continuing to use pedagogical strategies that encourage collaborative and cooperative learning, classroom community building, and scaffolded learning and more active applied learning including strategies such as peer review/feedback and encouraging the use of the Writing and Reading Center tutoring and other resources continue to be strategies that we will encourage faculty and students to utilize for course success.

3. Other trends are that Honors sections of EWRT 1A and EWRT 2 also have extremely high success rates and appear to have no student success equity gaps. It seems that again, when students voluntarily join a cohort group, the data demonstrates correlated benefits of the shared cohort identity, resulting in high levels of success, even when the honors cohorts demand extra projects from the participating students.

Also, with EWRT 1A becoming the entry level course for most students who have completed high school, the range of students' skills and preparation for this course are widely varied across the learning spectrum. Students are generally advised to enroll in EWRT 1A in their first quarter/term, when they simultaneously are learning how to be a self-disciplined college student juggling homework and assignments on top of work, commuting, or living on their own or with roommates for the first time, and/or other duties/responsibilities. When students are juggling a lot of demands/responsibilities, this also can be a barrier to being able to be fully present and engaged in class community building. More intrusive outreach from faculty and other supports such as counselors can help boost student engagement and feeling connected.

There is an inaccuracy in the data: when the Program Review Data Sheet is selected to show only "Face to Face" courses for English Writing courses, even in the years (2021-21 and 2021-22) when there should be no/zero face to face courses, the data still shows those years as having 1500-1200 students enrolled in "Face to Face" modality, so that is an error. It seems that searching by course such as EWRT 1A only generates data when all 3 modalities (F2F, online, hybrid) are selected.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New Features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Hide cells with fewer than students

English/Writing-DA		2022 Summer to 2023 Spring				
Number of sections: 337						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	8,993	75%	75%	0		
Asian	3,539	81%	71%	+10		
Black	361	63%	76%	-12		45
Filipinx	671	75%	75%	+0		
Latinx	2,586	64%	80%	-15		398
Native American	26	85%	75%	+9		
Pacific Islander	54	59%	75%	-16		9
Unknown ethnicity	454	91%	74%	+16		
White	1,302	79%	75%	+4		
Female	4,191	76%	75%	+1		
Male	4,663	75%	76%	-1		45
Non-Binary	0					
Unknown gender	139	71%	75%	-5		7
Foster youth	33	39%	75%	-36		12
Individuals with disabilities	316	74%	75%	-1		3
Low Income	3,493	68%	80%	-12		411
Not Low Income	5,500	80%	68%	+12		
Veterans	133	70%	75%	-5		8

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. Compared with White and Asian students, there is a negative gap in double digits for Black, Latinx, and Low Income students.
2. We are definitely working on better understanding the causes of and closing these negative gaps.
3. There is also a negative gap in double digits for Foster Youth and Pacific Islander students.
4. I chose to explore Foster Youth (FY), since we have the largest gap for this group. There is also now a NextUP and Guardian Scholars program to serve FY and formerly FY students, so we would like to connect with the NextUP and Guardian Scholars counselor and staff to see what we can learn about how to best serve Foster Youth and formerly Foster Youth, in the hope that if we understand better what the challenges are for one of our most vulnerable student populations, and interventions and strategies that NextUP and Guardian Scholars use to engage and support them, then maybe we can better serve all our students if we apply similar interventions and strategies in our classes.
5. These course completion by ethnicity trends do not currently align with our department's mission and goals.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Some strategies that might be helpful: Use culturally relevant course content/texts that students can connect with. Validate students' cultural knowledge/wealth/identities. Make the class dynamic centered on engaging students as active participatory learners in collaboration with the faculty and other students. Just-in-time interventions through the use of Connect and proactive intrusive outreach to connect students with student services, financial aid, basic needs help, mental health services, counseling, and other supports that can help them feel nurtured and encouraged to succeed. Checking in with individual students. Getting to know students early on, using their preferred names and pronouns to refer to them regularly, and making them feel seen and validated. Inviting students' participation in coming up with assignments, community norms for class discussion/participation, and grading rubrics. In general, emphasize learning in a warm supportive community-building environment in our classes.
2. These strategies align with our program mission to "effectively participate in the world through critical thinking, college-level reading and writing, literary appreciation and analysis, and creative writing, along with providing strong support for their self-knowledge and growth." These strategies align with our program goals to help all students achieve our program mission by more proactively trying to understand and engage student populations who show negative gaps in student success in our classes.

Trends in Awards

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Degrees and Certificates by Ethnicity

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

an increase in the number of Associate Degrees awarded

a decrease in the number of Associate Degrees awarded

- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. Decline in English A.A. and A.A.T degrees awarded since 2018-19.
2. We definitely would like to get the number of degrees awarded back up to pre-pandemic levels, and also add new credit certificates, potentially new noncredit courses allowable under AB 705 & AB 1705, and then also noncredit certificates.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. We have offered all courses needed for A.A. and ADT degrees within the past two years.
2. We do not plan on removing any degrees from the college catalog.
3. We hope to create and offer new credit certificates, since EWRT 1A is required for transfer and is part of many degree and certificate pathways. We are looking at Program Courses Approval Handbook (PCAH), 8th edition for requirements for credit certificates. Also, we are looking into adding potential new noncredit courses allowable under AB 705 & AB 1705, and then also noncredit certificates.

Staffing Trends

Faculty Workload

Faculty Workload English/Writing-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	19.8	19.4	18.8	16.7	16.6	-16%
Full Time %	40.1%	40.8%	40.4%	42.6%	42.3%	5%
Overload	7.8	7.3	6.8	5.9	5.9	-24%
Overload %	15.8%	15.4%	14.6%	15.1%	15.1%	-5%
Part Time Load	21.8	20.8	20.9	16.6	16.7	-23%
Part Time %	44.1%	43.8%	45.0%	42.3%	42.6%	-3%
Total FTEF	49.4	47.5	46.5	39.2	39.3	-21%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. It would be ideal if the department was made up of at least 50% FT faculty to ensure program health and vitality. We do have one additional FT retirement (Ken Weisner) this year (2023), which will put our department at 41% FT faculty, but due to recognition of anticipated significant budget shortfall as well as other campus department staffing needs, especially in smaller departments, we are not requesting a retirement replacement at this time.

2. no classified staffing needs at the moment.
3. Department committees such as 1A PAGE (focused on EWRT 1A success), Literature Committee, Creative Writing Committee, and Distance Education to focus on discussing teaching best practices. Our department scheduler, dean, and chair meet/consult with these committees on courses offerings and scheduling. Literature Committee also reviews proposals from faculty who wish to teach ELIT to ensure that COR is followed and student-centered teaching practices are utilized. The English department collaborates with the four full-time English Performance Success counselors to support students who place into English 1A bundle. The English department also works with the Writing and Reading Center to offer many options for students to fulfill needs for tutoring and improving reading and writing skills through Instructional Support.
4. We have not recently hired new FT or PT faculty. But monthly department meetings and division meetings aim to engage all faculty in discussions of department and division issues.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. SLO assessments of EWRT 1A and the 5-year COR revision of EWRT 1A completed by Spring 2023 produced dialogue around a desire to update the collection of 1A assignments and student examples of essays that would be considered low passing, solidly passing, and high passing. We have a portfolio process for EWRT 1A Bundle courses (and previously the portfolio process also included 1AS and 1AT stretch courses) where faculty share essay assignments and discuss "borderline" passing student work and establish a baseline for passing EWRT 1A in terms of demonstration of analytical writing and critical thinking/reading skills. But during the pandemic, the collection and sharing of assignments and student examples of essays that would be considered low passing, solidly passing, and high passing as well as a planned Spring 2020 department wide PD activity of norming essays did not take place. Another area of focus of dialogue started when generative A.I. appeared in the form of chatGPT and Bard; our department faculty researched and extensively discussed these A.I. tools and faculty continue to be engaged in discussion of A.I. and teaching pedagogies to encourage students not to use these tools in academically dishonest ways.
2. We plan to implement piloting a common book to be used by instructors of multiple sections of EWRT 1A Bundle during the 2024-2025 year, funded by a AB1705 implementation grant that was awarded in Fall 2023. Faculty participating in the common book pilot will also work together to develop assignments and essay prompts.
3. These strategies align with the department mission and goals to "teach composition, literature, and creative writing courses through diverse multicultural perspectives and texts" and "challenge students to effectively participate in the world through critical thinking, college-level reading and writing, literary appreciation and analysis, and creative writing, along with providing strong support for their self-knowledge and growth."

Dean/Manager Comments

The English department's focus on equity and inclusion in teaching and culturally-responsive materials is notable. This department includes the largest number of faculty who dedicate themselves to teaching in the cohort learning community programs that support students in their first year of college. The department is also on the forefront of change: They have pivoted and developed new curriculum post AB705 and they have responded to the impact of AI tools in the classroom. Two faculty from this department are leading a working group of faculty across the district to discuss the implications of A.I. through harnessing creative minds collectively. It's also commendable that the department looks to the needs of students and the college. Although they have had several retirements over three years, they recognize the restrictions of the budget and the need for smaller departments to include full-time faculty. Finally, I support their goals to better understand the needs of foster youth and low-income students. These are crucial populations to support. Their plan to increase English majors, particularly in underrepresented groups is wonderful.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.