

Program Review, Analysis, and Planning

Department Name: English Department, Golden West College SP 2019

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

The GWC's English department's average enrollment per section is less than the college's for several reasons: (1) our composition class cap has been negotiated to be 30, which is still 10 more than recommended for composition courses by the Association of Departments of English: "The number of students in each section should be fifteen or fewer, with no more than twenty students in any case. Class size should be no more than fifteen in [college] developmental (remedial) courses." (2) With a cap for the composition classes at 30 and a 35-student cap for our literature classes, 27-28 students per section accounts for full sections and some normal attrition that occurs.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

The English department has declining enrollment that mimics the college's. As our current entry-level course of English 100 is required, naturally the English's department reflects the college trends. To address the decline, we will continue to provide engaging and student-centered instruction. The department is well aware that when a student takes an English class in the first year, that student is forming an impression of the college. Thus, we endeavor to create equitable learning environments that keep students interested, engaged, and pursuing their studies here. To do so, our faculty need continual training and support, such as department symposiums and skill-building, equity-focused workshops. For example, our Spring 2019 English Department Symposium will focus on the following topics: Bridging New Divides: Addressing Multiple Skill Levels in 100 and 110 (while maintaining standards); Grading: What's Normal?; Virtually the Same: Best Practices in Online Teaching; Book Club Magic; and Library Faculty Resources.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The English department will continue its focus upon creating equity within our classrooms. In addition to our focus upon making our syllabi student friendly, we encourage diversity in our readings and assignments so that students are able to "see themselves" in the literature and non-fiction texts we use in our classes. In Fall 2019, we plan to have faculty members who will be inviting the Equity Squad into our classrooms. The focus is to examine how welcoming the classes are during the first two weeks of class. The physical space of the classrooms will be assessed, and the equity team will observe both the students and faculty members to gauge the

inclusiveness of their interactions. Additionally, the department is in the process of reviewing and revising its curriculum: online sections of ENG G100 and ENG G110 will improve access for some students. Noncredit offerings will support returning adult students, and our new co-requisite and accelerated ENG G103 are designed to teach students who need more instructional support to succeed in college reading and writing.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our success and retention rates are a bit above the college's overall rates, a fact that we attribute to the following:

- Hiring and retaining friendly, competent, and engaging instructors.
 - Offering corequisite support for our transfer-level English
 - Supporting faculty professional development via regular English department symposiums, basic skills workshops, and meetings.
 - Meeting regularly to discuss best practices for success and retention of underprepared students.
 - Attending various conferences to bring information and best practices back to campus. For example, this year several English faculty members attended the California Acceleration Project's 3-day summer institute (July 2018), AB705 Pedagogy Workshop, (October 2018) and the California Acceleration Project's 3rd Annual State Conference (February 2019). Faculty member Ayesha Zia completed the Faculty Leadership Training with the California Acceleration Project.
 - Providing embedded tutoring and supplemental instructional aids for faculty who want additional support for their students. Faculty teaching basic skills classes are given priority for tutors.
 - Encouraging our students to use the Writing and Reading Center.
5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

The student groups experiencing the most disproportionate impact are the following: LatinX, black/African American, white male, DSPS, and the economically disadvantaged. Because our Puente Program is helping to address the disproportionate impact for all of these groups, we could ask the Puente Program Coordinators to share their best practices to mitigate the challenges our student face. We will be exploring how the Umoja Program in Summer 2019 to support our black/African American students, as well. Using open educational resources is one way to support students who face economic hurdles, as well as publicizing the Golden Promise Program, financial aid help, and scholarship programs. Encouraging all of our students to use the WRC is yet another support tool. Faculty need to continue to work closely with the Disabled Students

Programs and Services (DSPS) to support our DSPS students as best we can. Perhaps this topic can be the focus of one of our future department symposiums, as well. To support all of our disproportionately impacted students, we will continue to offer corequisite support for our transfer level 100 class, and we will work closely with our research office to track success rates in our corequisite sections of English 100.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

We do offer an English ADT degree. We can increase the number of students receiving the degree by communicating both in our classes and through our department's web page the types of jobs and careers that require or desire English degrees. We can do more student outreach to build the English major and encourage enrollment of some of our valued literature courses. Additionally we will continue to provide the classes needed each semester to confer the English degree within two years, as well as seek to inspire students to pursue English.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Overall, the college does not have data on how many students are transferring to four-year institutions, but our department appears to have some data that shows that we have students transferring. We could increase the number of student transfers by creating stimulating learning environments that keep our English majors with our college and by communicating pertinent information to support students in their transfer goals. We no longer offer any pre-transfer level courses which don't count towards a student's degree. Collaborating with counseling certainly helps, whether inviting counselors into our classes and/or encouraging students to attend transfer fairs. We professors also often offer to read the application essays and write letters of recommendation for our students.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Not applicable.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

The department benefitted for several years in having a full-time faculty member dedicated to collecting and posting all of the SLO assessments. However, when that faculty member took on other duties, we experienced a drop in formally collecting all of the assessments. However, this year, we once again have a full-time faculty member who has release time to monitor and collect all of the assessments for the hundreds of courses we teach. All faculty members are expected to complete SLO assessments every semester, and most do. However, collecting the data from sixty sections of English 100 is burdensome and proved difficult without a dedicated faculty member. We hope that we will be able to keep our English Assessment Coordinator, as the data collected will be

crucial as we address the aftermath of the AB705 requirements and our responses to the new law.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?
(150 words limit)

Most CORs were reviewed but not completed. Since the last program review, all courses have been listed, assigned, and posted on the monthly department meeting agendas. Most of the department's energy has been focused on training, discussing, and preparing new course materials and teaching methods to address the fact that our basic skills courses must be retired as per the Chancellor's Office Guidelines so that English G100:Freshman Composition will become the new entry-level course. The department also needed time to discuss whether or not to make English 100 and 110 online courses. Now that we have decided to create online addendums and offer some sections online, we are updating those CORs, as well as creating new courses, such as ENG G103 and noncredit courses. Several CORs have been discontinued: ENG G090 (SP19), G098 (SP18), and G099 (SP19).

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

We have accomplished much since our last program review:

- We piloted two new courses in anticipation of AB705 legislation: ENG G090 and ENG G100/095. Four full-time faculty piloted the courses and then trained and certified many of our faculty to teach using acceleration concepts and tools in a well-attended workshop on 8 June 2018. We used the data and experiences to become experts on accelerated classes and co-requisite course models, expertise we shared within the District and at statewide conferences.
- Two new full-time faculty members were hired: Jessica Patapoff, Puente Coordinator; and Ayesha Zia, Basic Skills/Acceleration Coordinator. These new faculty members have been the key to working on closing our equity gaps and to preparing our students to accelerate within English 100.
- Our faculty have met with local high school (HBUHSD) English faculty for the last three semesters to foster communication and partnerships to support student success. We have discussed expectations, assignments, grading, and dual enrollment.
- In March 2018, we offered a popular Jumpstart College-English Readiness Workshop at Fountain Valley HS for seven weeks at the high school site and conducted college-English workshops at the Huntington Beach Adult School In 2017.
- We collaborated with GWC's ESL department to help them write their new ESL120 course and pilot the English ENG G100/G095 ESL focus.
- We have begun offering ENG G100 online, and use doc cams in all of our classrooms.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department wants to accomplish in the next three years?

In the next program cycle, we would like to accomplish the following:

- 1) Successfully meet the challenge of preparing our students to read and write at the college-level needed to succeed in their classes. Because ENG G100: Freshman Composition is now the entry-level course, we will have students of all different learning levels present in our classes. To meet that challenge, we will need to have ongoing trainings both on and off campus, as well as support meetings on campus and faculty resources posted on Canvas in our department shell.
- 2) Increase of course offerings to include both online sections of ENG G100 and ENG G110 to improve student access, increase enrollment, and support the creation of GWC Online degree. We will need to train interested faculty to teach online as effectively as in-person.
- 3) Participate in Dual Enrollment programs in partnerships with local high schools. The department has already taken preliminary steps. In February 2019, we invited high school

English faculty to meet with our faculty. While students and parents are eager for the opportunity to earn college-English credits free of charge, high school teachers are fearful of losing their jobs. We reassured them that this is not the case and that we want to work with them and their curriculum so as give their students maximum support and opportunities.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1: Successfully meet the challenge of preparing our students to read and write at the college-level needed to succeed in their classes: English G100 in now the entry-level course.</p>	<p>Student success rates, faculty surveys, student surveys, SLO assessments.</p>	<p>Faculty professional development, both on and off campus.</p> <p>Communicate best practices in department meetings, symposiums, support meetings, and workshops.</p> <p>Share class assignments, resources and recommendations in the English Department Canvas Shell.</p>	<p><input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness</p>	<p><input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization</p>	<p>Ongoing trainings both on and off campus. Support meetings on campus.</p>
<p>Goal 2: Ensure that our online classes are equally as engaging, rigorous, and friendly as our in-person classes.</p>	<p>Online training certification, faculty evaluations, and student surveys.</p>	<p>The department is organizing its first online certification workshop in May 2919: faculty members will learn how to use Respondus to support online academic integrity. The department will also clarify its guidelines for RSI and other best practices.</p>	<p><input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness</p>	<p><input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization</p>	<p>Initial Online training, online faculty support, and annual certification workshops.</p>

<p>Goal 3: Increase partnerships with local high schools to help with college enrollment and to ensure student success at the college-level.</p>	<p>Final Grades, SLO assessments, student and faculty surveys.</p>	<p>The department has already taken preliminary steps: we invited high school English faculty to meet with our faculty, and we have discussed dual enrollment in department meetings. We will continue to meet, discuss, and plan.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization 	<p>Further education of the strengths and pitfalls of dual enrollment programs.</p>
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