

El Camino Community College

PROGRAM REVIEW 2021-2022

Humanities

English



DEAN:
Debra Breckheimer

CONTRIBUTOR(S):
Lyman Hong, Jane Sandor, Stephanie Merz, and Tom Cody

TABLE OF CONTENTS

Contents

SECTION 1 Program Overview	3
SECTION 2 Program Assessment	8
Program Contribution to Student Success and Equity	8
Curriculum and Outcomes Assessment.....	8
SECTION 3 Program Vision and Future Planning.....	20
Program Vision	20
Future Planning	Error! Bookmark not defined.
Program Resources	Error! Bookmark not defined.
Appendix A.....	Error! Bookmark not defined.
CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS.....	24

SECTION 1

Program Overview

- A) Provide a brief narrative description of the current program, (e.g., the program's mission statement, a description of the students it serves) and any highlights of the program's previous success, future vision, and related needs.**

See narrative under C

- B) Describe the degrees and/or certificates offered by the program.**

English offers core classes and a wide variety of literature and creative writing courses. The program offers two degrees, an Associate of Arts, and an Associate of Arts Transfer Degree. We also offer a Creative Writing Certificate of Accomplishment.

- C) Explain how the program fulfills the college's mission.**

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

English is the largest department at the college. The students who take our classes major in every area of study and transfer to major universities.

Since our last review, our department has adapted to the passage of AB705, a state assembly bill that revised placement assessments and required the use of G.P.A. placements instead. This meant that students were no longer relegated to basic skills/pre-collegiate courses, which effectively eliminated basic skills classes in an effort to ensure equitable placement for all students. English faculty were and remain in support of AB705; thus, faculty worked in concert with the deans to implement the necessary changes associated with AB705. For example, each faculty member has modified his or her syllabi, and the department as a whole has created or modified essential courses. We created a co-requisite course which is linked to English 1A; the co-requisite is 1AS. 1AS is a two-unit co-requisite course that is designed to provide students with two additional hours per week with the instructor allowing the students more time to work on their reading, writing skills and much more. Students with a GPA of 2.59 and below are placed in English 1A with 1AS. This co-requisite provides embedded tutoring and counseling services to help students in the classroom, offering targeted instruction to those who need it most. As this report will discuss in greater detail in a later section, the English Department has adapted well to AB705; access has improved exponentially; the throughput has increased dramatically. All of that said, equity gaps continue to exist, which speaks to the lack of success for too many. Hence, more work needs to be done, and to accomplish this work, we need more student resources are necessary to accomplish our goals.

Similarly, the department has revised the Course Outline of Record for our critical thinking class, English 1C, to address our students' needs during the second semester of their general education writing requirement. Because many students who complete 1A need more time in the classroom to improve their critical thinking skills, we have added an extra hour per week to English 1C so professors can provide the instruction needed to prepare students for transfer and the workplace. Responding to AB705, the Department has embraced the challenge to ensure the success of our students. Of course, a risk is often associated with a unit increase. Some might fear that students will look for three-unit alternatives to the critical thinking requirement. While this is a possibility, prior to transfer, students need two semesters of writing. English 1C is a popular course that fulfills this requirement. Hence, we do not expect much if any dip in enrollment associated with one unit change. Most importantly, for the sake of student success, this is a risk the department and deans are willing to take.

The English faculty endorses the college's commitment to equity and innovation during a time when higher education has changed dramatically. The pandemic has forced every college, department, and professor to innovate. Virtually all members of our department have completed SPOCK, the college's distance education training course. We now spend hours preparing lectures not only for the classroom but for all aspects of teaching online which include but are not limited to live and recorded video meetings. We compose and post pages of interactive text, discussion boards, leaning modules, assignments, and exams.

Students, too, have moved online, which we surmise has widened equity gaps. Students attend live video lectures, respond to discussion boards, compose papers, and take exams on computers, tablets, and phones. Those students without reliable internet access, without dependable computers or other devices, are not simply disadvantaged. They are excluded. As a result, we are committed to and to a limited succeeded in providing reliable computing devices and internet access to our students in each of our classrooms. We need more devices, which will be discussed later in this review.

In other ways, too, the English faculty has responded to equity gaps. Outside of the classroom, the English faculty participates in a variety of professional development activities and college wide programs. Our faculty members partner with and direct learning communities, including FYE, Puente, and the Honors Transfer Program. They also direct professional development programs, including Scholarly Inquiry for Teaching Excellence (SITE), which is committed to equitable pedagogical practices. The department created an equity committee that works to ensure faculty members create equitable syllabi and materials. The Writing Center now has a large on-line presence, and during the pandemic it has served hundreds of students every week. Its new director, Christopher Glover, has created scores of YouTube Videos and has established a permanent Zoom link for students to receive tutoring and a variety of services. In this way, the Writing Center serves the entire college. In short, the English department is among the most active and vital departments at the college. We are committed to providing innovative instruction in order to produce equitable results. To respond to and to foster change, we strive to provide our students with both the intellectual and material tools with which they can complete their education.

Because we have taken these many measures to improve student success, we have increased the number of underrepresented students who enter and pass at least one transfer level course during their first year. However, we are painfully aware of those students who do not succeed in their first year. More than ever, students need individualized instruction, counselling, tutoring, and computing devices. More work needs to be done, and we intend to work with all aspects of the College's resources to serve our students. Again, more detail of the resources needed to assist us is discussed later in this document.

D) Discuss the status of recommendations from your previous program review.

If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

1. **Recommendation:** Create Department Chair Position
Status: Abandoned
Notes/Comments: Due to changes in college administration leadership, which impacted college goals and structuring, this recommendation was abandoned.
2. **Recommendation:** Expand Integrated Reading and Writing Courses
Status: Abandoned
Notes/Comments: This recommendation was to support basic skills courses that post AB705 we no longer offer.
3. **Recommendation:** Increase Professional Development for Instructors in Best Practices in Basic Skills Instruction.
Status: Amended
Notes/Comments: Post AB705, we amended our efforts. Through SITE which offered Reading Apprenticeship, and FLCs in addition to English IAS meetings, workshops and counselor support opportunities are provided for instructors to develop and share best practices in basic and soft skills instruction in our transfer level courses such as English 1A.
4. **Recommendation:** Expand Summer Bridge Reading and Writing Program
Status: Completed
Notes/Comments: The Summer Bridge Program supported students in retaking the placement test to score into a higher English course; the program ran successfully for several years. However, with AB705 which uses GPA opposed to placement exams, there is no need for this type of test-taking summer bridge program. While this recommendation has been completed, a different type of summer bridge program, perhaps one focused on writing skills or soft skills, could be created.
5. **Recommendation:** Maintain and Update SMART Classroom Devices
Status: Active
Notes/Comments: As of 2021 in the Humanities Building, there were 5 Windows-based computer classrooms with approximately 40 devices each, for a total of roughly

200 PCs. Additionally, there were 11 Chromebook carts with 35 Chromebooks in each cart, for a total of 385 total Chromebooks. Weekly usage of the Chromebook carts ranged from 19-60 classes. Many of the Chromebooks are nearing the end or are beyond their warranties. As COVID has fundamentally changed how we use technology, the Humanities Division will need to continue to assess technology needs of instructors and students. Currently, we are replacing existing, dated computer equipment, **but** we need resources to procure enough devices for each classroom. It is next to impossible to teach composition without computing devices, which the majority of our students do not own. These devices also allow students to access OER materials while in the classroom.

6. **Recommendation:** Institutionalize Second Embedded Tutor in Basic Skills Composition Courses
Status: Active/Revise
Notes/Comments: The temporary nature of funding for a second tutor has prevented the second tutor from being institutionalized. However, a second tutor has been brought up in the English 1AS committee and is being investigated. Resources would be needed. The department is also considering adding embedded tutors to the non-co-requisite sections of English 1A; however, due to a lack of resources the program may be forced to choose between a second tutor in 1A/1AS and adding embedded tutors to our standalone English 1A sections.
7. **Recommendation:** Further Support the Writing Center
Status: Active
Notes/Comments: The Writing Center continues to hire and train tutors and receptionists. In response to AB705, the Writing Center has placed tutors in English 1AS sections. In response to COVID, the Writing Center moved to fully remote tutoring, which will remain in place since the online offerings will continue. The WC also offers face-to-face tutoring since the college has also moved back to in-person teaching.
8. **Recommendation:** Continue to Hire Full-time Faculty
Status: Active
Notes/Comments: Although no hires were made in 2021, there have been 9 new hires since 2016. There is an entirely separate process used to determine faculty hires. However, since Fall 19 the department has lost or will be down a total of 5 faculty after the end of Spring 22.
9. **Recommendation:** Revise English 80/Explore Non-Credit Basic Skills Certificate
Status: Abandoned
Notes/Comments: Due to AB705, basic skills courses were abandoned (and English 1AS created). Courses that would have been considered for noncredit have been moved to Library Learning Resources.
10. **Recommendation:** Increase Online/Hybrid Offerings and Increase Faculty and Student Support
Status: Active

Notes/Comments: In response to COVID, the English department moved to fully online classes. As the college returns to campus, enrollment trends are difficult to predict. For the near future, the English program plans to offer approximately 50% of the course offerings as face-to-face and hybrid courses and the other 50% as fully online courses.

11. **Recommendation:** Support English Composition Extend

Status: Abandoned

Notes/Comments: This program was piloted; however due to the advent of AB705, the context for the program changed and was eventually abandoned.

12. **Recommendation:** Increase Communication with Feeder High Schools

Status: Active

Notes/Comments : Covid temporarily slowed the interaction between our feeder high schools and the English Department. Now, this effort will continue. The goal is to help our partner high schools understand how they can best prepare their students for success in our transfer-level composition courses. Separate from this goal is an effort to increase Dual Enrollment, which has been steadily growing. We now offer English 1A and 1C along with a few literature classes at numerous high schools. We work in partnership with our Dual Enrollment team.

SECTION 2 Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- **Disaggregating by race/ethnicity, gender, and age where possible.**
- **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
- **Highlighting equity gaps found among different groups of students.**

❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*

❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*

❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

a) Degree Completion: Number/percent of students earning a program degree

We offer two degrees in English, the Associates of Arts Degree and the Associate Degree for Transfer. The majority of students choose the latter degree, which better reflects the demographic make-up of our student population.

The Associate of Arts Degree:

During each of the past four years, an average of 10 AA degrees have been awarded each year for a total of 41 AA degrees.

In 2018-19, for example, we awarded 13 AA degrees. 23.08% of the recipients were Hispanic, 7.69% Asian, 46.15% White, 15.38% African American, and 7.69% two or more races. That year, the student body as a whole was 52% Hispanic/Latino, 15% Asian, 13% White, 15% African American and 5% two or more races. Therefore, we awarded a greater percentage of degrees to white students, and while African American students received a proportionate percentage of degrees, Hispanic and Asian students were underrepresented.

Included below are the numbers of AA degrees year-by-year, broken down by ethnicity, age and gender:

2016-17: 10 AA degrees awarded; 30% Hispanic; 20% Asian; 30% White; 10% African American; 10% Two or more races. 80% Female; 20% Male. Age 20-24: 1; 25-34: 8; 45-54: 1.

2017-18: 10 AA degrees awarded; 40% Hispanic; 10% Asian; 50% White; 0% African American; 0% Two or more races. 60% Female; 40% Male. Age 20-24: 4; 25-34: 4; 35-44: 1; 45-54: 1.

2018-19: 13 AA degrees awarded; 23.08% Hispanic; 7.69% Asian; 46.15% White; 15.38% African American; 7.69% Two or more races. 76.92% Female; 23.08% Male. Age 19 or less: 1; 20-24: 6; 25-34: 4; 35-44: 1; 55+: 1.

2019-20: 8 AA degrees awarded; 12.5% Hispanic; 0% Asian; 50% White; 12.5% African American; 25% Two or more races. 50% Female; 50% Male. Age 20-24: 4; 25-34: 3; 55+: 1.

The Associate Degree for Transfer:

Statistics for the Associate Degree for Transfer reveal a trend more in keeping with the ethnic proportions of the student body as a whole. Over the past four years, the English department awarded 179 Associate Degrees for Transfer, an average of 44 per year. The number has increased every year except the last, which is likely tied to the pandemic.

Unlike with the AA degrees, whites do not make up a disproportionately large percentage of those receiving an ADT. Hispanic students make up the majority of recipients, while Asian and African American students are underrepresented by 2% and 5%.

Included below are the numbers of ADT degrees, broken down by ethnicity, age, and gender:

2016-17: 29 ADT degrees awarded; 62.07% Hispanic; 17.24% Asian; 3.45% White; 10.34% African American; 6.9% Two or more races.

2017-18: 49 ADT degrees awarded; 63.27% Hispanic; 8.16% Asian; 10.2% White; 10.2% African American; 6.12% Two or more races. 59.18%

2018-19: 55 ADT degrees awarded; 50.91% Hispanic; 16.36% Asian; 12.73% White; 14.55% African American; 5.45% Two or more races. 65.45%

2019-20: 46 ADT degrees awarded; 69.57% Hispanic; 6.52% Asian; 13.04% White; 6.52% African American; 4.35% Two or more races.

Despite the pandemic, we have steadily increased the number of ADT degrees awarded since 2017.

b) Certificate Completion: Number/percent of students earning a program certificate.

N/A

c) *Transfer to a four-year institution: Number/percent of students transferring to a four-year institution*

Although the number of transferring students in our program has regularly increased during the past four years, our department's transfer rate dropped dramatically during the pandemic.

In 2016-17, 23 students transferred to four-year colleges or universities. The number increased to 35 the next year, but only 5 students transferred 2018-19. In 2019-20, the numbers rebounded to 39.

d) *Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week*

As to be expected, before the pandemic about 94% of our students enrolled in on-campus classes, with about 4% attending during the evening, 5% to 6% of students enrolled online during 2017 to 2019. During the pandemic, in Fall 2020 and Fall of 2021 100% of our students attended online classes. Spring 22 attempted a 50% online and 50% face-to-face/hybrid approach, but due to a Covid surge, numerous sections had to be converted to asynchronous.

e) *Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered*

In 2019, AB705 went into effect, increasing enrollment in the department's transfer-level classes from 9,912 students in 2017-18 to 16,272 in 2019-20 and 15,704 in 2020-21. Despite the difficulty in scheduling for such an increase, the percentage of enrolled students in relation to seats offered actually rose from 96% in 2017-2018 to 98% in both 2019-20 and 2020-21.

f) *Grade Distribution: Percentage of students in a course receiving each of the possible grades that can be awarded*

In Fall 2017 for all English courses, 10.3% received an A; 14% a B; 9% a C; 2.2% a D; and 3.9% an F. The rest received either an Incomplete Pass, an Incomplete No Pass (for Basic Skills Classes), or a Withdrawal.

In Fall 2018 for all English courses, 13.6% received an A; 15.1% a B; 9.5% a C; 2.6% a D; and 4.4% an F. The rest received either an Incomplete Pass, an Incomplete No Pass (for Basic Skills Classes), or a Withdrawal.

In Fall 2019 for all English courses, 18.9% received an A; 20.1% a B; 12.3% a C; 4.8% a D; and 9.5% an F. The rest received either an Incomplete Pass, an Incomplete No Pass (for Basic Skills Classes), or a Withdrawal.

In Fall 2020 when virtually all classes were online, 21.2% received an A; 15.4% a B; 9.4% a C; 2.9% a D; and 10.5%. While the grade distribution remained relatively stable for online instruction, the percentage of students who withdrew increased to 23.2% from an average of about 16.3% during the previous three years.

g) Course Success: Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

During the past four years our students have had varied success rates. For all students in our program from 2017 to 2019, the success rate was 68.7%. It rose to 70.1% when the pandemic began. However, in 2020-21, the success rate of all students of English dropped to 60.8%.

The drop in success rates fell among all ethnic groups to varying degrees, suggesting that the pandemic and online education affected different groups differently.

For example, while the drop in success overall was about 8%, from 2018-19 to 2020-21, for African American students, the decline was 8.6%; for Hispanic students, 8.8%; for Asian students the decline was a mere 1.1%; for white students 5.4%; for those who identified as two or more races, the decline in success was about 7%. For Pacific Islanders the drop from 2018-19 to 2020-21 was 17.1%.

Three factors contributed to varying success rates. First, the switch to online education required at home internet access and technology not readily available to all students. Second, the pandemic affected the physical health of different groups differently. Home “work space” differed widely amongst groups. Finally, the elimination of basic skills classes required that all students take transfer-level courses starting in 2019.

Furthermore, the statistics for 2019-20 are anomalous. The department of Institutional Research points out that “COVID-19 caused a large number of Emergency Withdrawals *which are not included in the counts*, leading to high percentages [of success rates] for Spring 2020” (emphasis added). As a result, during the spring of 2020, the success rate for all students at the college increased by more than 15%. It dropped by more than 19% the following fall. Something similar occurred in the English Program. In the spring of 2020 our success rate was 82%; during the fall of 2020, it was 57.4%, a decline of 24.6%. The pandemic affected both students’ success and data about their success.

There are a number of interesting statistics regarding AB705 and the pandemic:

During the fall of 2017 and 2018, before AB705 took effect, the success rate for English 1A was 66.3% and 69%. During that time 2,249 and 2,580 students were enrolled. Thus, in 2017, 1491 students passed, and in 2018, 1780 students passed English 1A. Once AB705 took effect, during the fall of 2019, the success rate dropped to 61.8%, but enrollment in 1A almost doubled to 4,516. Therefore, the actual number of students who passed 1A increased to 2790. That is a noteworthy increase.

For African American students, for example, the AB705 had the following effect. In 2018, 270 African American students were enrolled in 1A; 59.3% passed for a total of 160 students. In 2019, 568 African American students were enrolled in 1A, and their success rate was 51.2%. Therefore 290 students passed. Here, too, far more African American students passed 1A after AB705 than before it.

During fall 2020, when all 1A classes were online during the pandemic, the 1A success rate fell to 55.6% for all students. The success rates for Latino and African American students that year was 50%. However, 2,644 African American and Latino students were enrolled in 1A. Thus 1,322 passed the class, more than the 1111 who passed in the fall of 2018. This reveals a notable increase despite the overall decline.

The IRP 21/21 Dashboard, now breaks down 1A without support from 1A with support. This is an important breakdown as it will help us determine where more work and support needs to be done. Rather than redoing all of the data explained above, which was done prior to the change in the dashboard, 2021 will mark the first distinction for 1A with support vs 1A without.

The success numbers for Fall 21 are: 59.9% for those taking 1A without support and 46.6% with support. That the success rate is significantly lower in the course with support is not terribly surprising since the student in 1A/1AS the highest GPA is 2.59 and there is no floor. It is also important to remember that the research behind AB705 noted that students who would have previously enrolled in a series of basic skills courses who are now immediately taking transfer-level composition were not expected to be successful in their first, and for some second, attempt at the transfer-level English. Nonetheless, these numbers do reveal that we must do more work to support these students and our English faculty.

h) Unit Accumulation: Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

Over the past four years, students who earned either an AA or a ADT in English earned about 72 units before earning their degree.

i) Annual earnings: Median annual income of alumni who attended the program under review (or the closest related sector)

N/A

j) Living Wage Attainment: Percent of alumni who attended the program under review (or the closest related sector) and earn living wage

N/A

k) Job in Field of Study: Percent of alumni who pursued a career education path with a job related to their field of study.

N/A

Curriculum and Outcomes Assessment

- a) **Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:**

Prepare students to actively engage in a diverse society:

The program well prepares students to actively engage in a diverse society. To expand the diversity of its offerings, for example, the English Department has reintroduced the teaching of Modern Literature of Latin America and African American Literature. Additionally, the program offers World Literature, Images of Women in Literature, Chicano and Latino Literature, The Literature of American Ethnic Groups as well as English 46: Sexualities, Identities, and Literature. These courses expose students to a wide variety of voices and perspectives. This variety of perspectives--especially perspectives that have traditionally been underrepresented in academia--is also mirrored in the construction of faculty composition courses like English 1A, 1B, and 1C. Faculty routinely make efforts to include readings that hail from the African-American, Latinx, Pacific Islander, Asian and LBGTQI+ communities. The use of diverse and representative texts is supported by the English department's Equity Committee as well as by programs like SITE which--through PD activities within Humanities and through faculty meetings--encourage routine review of syllabi and policies to make sure course construction reflects and supports a diverse society.

Furthermore, through the recent implementation of AB705 in the department, students are finding themselves in increasingly diverse classrooms in terms of ability and instructional need. As there are no longer multiple "developmental" classes, students of varying ability find themselves learning together. In this way, too, the department prepares students to engage in a more diverse environment. English instructors respond to this increased learning diversity with a wider variety of teaching modalities, and, as a result, all students are exposed to a variety of ways to exchange and to express themselves. This diversity prepares them to actively engage in a more diverse society. Whether the content is online, through video, visual or audio, students have the opportunity to master multiple modes of communication.

Include multicultural content:

As noted above, the department's program routinely encourages faculty to be conscientious regarding the inclusion of representative literature in their courses. Our evaluation processes allow us to review each other's content choices and check for equity and representation. Similarly, our Equity Committee has been at work in Faculty meetings asking faculty to review each other's syllabi and reading lists to be sure the content is sufficiently multicultural and varied. The courses Modern Literature of Latin America and African American Literature, World Literature, Images of Women in Literature, Chicano and Latino Literature, The Literature of American Ethnic Groups, and Sexuality, Identities, and Literature specifically highlight multicultural content.

The department's various special programs routinely feature and celebrate multicultural content. Programs like Puente offer students the opportunity to take English 1AS and English 1C with a specific content focus on Mexican American literature and experience. Puente also hosts multicultural activities like the Chicana/Latinx Read-In, Dia de Los Muertos events, observation

of Chicana/Latina Heritage Month, and poetry readings. English Professors Erica Brenes and Shane Ochoa of Puente have worked hard to bring speakers like Pulitzer Prize winning author and activist Sonia Nazario and American Book Award winner Reyna Grande to campus as well as work to collaborate with other groups on campus like Project Success to host programs like Village to University.

In the same way, the MyPath learning communities also support multicultural content as these paired courses of English frequently ask students to study and write about their own cultural backgrounds. As in many English courses, students are asked to also share their unique experiences and so the classroom content is made more diverse in this way as well. Furthermore, the department offers many sections of FYE and a section of Umoja-Project Success.

Additionally, the department supports and promotes LGBTQI+ Pride Week offerings—which is spearheaded by Adjunct English Professor Sarah Leinen—including “Diversity Dialogues” around mental health, art galleries, pronoun workshops, and information for incoming students who identify as LGBTQI+.

In short, the English department includes and showcases multicultural content.

Respond to diverse students’ learning needs:

The English department responds to diverse students’ learning needs in a variety of ways. First, faculty pay individual attention to a student’s particular needs through one-one-one exchanges with the student and/or with the Student Resource Center. Secondly, the department emphasizes that all our courses are accessible by providing adaptive computer equipment and technology. Additionally, the department offers a section of English 1A/1AS particularly designed for students with special learning needs. English faculty who teach these classes receive training from the Special Resource Center to ensure they are providing specialized instruction for students with disabilities. The department’s curriculum also allows for students to choose from a range of platforms as we offer multiple modes of instruction delivery--hybrid, face-to-face, or fully online. In this way students who learn differently can select the mode that best suits their particular abilities.

The Writing Center is another direct and effective way in which the department responds to students’ diverse learning needs. Under new director Christopher Glover’s leadership, the Writing Center offers robust online tutoring services to students in need and has developed an online collection of instructional videos for students at the Writing Center’s YouTube channel, in addition to offering tutoring sessions on essay writing, grammar, brainstorming, outlining, and interpreting difficult texts, among other topics. Here students receive immediate help through one-on-one attention throughout the semester as well as through focused workshops. The Writing Center also assigns embedded tutors to every English 1AS section in order to help students who need extra and unique support.

In addition to the Writing Center, the English department takes advantage of the PASS Mentor Program which gives students the opportunity to work closely with a peer tutor who is embedded in their course. However, only a few instructors collaborate with PASS Mentors, those who teach in the MyPath Program. The department would like to increase the number of faculty who use student-embedded tutors/mentors, but after some investigation, Dean Breckheimer concluded

that it would be quite difficult and costly to rely more heavily on PASS Mentors as embedded tutors. The department, however, will continue to work toward developing a student-tutor program. Furthermore, many English faculty work with embedded librarians and academic counselors in their courses so that students who need alternate approaches to learning can be further assisted and offered guidance.

English faculty also frequently offer students a variety of types of assignments--the basic course requirements alongside more advanced options for students who hope to go further in their academic investigations. A number of English professors who were given a Faculty Online Innovation Grant in 2020, for example, have developed an English 1C course in Canvas that not only includes an entire unit for review of basic knowledge and English fundamentals, but also optional units titled "Going Beyond" which include readings and activities for students who are eager for more academic challenges. The English department's robust participation in the Honors Program also recruits and serves students who are ready for more advanced coursework and academic intensity. In all these ways, the department works hard to meet students at their varying levels of ability and to encourage them in their respective advancement.

Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own:

The department has long addressed both instructors' and students' biases and values. For example, the English 1C Course Objectives require that faculty ask students to "evaluate arguments in terms of bias, credibility and relevance" and to "assess an argument's claims by examining assumptions, by differentiating between facts and inferences, by recognizing errors in logic." In English 1C, students "learn to evaluate and interpret data, to recognize assumptions, to distinguish facts from opinions, to identify and avoid logical fallacies, to employ deductive and inductive reasoning, and to effectively assert and support argumentative claims." Faculty and students, therefore, look to their own blindspots and evaluate the relevant evidence as it concerns their own assumptions.

Our professional development routinely examines unconscious bias and equity. The Equity Committee is currently asking faculty to review each others' syllabi for just this sort of unconscious bias. English faculty also regularly attend conferences and webinars with an equity-focus like USC's Race and Equity Center's webinar on Hiring a Diverse Faculty and ACPA's conventions and workshops. Faculty have also regularly attended annual A2MEND (The African American Male Education Network and Development) conferences which have focused on topics like Teaching African American Men. Likewise, multiple tools exist to help instructors continually engage in the questioning of their own biases: From SITE book group meetings where self-reflective texts like *White Supremacy and Me* are being discussed and workshopped, to equitable syllabus review, grading policy review, and the use of accessibility checks built into Canvas. The English Department also has an online Teacher's Lounge which serves as a repository for equity tools and Canvas courses on topics like addressing trauma all of which works towards helping faculty make concrete efforts to stay open to multiple perspectives and experiences.

Use critical/equity-oriented pedagogy:

The English department's Equity Committee helps faculty conduct equitable syllabus checks--so that course policies and practices reflect the most up-to-date equity-oriented pedagogy. The Equity Committee has also worked to produce a universal Equity Statement for the department faculty to include on their syllabi. The department also supports SITE and the SITE book club as well as multiple PD offerings on trauma, the struggles of first gen students, LGBTQI+ student experiences--all of which contribute to the development and maintenance of critical/equity-oriented classroom focus.

Additionally, Faculty Learning Communities have and continue to use equity-oriented pedagogy when researching equitable grading practices and policies. Since COVID, SITE has focused on students' individual needs and providing students flexibility while taking online courses. English faculty in these equity-centered FLCs have presented on these best practices and offered concrete instructional support to their colleagues. Also, there has been a department-wide effort to use ECC Connect to provide individual and frequent communication with students as well as to connect students with campus support services, such as tutoring or academic counseling. Professor Jennifer Annick, the English Department's ECC Connect Liaison, holds workshops for colleagues in order to familiarize them with and to encourage their use of ECC Connect as an equity tool in their courses. Furthermore, the Writing Center has secured online tutoring during COVID, added additional evening hours to accommodate student schedules, provided digital writing workshops for students, and obtained a laptop cart for students who visit the Writing Center. Another online resource for instructors is the Teacher's Lounge as well as a shared Canvas course on trauma-informed teaching and equity resources. Here, among other opportunities, faculty can attend a specially curated course created by their English department colleagues that will take them from "awareness to praxis" called "Equity, Culturally Responsive Teaching and Trauma in the Classroom."

Furthermore, English Professors Chris Page, Stephanie Burnham, and Mitzi Stover have co-created a department podcast called Virtual Hallway and have invited guest speakers to discuss The Black First-Gen Experience, Equitable Syllabi, Culturally Responsive Teaching, and Equitable Hiring Practices among other topics. This podcast exemplifies how seriously the English faculty take the need to stay up to date on critical/equity-conscious pedagogy--as well as the need to share what they then learn with their colleagues. Also, on the English department's online Teacher's Lounge, The Faculty Peer Share has become a place where professors exchange and collaborate on topics like "teaching argumentation to ESL students" or learn "How to Avoid Racial Equity Detours." Clearly, English faculty study the most recent research regarding anti racist pedagogy and are implementing these practices.

The English department is also working to create more courses that take advantage of OER (open educational resources) and more zero-cost courses. This has been a great benefit to many of our students as reducing costs has removed another barrier between them and academic success. More and more English courses are moving in this direction. Guided Pathways' MyPath linked classes with learning communities are also being created with a particular equity focus. PASS mentors and counselors are embedded in these courses in the hope that their assistance will help reduce the equity gap. English faculty awareness of pronoun use for non-cisgendered students is likewise on the rise. English faculty have created various ways at the beginning of their classes for students to privately share their preferred pronouns.

Finally, intradepartmental best practices brown bags are another way faculty have continued to share the knowledge they glean from reading, studying, attending conferences and webinars on race theory and equity practice. For instance, adjunct English Professor Dr. Elizabeth Walker has offered brown bag sessions on Culturally Responsive Teaching, on “Seeing the Common Humanity,” and on “Creating an Inclusive Work Atmosphere.”

Ensure creating an empowering classroom environment:

The English department’s professional development routinely emphasizes empowered, student-centered learning. In faculty meetings, instructors share best practices for online and in person teaching. Strategies like increasing student choice in the curriculum--from allowing students to choose from a number of books to read to offering them multiple essay prompts from which to select a focus--increase student ownership of their own education. Similarly, in an effort to empower students in their lives and communities, the majority of English faculty make it a priority to connect what they teach in the classroom to their students’ real-world experience. Offering prompts and readings that directly connect to the issues our students are most concerned about and letting them develop tools and strategies for ways to address these issues is a distinctly empowering act.

The department empowers students by ensuring that the students see themselves reflected not only in the assigned texts but in the mentors and tutors who support their academic success. From IAS tutors, to English Writing Center Tutors, to PASS Mentors, to Guided Pathways Tutors, our students see their peers becoming a vital part of the academic experience--students just like them. This further emboldens their thinking about what they can accomplish and familiarizes them with a whole realm of opportunities of which they might take advantage. This recruiting and hiring of students on campus to leadership roles enhances their investment in their college experience. It also connects them to future career opportunities. Also, our participation in the Honors Transfer Program encourages students who are nominated by their professors--some of whom suffer from imposter syndrome--to see that not only do they belong in college but they are capable of more than they even knew. Through Honors conferences and leadership roles, such students exercise their strengths and discover their own incredible potential as writers, thinkers, speakers, and change-makers.

Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding:

English instructors not only evaluate student work via a variety of means, but they encourage students to demonstrate understanding via a variety of mediums. Many instructors utilize Canvas’s audio comments to provide students feedback on their writing. Students who are visually impaired find this an especially helpful way to receive feedback and to convey their comprehension. Canvas has made the use of audio feedback and commentary a regular occurrence in English courses. In some courses, students demonstrate their comprehension visually, making videos or creating visual advertisements that they then analyze verbally through audio or video--or through writing. Other instructors give students the option of creating their own websites in response to a prompt. Students are often encouraged to engage in group work and while this works for many students, for others this can be a particularly challenging way to work and to convey understanding. Grading students individually and allowing for separate assignments whilst still asking students to collaborate, many instructors stay sensitive to the diverse ways students communicate their new knowledge. Also, online face-to-face

communication through Zoom conferencing is a common practice within the department. In this way students who prefer to communicate more immediately with an instructor demonstrate their understanding and how they should be evaluated. The inclusion of journals, portfolios, visual, auditory, and written modes for assignments and the allowance of flexible timing all allow students with diverse needs to be heard and seen in a way that more accurately reflects their capabilities.

With the use of Canvas, instructors provide students with individualized and formative feedback on drafts. Although this may appear to be a more traditional approach to writing assessment, the ample feedback provided to each student allows instructors to tailor their feedback for each individual student. Provided in a written form, this allows students to return to the feedback whenever they want.

English faculty are also utilizing ECC Connect as an evaluation tool, creating surveys in their Canvas courses, and offering zoom conferencing with flexible timing for working students. Student reflection throughout the semester allows for various kinds of evaluation, whether it is through journaling, group discussions, or essay reflections. This type of informal but frequent assessment allows students to think critically about their learning and writing, often providing students with an understanding as to how their choices impact their academic success. More collaborative-type assessments like group discussions allow the students to communicate with each other, creating a sense of community that is vital to their success in an online course.

b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean.

The SLO reports for our gateway courses, English 1A and 1AS, show that students are not achieving the goals of these courses as readily as they have done so in the past. In general, SLO achievement rates have declined from 2017 to 2020, especially in the past two years.

English 1A

	2017/2018	2020/2021
SLO 1	90.9%	73%
SLO 2	85.2%	75%
SLO 3	88.8%	84%

However, that is not the case with our second semester gateway composition course.

English 1C

SLO 1	87%	89.1%
SLO 2	86%	88%
SLO 3	86%	87.7%

- c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.**

The SLO reports for our gateway courses, English 1A and 1AS, demonstrate a downward trend of all SLOs likely for two reasons, the implementation of AB705 in 2019 and the effects of the pandemic in 2020. These two variables occurring at the same time make it difficult to identify the effect of each individually. More time under “normal” circumstances is needed to better understand the decline in the SLOs for English 1A. Aside from the need to disaggregate SLOs by gender, ethnicity, and race, we also need to disaggregate by modality to further understand if modality has an impact on learning the outcomes of the course.

- d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**

While the SLO data is not disaggregated by race, gender, or ethnicity, we know from our overall success rates that a significant equity gap exists.

SECTION 3

Program Vision and Future Planning

Program Vision

- A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

Our program vision is informed by the following:

Improving student success

Our program vision aims to improve student success rates and will continue to focus efforts on reducing and ultimately closing equity gaps. . As the data from the previous section on assessment demonstrates, our overall success rates have decreased, particularly in the first year of instruction in English 1A and English 1AS. We attribute this drop to the effects of AB705 and COVID, and we hope to improve student success through a multi-pronged approach: bringing more academic support such as tutors in all first semester composition courses; more counselors directly into the classroom, creating a more robust technology program, expanding the Writing Center's scope, and continuing to offer training for instructors to improve pedagogy. We are committed to revisions should student success rates and learning outcomes reveal a need to do so.

We envision the Writing Center having a more prominent role in providing targeted, equitable, and supplemental instruction to ensure the success of all students. Many of the embedded tutors in English 1A and 1AS come from the Writing Center, so it is critical that the tutors continue to receive adequate training before and during the semester, as well as competitive compensation. Evening and weekend hours will also better support our working students who often cannot attend writing conferences during traditional school hours. A more robust Writing Center, staffed with capable tutors, is vital to supporting student success both in the English department and across campus.

Better supporting underrepresented student groups

An essential component of our future vision concerns supporting underrepresented student groups in our courses. The data from the previous section on assessment demonstrates that our students of color have the lowest success rates. To address equity gaps and to serve those students who struggle the most, we envision a more integrated approach to supporting these students, including bringing student services inside the classroom, as well as continued pedagogical training for instructors to create more inclusive grading practices and curriculum. Most importantly, our faculty are committed to teaching practices that address this equity gap while maintaining high expectations for our students and approaching the classroom with a growth mindset.

Addressing changes in the field

In response to the larger cultural shift to create more equitable institutions, our field has begun to question best practices so that we teach within a more equitable framework. Our future vision of our program includes instructors well-trained in equitable practices, including course design, grading and attendance policies, and curriculum. We also envision a program in which our CORs and SLOs also reflect an equitable framework.

At the same time, in response to COVID and the shift to online learning, our program seeks a technologically adept faculty with improved online pedagogy. The move to online learning has impacted our enrollment and success rates. We plan to anticipate enrollment trends and student success, providing students with multiple and preferred modalities, including a variety of online, in-person, and hybrid instruction.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
- **Advancing towards a more equitable program to close equity gaps among groups of students**
- **Clarifying students' paths to completion, further education and employment**
- **Helping students explore options and build foundation skills**
- **Helping students stay on the path**
- **Integrating applied learning experiences**

Our Program Review identifies two simple goals to address our students' needs:

1. We will work to improve English success and completion rates, especially in our foundational courses, English 1A and English 1A/1AS.
2. We will address the needs of underrepresented student groups in order to reduce equity gaps in our classes.

To ensure that students complete their educational goals and assist in the College's efforts to achieve equitable success for all students, we propose a collaborative effort within the Department and with the College as a whole. We shall work closely with many supportive services, especially the Writing Center tutors, Counseling, Information Technology, and Distance Education.

Because AB705 and the pandemic affected both equity gaps and success rates, each of our proposed projects addresses our two closely related goals. The projects listed below integrate our department with other services precisely so that we can reduce equity gaps and improve the success and retention rates for all of our students.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

1. Integrate writing tutors into English courses, especially the foundational courses, English 1A/1AS and English 1A. At present only 1A/1AS enjoys embedded tutors.
2. Partner with academic counselors and support services to serve all English courses, especially English 1A. Currently, only 1A/1AS enjoys embedded counseling services.
3. Ensure all students have classroom access to computing devices and the internet. Make computing devices available for every classroom.
4. Expand the Writing Center's influence across campus: Conduct a physical improvement of the Center itself and continue virtual access to tutors and services. Expand the staff and make the Center an inviting place for students to work, congregate, and receive services. Just as the campus's facilities' improvements bring students to the college, so improvements of the Writing Center's physical space will draw students to its services.
5. Continue formal and informal faculty training on equitable best practices.
6. Maintain flexibility to adapt Course Outlines of Record and desired Student Learning Outcomes.
7. To improve both success and retention, decrease class size of foundational courses from 30 to 25.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

1. We will look at the assessment data from Institutional Research to ensure success rates have risen to pre-pandemic and pre-AB705 levels and hopefully higher.
2. We will look at the assessment data from Institutional Research to ensure equity gaps have narrowed.
3. In an effort to improve success rates overall, we will evaluate the success rates of different modalities. Dramatic variations in success rates may reveal that some modalities serve students better than others, or that instructors need more training in specific modalities to better serve students. We will use the data to determine how to move forward; although for equity and accessibility, we hope to continue offering all modalities of instruction (in person, hybrid, and online).

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**

1. Funding for ~~embedded access to~~ tutors and counselors in English classes, especially foundational courses such as English 1A.
2. Funding for in-class computing devices and internet access.
3. Funding to enhance the Writing Center's physical space.

Commented [BD1]: Strike for access to, and replace with embedded

- Explain how these resources contribute to the [College's equity goals](#).

The resources we seek will serve the more than 16,000 individuals who attend our classes. That variety of need requires that we provide more than instruction. In a programmatic way, we must work across campus with tutors, counselors, technicians, and student services generally to ensure equitable and measurable success. Reducing equity gaps requires more than pedagogical solutions; it requires that the College's many services work together with teachers in the classroom to address students' needs, providing more than academic support. During the pandemic, the college has provided many social services to our students, and the English department remains committed to bringing some of these services directly to them. In short, the department plans to integrate its academic resources with the Colleges' many support services. We believe these resources will enable us to decrease achievement gaps by increasing success rates and retention in our courses.

Additionally, these proposed resources will contribute to the college's equity goals because the English department's introductory writing courses serve as the foundational writing, reading, and critical thinking courses for thousands of El Camino students before they enroll in other courses at the college. It is imperative that we equip our faculty with the above resources so they can provide our students with the academic foundation to succeed in all of their courses on campus.

a) Staffing

b) Facilities and Equipment

c) Technology/Software

d) Contracts/Services

APPENDIX A CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

- 1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.
- 2. How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.
- 3. What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.
- 4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.
- 5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.
- 6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials.
- b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.