Program Review - Overall Report

Instructional: English

Data Review
2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?
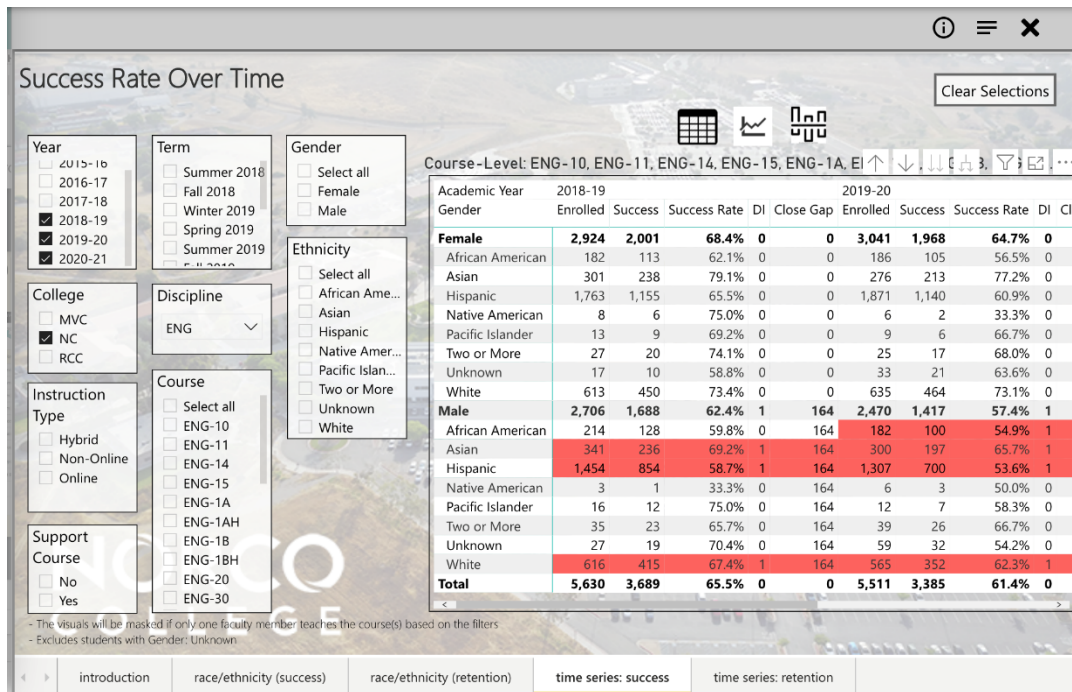
Data Review

Overall, students in English courses have been decreasing from 65.5% to 56.3% in success and decreasing from 83.6% to 78.7% in retention over the past 3 years (2018-2021).

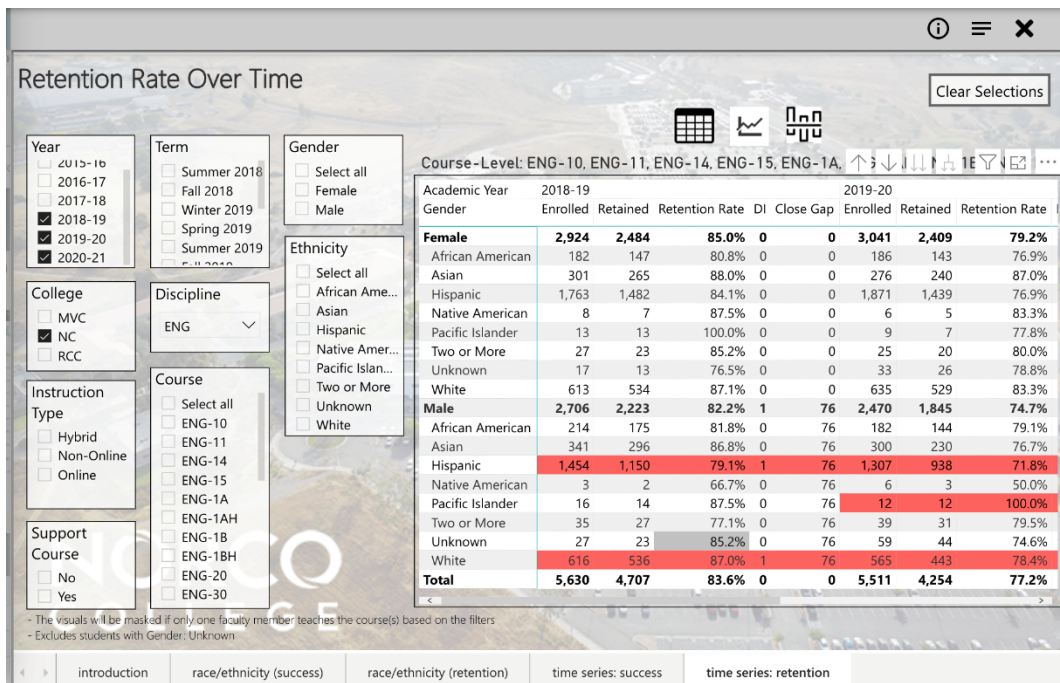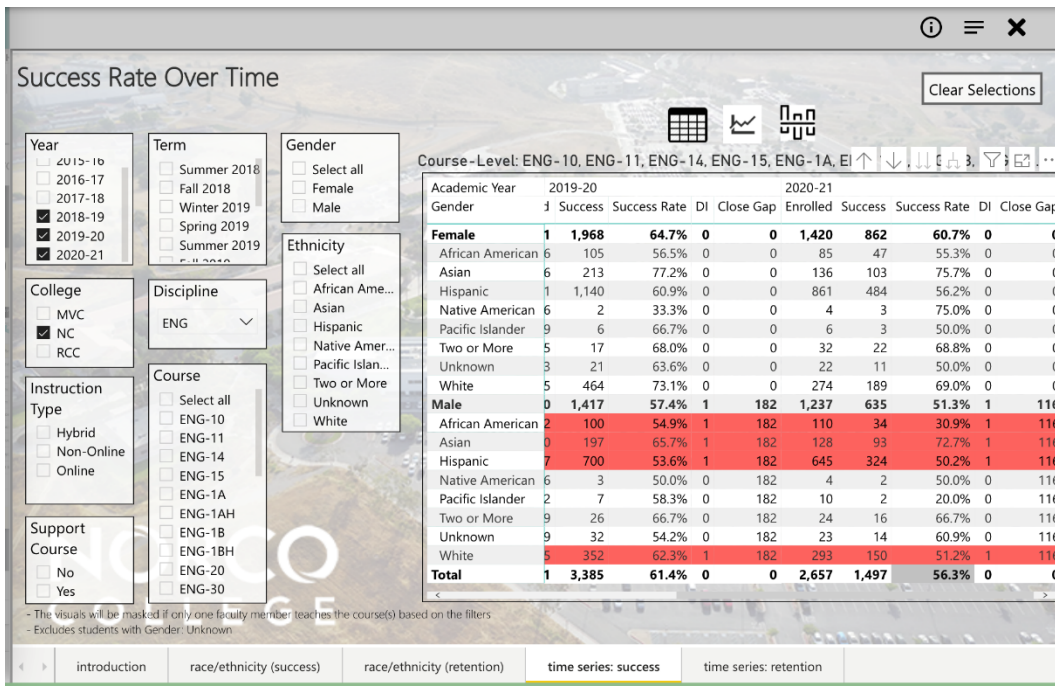* A note, English 1A has increased in enrollement (pre-pandemic) by 1,000 students because of AB705.

The students in English courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time.

The number of students who have declared a major in English went from 147 to 299 in 5 years (from 2015-2020). This represents increased growth for this program. Of these students, 10.36% have met with a counselor and developed an educational plan. Specifically, from 2018-2020, there was an increase of 5.56% of students who have met with a counselor and developed an educational plan

From 2018-2020, the number of students who have completed a degree or certificate in the English program increased from 9 to 22. This represents increased growth for this program. In the most recent year (2020), 22 students graduated. The expected number of students who should get a degree would be approximately 60. The gap in the pipeline is approximately 38 more students to graduate with a degree or certificate.

| Academic Year | 2018-19 | | | | | 2019-20 | | | | |
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Clo
Female	**2,924**	**2,001**	**68.4%**	**0**	**0**	**3,041**	**1,968**	**64.7%**	**0**	
African American	182	113	62.1%	0	0	186	105	56.5%	0	
Asian	301	238	79.1%	0	0	276	213	77.2%	0	
Hispanic	1,763	1,155	65.5%	0	0	1,871	1,140	60.9%	0	
Native American	8	6	75.0%	0	0	6	2	33.3%	0	
Pacific Islander	13	9	69.2%	0	0	9	6	66.7%	0	
Two or More	27	20	74.1%	0	0	25	17	68.0%	0	
Unknown	17	10	58.8%	0	0	33	21	63.6%	0	
White	613	450	73.4%	0	0	635	464	73.1%	0	
Male	**2,706**	**1,688**	**62.4%**	**1**	**164**	**2,470**	**1,417**	**57.4%**	**1**	
African American	214	128	59.8%	0	164	182	100	54.9%	1	
Asian	341	236	69.2%	1	164	300	197	65.7%	1	
Hispanic	1,454	854	58.7%	1	164	1,307	700	53.6%	1	
Native American	3	1	33.3%	0	164	6	3	50.0%	0	
Pacific Islander	16	12	75.0%	0	164	12	7	58.3%	0	
Two or More	35	23	65.7%	0	164	39	26	66.7%	0	
Unknown	27	19	70.4%	0	164	59	32	54.2%	0	
White	616	415	67.4%	1	164	565	352	62.3%	1	
Total	**5,630**	**3,689**	**65.5%**	**0**	**0**	**5,511**	**3,385**	**61.4%**	**0**	

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

introduction race/ethnicity (success) race/ethnicity (retention) time series: success time series: retention

Data Review

Success Rate Over Time

Course-Level: ENG-10, ENG-11, ENG-14, ENG-15, ENG-1A, E...

Filters: Year (2018-19, 2019-20, 2020-21), College (NC), Discipline (ENG)

| Academic Year | 2019-20 | | | | | 2020-21 | | | | |
Gender	d	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Female	1	1,968	64.7%	0	0	1,420	862	60.7%	0	0
African American	6	105	56.5%	0	0	85	47	55.3%	0	0
Asian	6	213	77.2%	0	0	136	103	75.7%	0	0
Hispanic	1	1,140	60.9%	0	0	861	484	56.2%	0	0
Native American	6	2	33.3%	0	0	4	3	75.0%	0	0
Pacific Islander	9	6	66.7%	0	0	6	3	50.0%	0	0
Two or More	5	17	68.0%	0	0	32	22	68.8%	0	0
Unknown	3	21	63.6%	0	0	22	11	50.0%	0	0
White	5	464	73.1%	0	0	274	189	69.0%	0	0
Male	0	1,417	57.4%	1	182	1,237	635	51.3%	1	116
African American	2	100	54.9%	1	182	110	34	30.9%	1	116
Asian	0	197	65.7%	1	182	128	93	72.7%	1	116
Hispanic	7	700	53.6%	1	182	645	324	50.2%	1	116
Native American	6	3	50.0%	0	182	4	2	50.0%	0	116
Pacific Islander	2	7	58.3%	0	182	10	2	20.0%	0	116
Two or More	9	26	66.7%	0	182	24	16	66.7%	0	116
Unknown	9	32	54.2%	0	182	23	14	60.9%	0	116
White	5	352	62.3%	1	182	293	150	51.2%	1	116
Total	1	3,385	61.4%	0	0	2,657	1,497	56.3%	0	0

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- Excludes students with Gender: Unknown

introduction | race/ethnicity (success) | race/ethnicity (retention) | **time series: success** | time series: retention

Retention Rate Over Time

Course-Level: ENG-10, ENG-11, ENG-14, ENG-15, ENG-1A, ...

Filters: Year (2018-19, 2019-20, 2020-21), College (NC), Discipline (ENG)

| Academic Year | 2018-19 | | | | | 2019-20 | | | |
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	
Female	2,924	2,484	85.0%	0	0	3,041	2,409	79.2%	
African American	182	147	80.8%	0	0	186	143	76.9%	
Asian	301	265	88.0%	0	0	276	240	87.0%	
Hispanic	1,763	1,482	84.1%	0	0	1,871	1,439	76.9%	
Native American	8	7	87.5%	0	0	6	5	83.3%	
Pacific Islander	13	13	100.0%	0	0	9	7	77.8%	
Two or More	27	23	85.2%	0	0	25	20	80.0%	
Unknown	17	13	76.5%	0	0	33	26	78.8%	
White	613	534	87.1%	0	0	635	529	83.3%	
Male	2,706	2,223	82.2%	1	76	2,470	1,845	74.7%	
African American	214	175	81.8%	0	76	182	144	79.1%	
Asian	341	296	86.8%	0	76	300	230	76.7%	
Hispanic	1,454	1,150	79.1%	1	76	1,307	938	71.8%	
Native American	3	2	66.7%	0	76	6	3	50.0%	
Pacific Islander	16	14	87.5%	0	76	12	12	100.0%	
Two or More	35	27	77.1%	0	76	39	31	79.5%	
Unknown	27	23	85.2%	0	76	59	44	74.6%	
White	616	536	87.0%	1	76	565	443	78.4%	
Total	5,630	4,707	83.6%	0	0	5,511	4,254	77.2%	

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

introduction | race/ethnicity (success) | race/ethnicity (retention) | time series: success | **time series: retention**

Data Review

Retention Rate Over Time

Clear Selections

Year
- [ ] 2015-16
- [ ] 2016-17
- [ ] 2017-18
- [x] 2018-19
- [x] 2019-20
- [x] 2020-21

Term
- [ ] Summer 2018
- [ ] Fall 2018
- [ ] Winter 2019
- [ ] Spring 2019
- [ ] Summer 2019

Gender
- [ ] Select all
- [ ] Female
- [ ] Male

Ethnicity
- [ ] Select all
- [ ] African Ame...
- [ ] Asian
- [ ] Hispanic
- [ ] Native Amer...
- [ ] Pacific Islan...
- [ ] Two or More
- [ ] Unknown
- [ ] White

College
- [ ] MVC
- [x] NC
- [ ] RCC

Discipline: ENG

Instruction Type
- [ ] Hybrid
- [ ] Non-Online
- [ ] Online

Course
- [ ] Select all
- [ ] ENG-10
- [ ] ENG-11
- [ ] ENG-14
- [ ] ENG-15
- [ ] ENG-1A
- [ ] ENG-1AH
- [ ] ENG-1B
- [ ] ENG-1BH
- [ ] ENG-20
- [ ] ENG-30

Support Course
- [ ] No
- [ ] Yes

Course-Level: ENG-10, ENG-11, ENG-14, ENG-15, ENG-1A.

| Academic Year | 2019-20 | | | | 2020-21 | | | | |
Gender	...ained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	2,409	79.2%	0	0	1,420	1,099	77.4%	1	41
African American	143	76.9%	0	0	85	57	67.1%	0	41
Asian	240	87.0%	0	0	136	114	83.8%	0	41
Hispanic	1,439	76.9%	0	0	861	662	76.9%	1	41
Native American	5	83.3%	0	0	4	3	75.0%	0	41
Pacific Islander	7	77.8%	0	0	6	5	83.3%	0	41
Two or More	20	80.0%	0	0	32	26	81.3%	0	41
Unknown	26	78.8%	0	0	22	16	72.7%	0	41
White	529	83.3%	0	0	274	216	78.8%	0	41
Male	1,845	74.7%	1	112	1,237	993	80.3%	0	0
African American	144	79.1%	0	112	110	89	80.9%	0	0
Asian	230	76.7%	0	112	128	106	82.8%	0	0
Hispanic	938	71.8%	1	112	645	506	78.4%	0	0
Native American	3	50.0%	1	112	4	4	100.0%	0	0
Pacific Islander	12	100.0%	1	112	10	7	70.0%	0	0
Two or More	31	79.5%	0	112	24	20	83.3%	0	0
Unknown	44	74.6%	0	112	23	20	87.0%	0	0
White	443	78.4%	1	112	293	241	82.3%	0	0
Total	4,254	77.2%	0	0	2,657	2,092	78.7%	0	0

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
- Excludes students with Gender: Unknown

introduction | race/ethnicity (success) | race/ethnicity (retention) | time series: success | **time series: retention**

Program of Study and Student Educational Plan

Program of Study
- Digital Electronics
- Drafting Technology
- Early Childhood Education
- Early Childhood Intervention Assistant
- Economics
- Education Paraprofessional
- Electrical
- Electrical Systems and Power Transmiss...
- Electrician
- Electronic Game Design
- Electronics Technology
- Emergency Medical Services
- Emergency Medical Services Paramedic
- Engineering Technician
- Engineering Technology
- [x] English
- Entrepreneurship

- Active program of study and student educational plan completion for each annual year enrolled
- Filter by program or programs
- Source: Chancellor's Office MIS files

Gender by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
Female	94	121	159	183	205
Amer Ind/Alaska Nat			1		1
Asian	9	12	15	17	35
Black	6	6	4	12	6
Hispanic/Latino	52	73	98	102	100
Two or More Races	2	1	1	3	5
Unknown/Unreported		1		1	6
White	25	28	40	48	52
Male	53	58	57	68	91
Asian	6	7	10	7	14
Black	3	2	1	1	7
Hispanic/Latino	24	27	28	34	40
Nat Hawaii or Other PI					1
Two or More Races	2	2		1	1
Unknown/Unreported				1	2
White	18	20	18	24	26
Unreported			3	3	3
Asian				1	
Black			1		
Hispanic/Latino			3	1	1
Total	147	182	219	254	299

Student Educational Plan	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	93.88%	88.46%	88.13%	92.52%	86.96%	**89.65%**
Student developed an abbreviated credit education plan	1.36%	3.85%	3.65%	1.57%	0.33%	**2.00%**
Student developed an abbreviated and a comprehensive credit education plan	1.36%	0.55%	0.46%	0.39%	0.67%	**0.64%**
Student developed a comprehensive credit education plan	3.40%	7.14%	7.76%	5.51%	12.04%	**7.72%**
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Program Review

Program Awards

- Program awards by Gender and Ethnicity
- Filter by program or programs
- Source: Chancellor's Office MIS files

ProgramTitle
- Drafting Technology
- Early Childhood Education
- Early Childhood Interven...
- Electrician
- Electronics Technology
- Engineering Technician
- Engineering Technology
- [x] English
- Fine & Applied Arts
- Game Art: 3D Animation
- Game Art: Character Mo...
- Game Art: Environments...
- Game Audio
- Game Design
- Game Programming
- History
- Humanities, Philosophy ...
- IGETC
- Logistics Management
- Math & Sciences
- Mathematics
- Philosophy
- Physical Education, Heal...
- Physics
- Political Science

Degrees

Gender x Etnicity	16-17	17-18	18-19	19-20	Total
Female	6	11	8	15	45
American Indian or Alaska Nati		1			1
Asian			1	1	
Black		1		1	2
Hispanic/Latino	5	6	4	7	25
Two or More Races	1		1		3
White		3	3	6	13
Male	2	4	1	6	15
Asian				1	1
Hispanic/Latino		1		3	5
White	2	3	1	2	9
Unreported				1	1
Hispanic/Latino				1	1
Total	8	15	9	22	61

Certificates

Gender x Ethnicity	Total
Total	

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Data Review

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?
In terms of student subgroups in English courses, from 2019-2021 African American males are showing gaps in success that are concerning (from 54.9% to 30.9%); from 2018-2021 Hispanic males are showing gaps in success that are concerning (from 58.7% to 53.6% to 50.2%); and from 2018-2021 White males are showing gaps in success that are concerning (from 67.4% to 62.3% to 51.2%). Additionally, from 2018-2020 Hispanic males are showing gaps in retention that are concerning (from 79.1% to 71.8%), from 2018-2020 White males are showing gaps in retention that are concerning (from 87% to 78.4%), and from 2020-2021 Hispanic females are showing gaps in retention that are concerning (76.9%).
The English department plans on addressing the equity gaps listed above.
* A note, the data is based on what was provided in Nuventive; in the future, this department would like to see even more data of subgroups (for example: the LGBTQ+, etc.)

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Data Review

Currently, the English department is in the process of addressing these equity gaps with the following:

- Continued roll-out and implementation of our ENG 91, a co-requisite support course attached to ENG 1A

- Expanding the Writing and Reading Center through increased online offerings, more frequent staffing by faculty (as opposed to solely student tutors) and the development of a permanent campus location.

- Providing Community of Practice workshops to train faculty in a variety of subjects that address equity (for example: Culturally Responsive Teaching)

- Providing CORA training to faculty (Men of Color; and Racial Microaggressions training); this addresses the equity gap for African Americans, Hispanics, and all males in general.

- Expanding our learning communities through the development of a Men of Color Learning Community (started in Fall 2020)

- Moving English labs online for easier access and to allow students to more easily fit the labs into their schedules

- Adjustments to the English ADT and ENG CORs to provide a greater focus on equity and diversity and to increase opportunities for students to take courses featuring authors from historically minoritized groups

- Utilization of Embedded Tutors

The English department will soon be implementing the following:

- Continued expansion and development of the Writing and Reading Center

  o The discipline is requesting a full-time position for WRC Coordinator so as to more effectively serve and develop the WRC as a campus resource. At present, the WRC Coordinator receives a .3 reassign, which is insufficient to continue to develop the WRC in a manner that best serves our students.

  o The discipline is requesting more stable funding for the WRC to further build-out the WRC as a campus location and student resource.

- Establishing regular orientations to the Writing and Reading Center (WRC) as part of ENG 1A and 1B

- More faculty hours dedicated to the WRC

The English department is considering the following:

- Gathering more data related to program effectiveness, particularly in terms of ENG 91 and other changes caused by implementation of AB 705

- More faculty training, particularly in areas of equity and diversity

- Updating the English 1A handbook

- Continued regular assessment, particular of ENG 1A and ENG 91.

Data Review

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
Yes

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?
English
What percent of SLOs in the disciplines you identified above have been assessed?
86.5%
Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).
7 SLOs without Results:

ENG-04 SLO 2: Previous SLO 2 was assessed in Fall 2019. The SLOs have been revised, and the newly worded SLO 2 is currently being assessed.

ENG-09 SLO 1. We have just updated the course. It was taught in Fall 2020, but we did not assess at that time due to assessments being paused to allow assessment and program review to function on the same six-year cycle. We are offering the course in Fall 2021 and will assess this SLO then.

ENG-10 SLO 1, SLO 2, SLO 3, and SLO 4: No assessment was completed when the course was offered, which was at the CRC in Spring 2019. ENG 10 is not part of our regular rotation; the course is for Special Topics in English and so is only used when faculty wish to teach on a subject that is not part of our current offerings. The class also has limited usefulness in terms of transfer, making it a less than optimal offering for most students. For these reasons, we do not offer it regularly and cannot predict when it will be offered next; at the same time, the flexibility the course provides means we also do not plan to delete it. Of course, when it is offered in the future, we will ensure that it is assessed.

ENG-91 SLO 3: We haven't done a formal 91 assessment like 1A. We plan to address this with a formal 91 Assessment across the sections, and we'll develop a more regular assessment schedule to coincide with 1A.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?
No
If all SLOs are not mapped to at least one PLOs, please explain why.
New SLOs will come into effect in Summer 2021. Once revised, we will map to the PLOs.
Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)
No
If the appropriate SLOs are not mapped to GELOs, please explain why.
ENG 4: This course currently doesn't fall into a GE pattern. We've just been tasked with reviewing the courses in the GE pattern to see which ones should be added or deleted. We will review these courses to determine if they can be mapped to the GELO.
ENG 11: As of 2018, this course has two SLOs and each one is mapped to a GELO.
ENG 48: As of 2019, this course has one SLO mapped to two GELOs.
ENG 85: This course currently doesn't fall into a GE pattern. We've just been tasked with reviewing the courses in the GE pattern to see which ones should be added or deleted. We will review these courses to

Assessment Review

determine if they can be mapped to the GELO.

ENG 91: This course has three SLOs and each one is mapped to a GELO.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?
ADT - ENG: English
Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.
ADT - ENG: English PLO 4 achieved the benchmark in Fall 2019.
To what to you attribute this success?
We attribute our success in PLO 4 to our discipline's sense of the importance of equity and representation. As a discipline, we have a good percentage of faculty who have taken at least one CORA training. We have the English Community of Practice, in which we focus on equity and anti-racist work; faculty are actively learning and applying these theories to their own instruction. We as a discipline regularly discuss issues of culture and representation. We're continuing to work on this recently revised the 1A and 1B CORs to refocus on diverse representations of BIPOC and LGBTQIA+ within our curriculum, which we predict will also allow us to continue to achieve this benchmark in future semesters.
Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.
ADT - ENG: English PLO 1, 2, and 3 did not achieve the benchmark because they were not assessed in 2017-2020.
If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?
We plan to assess ADT - ENG: English PLO 1, 2, and 3.

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.
Courses are regularly examined to determine if they remain appropriate for transfer. For example, several literature courses (e.g. ENG 20 - African American Literature) are being examined as they do not currently meet CSU Area F for Ethnic Studies. SLOs and PLOs are assessed as part of this process. The English discipline on a district level is actively examining and revising these courses to meet student needs related to career and transfer.
Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).
The discipline supports an extensive writing tutor program through ENG 4 - Writing Tutor Training and the employment of writing tutors through the Learning Resource Center and Writing and Reading Center. Tutor training directly aligns with career opportunities, as various career opportunities related to English (teaching, copy writing, editing, etc.) benefit from tutor training and experience. Tutor training also helps transfer students by preparing them for potential work study opportunities at four year schools. At present, the discipline is exploring additional avenues through which to provide our students access to experiential learning and other related activities.
Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).
Key factors of success for our students are as follows: 1) exposure to a wide variety of different forms and styles of literature. 2) Development of critical thinking skills through the practice of considering various forms of literary analysis and alternative interpretations. 3) Analytical skills developed through the construction of arguments related to literary analysis. 4) Increased cultural competence through an exploration of literature from authors representing varied backgrounds related to gender, culture, ethnicity, race, and sexual orientation.

Assessment Review

Review current PLOs. Do the outcomes listed above align with the current program outcomes?
The above outcomes connect tightly to our PLOs. We offer a wide variety of courses that meet the PLOs and which prepare our students for transfer and for future career opportunities.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES
What are you doing now in support of this goal?
The implementation of AB 705 plays a significant role in the discipline's support of this goal. As of the 2020-21 school year, English no longer offers basic skills courses; instead, all students are placed using MMAP and self-placement procedures directly into either ENG 1A or ENG 1A with an ENG 91 co-requisite support course. This has led to an increase in students enrolling in ENG 1A, from 2,503 total students in the 2017-18 school year to 2,805 in 2018-19 and 2,888 in 2019-20. Success rates have shown a dip over the last few years: 1,727 students successfully completed 1A in 2018-19, while 1,640 students successfully completed in 2020-21. So far, 769 students have successfully completed in 2020-21, though this reduction is likely in part due to the overall reduction in student numbers in the college and across the district.

The English ADT has also seen growth. The program has in the last five years doubled in size in terms of students who have committed to English as their program of student. In 2019-20, 299 students has filed an English Program of Study.

ENG ADT Degrees Awarded

What are your plans/goals (3-year) regarding this goal?
English has worked as part of Guided Pathways and as mandated by AB 705 to streamline the process through which students can complete ENG 1A, our transfer-level course. This process has helped ensure students are only taking classes that they need (students are not stuck taking multiple basic skills courses which may or may not be useful) and are able to complete their program of student more quickly. This connects to headcount and FTEs in various ways: for example, the ability to focus on offering 1As and not basic skills courses means that limited classroom space is not used for courses that may not allow students to graduate in a timely manner.

As to the English Program of Study, English plans to continue to expand. The discipline is currently in the process of revising its ADT to include courses that will meet the CSU's General Education Area F requirements related to Ethnic Studies. This ADT revision process has included an expansion of the number of courses the discipline plans to offer students in the future, which ideally should lead to an increase in student interest as students see more course offerings that appeal to their particular goals. Additionally, before COVID, the discipline had begun offering various workshops focused on majors, such as an alumni panel featuring former English students at Norco who had since transferred to four-year institutions. The discipline plans to offer these types of opportunities again once we are able to return to campus, and the discipline may explore how to offer these opportunities in virtual formats to provide even greater access to students.

EVIDENCE
Do you have assessment data or other evidence that relates to this goal?
Both success and retention rates and Program of Study data support the above

Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)
No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?
The discipline has been active in supporting Guided Pathways.

Pillar 3 - Stay on the Path: Over the last several years, English, in accordance with Guided Pathways principles and AB 705, has streamlined the ENG 1A pipeline by eliminating basic skills courses and replacing those with a co-requisite support course, ENG 91. ENG 91 was implemented beginning 2018-19. On average, around 30% of ENG 1A courses each semester have the ENG 91 co-requisite.

Pillar 4 - Ensure Learning: The implementation of ENG 91 also serves Pillar 4, as the support course provides students with additional assistance to ensure they are able to complete ENG 1A. Additionally, the discipline has worked to provide support to faculty so that they can better serve our students and help improve student success. The English Community of Practice, which is funded by Guided Pathways monies, brings full-time and part-time faculty together to specifically discuss ways to better implement and improve ENG 91.

In response to COVID, the discipline has also engaged in a significant expansion of online writing resources for students via the Writing and Reading Center (WRC). In Spring 2021, the discipline began online faculty-led workshops and has had faculty develop Directed Learning Activities which are made available to all students. The discipline also established a requirement that all ENG 1A and 1B students engage in at least three WRC activities over the course of the semester so as to encourage student use of the WRC and to familiarize students with the WRC resources available to them.

What are your plans/goals (3-year) regarding this goal?
The discipline plans to continue to assess success and retention rates, particularly regarding ENG 1A, to ensure that students are successfully completing ENG 1A in a timely manner and are Staying on the Path. The discipline also plans to continue its Community of Practice (CoP) as a primary support mechanism for helping faculty improve their pedagogy. The CoP serves a particularly important role in providing professional development to our associate faculty; as associate faculty teach the majority of our courses, supporting their professional development plays a key role in successful outcomes for students.

A primary goal for the discipline is the continued expansion and development of the Writing and Reading Center (WRC). Towards this goal, the discipline is making two resource requests: funding for a full-time WRC Coordinator and funding for the WRC as a whole.

- WRC Coordinator: at present, one full-time faculty member receives a .3 reassign to serve as WRC Coordinator. This allows the faculty member 6-7 hours per week for a position that requires far more time. The current WRC Coordinator is responsible for overseeing and working directly with writing tutors, coordinating with Learning Resource Center (LRC) staff and faculty, completing outreach, and maintaining operations of the newly developed online components of the WRC (the WRC has significantly increased online tutoring, workshops, and other services in response to COVID). The job is simply too large for the current reassign time. A full-time WRC coordinator would be responsible

for the above activities as well as teaching ENG 4 (our tutor-training course) and other tutor-training activities.

- Funding for WRC: The WRC opened physically in March 2020 and before being shuttered due to COVID, operated with limited faculty staff and no budgetary support. Resources were also limited to a single computer and to desks (no tables) for meeting spaces. The limited staffing also meant that tutors were often required to move to the LRC because there were no staff available to supervise the WRC and keep it open. For the WRC to be sustainable and to grow, it needs dedicated funding to cover materials, staff, faculty time, and other critical resources.

Writing and Reading Center Proposal

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The number of students enrolled in ENG 1A has increased significantly in recent years. While these data were captured in the last comprehensive Program Review, it is worth repeating: from the 2016-17 academic year to the 2018-19 academic year, the number of student enrolled in ENG 1A increased significantly, from 2084 in 2016-17 to 2805 in 2018-19. Retention rates over the three years that are the focus of this Program Review have dipped slightly, from 82.6% in 2018-19 to 77.7% in 2020-21. However, success rates have dropped significantly, from 61.6% in 2018-19 to 52.1% in 2020-21. In short, the discipline has proved successful in keeping students on the path (Pillar 3) as demonstrated by the retention numbers, particularly considering the significant increase in the number of students. However, the discipline must evaluate and address the declining success rates, as these rates directly impact Pillar 4.

As to the WRC, various studies have demonstrated the value of an active WRC in student success; please see the Writing and Reading Center Proposal for examples. Based upon this research, the discipline implemented its expansion of WRC services and instituted its ENG 1A and 1B WRC attendance requirement. As this changes only been implemented in recently, there is no data as of yet, but evaluating the effectiveness of WRC usage and expansion are part of planned future assessment efforts.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

English has several initiatives in place. Long-standing efforts include English-focused learning communities: Umoja and Puente continue and starting in Fall 2020, a new Men of Color learning community was initiated. Per the Equity Plan, English encourages full-time and part-time faculty to take advantage of equity-focused training such as CORA. As of Spring 2021, approximately 40% of English faculty have completed one or more CORA trainings. The English Community of Practice group has also focused on Equity: recent topics include "Prioritizing Equity" (3/19/2021) and "Anti-Racist Readings" (4/9/2021).

Additionally, the discipline in the district as a whole has been revising CORs to better address this EMP. For example, the new COR for ENG 1A sets as a specific Course Objective that ENG 1A students should be able to "analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by **authors**

Program Review: Part 1

representing and reflective of students in the classroom, including those written by Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community" (emphasis added). The discipline recognizes the importance of representation and directly addressing issues of historically minoritized communities and is incorporating these concerns directly into our curriculum.

Finally, the discipline has expanded the Writing and Reading Center (WRC). Research on Writing Centers demonstrate that WCs can play an important role in supporting the success of historically minoritized student populations (please see the discipline's response to EMP 2 for specifics). In Spring 2021, the discipline supported the expansion of faculty involvement in the WRC, significantly increased online offerings, and required all ENG 1A and 1B students to attend WRC sessions.

English Community of Practice Spring 2021 Schedule

ENG 1A COR Fall 2021

What are your plans/goals (3-year) regarding this goal?

The English discipline has been a strong adopter of equity-minded frameworks and will continue to explore and adapt these frameworks over the next three years. The discipline plans to apply for continued Guided Pathways funding of the Community of Practice; the CoP has been particularly valuable in reaching our part-time faculty, who are key parts of effectively closing equity gaps but who too often are not effectively incorporated into these efforts. The discipline will also encourage all faculty, both full-time and part-time, to continue pursing CORA training; per the Equity plan, English sets itself the goal of having 80% of all faculty complete some sort of equity training. The discipline also plans to continue its assessment efforts of ENG 1A and 1B, particularly in light of the new more equity-focused CORs that come into effect beginning Fall 2021.

The discipline has also set a goal of continuing to expand the WRC and services offered through the WRC. Towards that goal, the discipline is requesting a full-time WRC Coordinator (a new faculty position) and dedicated funding for the WRC. Information on these requests can be found in the discipline's response to EMP 2.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Over the last three years, English does have gaps that continue to need to be addressed. In particular, since 2018-2019, English has retention gaps for Hispanic and White males. The current 2020-21 academic year has also seen a gap in Hispanic females, though it is difficult to determine to what extent this may be COVID-related. English also has significant success gaps in the above years, with African-American males, Asian males, Hispanic males, and White males all showing as impacted per current data. These gaps indicate the continued importance of programs such as the Community of Practice (which began in Fall 2020) and indicate the importance of continued assessment of our classes.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review: Part 1

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The discipline has received and used Guided Pathways funding to support an English Community of Practice. The English CoP began in Spring 2018 and has focused primarily on changes related to Guided Pathways and AB 705. The 2020-21 CoP's specific focus has been on ENG 91, our co-requisite support course tied with ENG 1A. ENG 91 was implemented in response to Guided Pathways and AB 705; the course works to assist students who might have needed the extra assistance provided by our no-longer-offered basic skills courses to still take and complete ENG 1A in a single semester (as opposed to the previous ladder of basic skills courses that could cause some students to take years to even reach ENG 1A). During 2020-21, at least 16 full-time and part-time English faculty members attended at least one session of the CoP, representing around 40% of all faculty. Part-time faculy participation is particularly important, as part-time faculty teach the majority of our 1A classes.

ENG Community of Practice Attendance Records 2020-21

What are your plans/goals (3-year) regarding this goal?

We are planning to continue our Community of Practice. We are seeking continued financial support from Guided Pathways funds to be able to continue to provide compensation for faculty (in particular, associate faculty) who participate in the CoP. Additionally, our CoP coordinators, Ammanda Moore and Natalie Morford, are coordinating closely with the Moreno Valley CoP; Moreno Valley's CoP has proven highly successful, and we are working with them to apply their lessons-learned to our own program.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The removal of basic skills courses has led to a significant increase in students attempting ENG 1A, which was one of the goals of AB 705. Current assessment data shows a dip in student success rates in ENG 1A, which is a point of concern. Additional exploration is necessary to determine the barriers that are hindering student success and how the discipline can best respond to those barriers.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?
No
What percentage of your courses are out of date?
25% - 11%
If you have courses that are not current, are they in the curriculum process?
Yes
For out of date courses that are not already in progress of updating, what is your plan?
N/A. All courses that are out of date are in the curriculum process.
Do you have proposals in progress for all the DE courses you intend to file?
Yes
Do you require help to get your courses up to date?
No

Program Review Reflections

What would make program review meaningful and relevant for your unit?
One thing that would be useful would be a more focused inquiry on attempting to explain what the data reveals. The data story at present offers some opportunity to analyze what might be causing the particular statistics we're seeing, but the questions in the data review seem primarily to focus on identifying patterns and not necessarily working to think through the reasons behind the patterns. Of course, individual units can take on that task of explaining "why" but more specific questions targetting "why" might enhance both the usefulness of Program Review for individual units and might provide more context and information to those who are scoring these Program Reviews.

What questions do we need to ask to understand your program plans, goals, needs?
The main questions that need to be asked are the impacts of COVID (as is likely true for everyone) and AB 705 (which is more specific for English and Math). AB 705 marked a massive change in how English structures its most frequently offered course (ENG 1A), and it also marked a significant change of the students we find in our classrooms. Before AB 705, students who entered 1A either A) had done exceptionally well in placement exams or B) had moved through Norco College's basic skills courses. The current decline in success rates likely signifies that more students are entering ENG 1A who are not fully prepared for it. To be clear, AB 705 addressed other significant inequalities and the discipline as a whole supports the streamline that AB 705 has required. That said, we are still learning who our students are and how we can best serve them. Those are the questions we as a discipline are asking--who are our students; how can we best serve them--and so those are the questions that scorers should keep in mind when reviewing our plans, goals, and needs.

Program Review Part 2

What types of data do you need to support your program plans, goals, needs?

It would help tremendously to have far more qualitative data. The success and retention numbers reveal an area of concern, but those numbers do nothing to help explain potential causes of the concern. Is the recent drop in success rates caused primarily by AB 705? By COVID? By some other change or failure to change in our current pedagogy? As a discipline, we can make educated guesses based on what we see in our classrooms, but such guesses are by necessity based upon anecdote and intuition. A robust effort to gather qualitative data would help tremendously in terms of understanding the reasons by the data we're seeing.

If there are any supporting documents you would like to attach, please attach them here.

CoP Home Page and Schedule.png

ENG 1A COR Fall 2021.pdf

ENG CoP Attendees 2020-21.docx

ENG Program of Study 2015-16 to 2019-20.png

English-ADT-Transfer-Pathways-2020-21-NC.pdf

FINAL Writing and Reading Center Proposal.pdf

Resource Requests

2022 - 2023 Update

Resource Request

What resources do we already have?
None
What resources do you need?
A smart board for the Writing and Reading Center
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3,EMP Goal 12
$ Amount Requested
2,500
Resource Type
ITEM: Technology
Potential Funding Source(s)
Instructional Equipment Allocation
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
1
Is this request:
New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2022-23 Council Ranking

2022-23 Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
None

Resource Requests

What resources do you need?
An OWL dedicated to the Writing and Reading Center. The OWL will be used to allow live professor-led workshops to be attended both face-to-face and virtually at the same time. Currently, F2F workshops have limited attendance, so the addition of an OWL would help increase accessibility.

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 12

$ Amount Requested
1,000

Resource Type
ITEM: Technology

Potential Funding Source(s)
Instructional Equipment Allocation,Lottery Instructional Supplies

The evidence to support this request can be found in:
Program Review: Part 1

This request for my area is Priority #:
3

Is this request:
New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2022-23 Council Ranking

2022-23 Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
Limited access to department funds

What resources do you need?
A dedicated budget to cover the material needs of the Writing and Reading Center. Right now, WRC materials requests are handled through the budgets of the Communications Department and the Learning Resource Center, which means that the WRC is stuck with whatever might be available or left over. In order to grow the WRC and sustain it, it would strongly benefit from its own budget.

Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3

$ Amount Requested
5,000

Resource Requests

Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
Instructional Equipment Allocation,Lottery Instructional Supplies,Department Regular Funding,General Fund,Guided Pathways
The evidence to support this request can be found in:
Program Review: Part 1
This request for my area is Priority #:
4
Is this request:
New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2022-23 Council Ranking

2022-23 Notes

2022 - 2023 Update

Resource Request

What resources do we already have?
None
What resources do you need?
Institutional membership in the College Reading and Learning Association and funding to send faculty to the CRLA annual conference in San Diego. The CRLA is the national organization for Writing and Reading Center leaders. With our expanding WRC, membership and conference attendance is crucial to keeping our WRC up-to-date on current trends and pedagogies.
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
1,600
Resource Type
BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)
Potential Funding Source(s)
General Fund
The evidence to support this request can be found in:
Program Review: Part 1

Resource Requests

This request for my area is Priority #:
2
Is this request:
New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2022-23 Council Ranking

2022-23 Notes

2021 - 2024

Resource Request

What resources do we already have?
A Faculty WRC Coordinator with .3 Reassign
What resources do you need?
A dedicated faculty WRC Coordinator
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
104,015
Resource Type
FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)
Potential Funding Source(s)
General Fund,Guided Pathways
The evidence to support this request can be found in:
Program Review: Part 1,Data Review
This request for my area is Priority #:
2

For Administrative Use Only

Funding Status
Completed/Funded
Notes
This was filled through transfer of one of our existing English professors (Nikki Capps); now we must fill Nikki's vacancy.

Resource Requests

Council Ranking

2022-23 Council Ranking

2022-23 Notes

2021 - 2024

Resource Request

What resources do we already have?
One computer and desks
What resources do you need?
Four computers, tables, chairs, whiteboards, dry-erase markers, other office supplies.
Request related to EMP goal or Assessment?
EMP Goal 2,EMP Goal 3
$ Amount Requested
12,400
Resource Type
ITEM: Equipment, Technology, Services, Software, Furniture
Potential Funding Source(s)
Lottery Instructional Supplies,Instructional Equipment Allocation,Guided Pathways,Other/None
The evidence to support this request can be found in:
Program Review: Part 1,Data Review
This request for my area is Priority #:
1

For Administrative Use Only

Funding Status
Completed/Funded
Notes
Completed
Council Ranking

2022-23 Council Ranking

2022-23 Notes

Faculty Professional Development Requests

Faculty Professional Development (2021 - 2024)

Resource Request

What resources do we already have?

Potential Funding Source(s)
FPDC
What resources do you need?
Financial support to attend the OTC '23 Conference.
Request related to EMP goal or Assessment?
EMP Goal 4
$ Amount Requested
1,011
Resource Type
FACULTY: Professional Development
The evidence to support this request can be found in:

This request for my area is Priority #:

Professional Development Activity Funding Request Application

Attendee and Activity Information
Has this professional development request been discussed and approved by your department chair?
Yes
Date of Request
04/14/2023
Activity Date(s)
June 21st-June 23rd
Attendee Name
Ryan Hitch
Position
Part-time Faculty
Discipline
English
Name of Activity and Organization/Sponsor
Online Teaching Conference 2023 & California Community Colleges and TechConnect
Link to Activity Website
https://onlineteachingconference.org/registration/

https://www.eventbrite.com/e/2023-online-teaching-conference-tickets-453932082077

Location
In state
City, State
Long Beach, CA

Faculty Professional Development Requests

Have you sought any other co-sponsorship (other internal and/or external funding)?
No
If yes, list source and total dollar amount.

<u>Estimated Costs ($)</u>
Registration
399
What is included with Registration?
$399 for early bird pricing - registration due may 10th
$499 from may 11th to June 16th

all core conference sessions - general and concurrent
keynote speaker(s)
planned conference meals and refreshment breaks
networking opportunities
exhibit hall
Air Travel or Mileage (65.5 cents/mile)
71
Hotel (tax included)
485
Airport Parking

Ground Transportation

Meals ($75/day maximum)

Hotel Parking
56
Incidentals

Total Costs
1,011
<u>Justification for Funding Request</u>
Select the categories of professional development that best support your request. (Check all that apply)
Development of innovations in instructional and administrative techniques & program
effectiveness,Improvement of teaching,Maintenance of current academic/technical knowledge & skills
Briefly describe the objective of the activity and how it will benefit you and the work you do for the college.
If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.
Attending the Online Teaching Conference '23, in my capacity as DE Chair, will allow me opportunities to: 1) network and learn from other DE Chairs across the state, 2) gain valuable insight about new technology and practices that I can bring back to campus, 3) improve my teaching ability.
How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.
Facilitate a conversation,Change something in your classroom,Other
Briefly explain your selection above.
I believe there are several immediate implications from this conference to my classroom, especially since I'm currently teaching online, and I'm slated to continue doing so in the next academic year. In addition to that though, and perhaps more importantly, I feel I'm uniquely situated to bring the knowledge I gain here back to DEC and disseminate across the campus accordingly.
Is there anything else you would like to add?

Faculty Professional Development Requests

<u>**Approve and Submit**</u>
Proof of approval is uploaded, ready to submit?
Yes
Please upload proof of approval for travel from your department chair or Dean.
OTC 23 Approval.pdf

For Administrative Use Only

Funding Status

Notes

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review
Yes

2022 - 2023 Update

I would like to submit this update
Yes
The additions or updates to my Program Review can be found in:
Resource Requests