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▼  **Dept - (LA) English**

For 2017-18 Submitted by:: Roseanne Quinnn

APRU Complete for: 2017-18

Program Mission Statement: The English department at De Anza College offers students the opportunity to study language, literature, creative writing, basic skills writing and transfer-level composition while deepening critical thinking, research, communication skills and aesthetic awareness. In connection with campus-wide programs such as LinC, Puente, First Year Experience, Umoja, and REACH, the English department continues to assess, improve and devise new strategies to assist all students, but particularly underrepresented and academically at risk groups, in developing the written communication and analytical skills needed to achieve their academic, professional and personal goals.

Our Program Learning Outcome is: Students demonstrate critical thinking, reading, research, and writing skills in order to effectively analyze texts from myriad disciplines and cultural perspectives.

Our Program Learning Outcomes relate to our college Institutional Core Competencies as success in achieving those outcomes lead to development of students' writing, reading, and critical thinking skills, which in turn help them achieve our Institutional Core Competencies.

I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 17

I.B.4 # AA and/or AS Degrees Awarded: 22

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 58.2

I.E.2 #Student Employees:

I.E.3 % Full-time : As a department, 2016-2017, we are at 40.7% FT faculty, and 49.6% PT faculty, which still substantially short of the CCC goal of 75% FT to 25% PT faculty than we were last year.

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: We did not hire any full time faculty for this year. So, we are still down 1 FT faculty from our previous program review and we may be down one more full time faculty. We will be requesting 2 replacement positions, non growth, to sustain our current full time ratio in particular to staff our range of EWRT, literature, creative writing, and Linc courses as well as student success programs.

II.A Enrollment Trends: Our enrollment decreased overall from 13,556 in 2014-15 to 13,216 in 2015-16 to 12,594 in 2016-2017. That represents an approximately 6% decrease in enrollment.

II.B.1 Overall Success Rate: Overall success rates have been stable over the 3 year period, both 2014-2015 and 2015-2106 were 78% and 2016-2017 was 77% which we know to be higher, and in some cases significantly higher, than the state reported average for California Community Colleges. In fact, we were commended by Governor Jerry Brown for our basic skills course success rates in his 2016 Budget Report. The California Community Colleges Statewide Scorecard reports 45.4% success statewide in Remedial English in 2015-16 (see <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home>), versus our 79% (see http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) of success for EWRT 211 and 87% success for EWRT 200.

II.B.2 Plan if Success Rate of Program is Below 60%: We are not below 60%.

II.C Changes Imposed by Internal/External Regulations: The upcoming implementation of AB 705 for fall of 2019 is immediately impacting our faculty right now who must put into place revised and new curriculum to pilot in the fall of 2018 and winter and spring of 2019. This is putting a significant work load strain on our English faculty.

We are also purposefully collaborating with the Reading department as well to maximize student success going forward. We are also working on multiple measures placement and revising our placement as a whole including high school gpa, essay placement, and student self-placement.

III.A Growth and Decline of Targeted Student Populations: In our EWRT courses (which enroll the largest number of students):

African American: The 3 year trend in enrollment from 2014-15 to 2016-17 is as follows: 569 students (4% of all EWRT students) to 534 (4%) to 559 (4%) in 2016-2017 which is a consistent percentage over three academic years and an increase of 25 students last year.

Latinx: The 3 year trend in enrollment from 2014-15 to 2016-7 is as as follows: 3,870 (29%) of all EWRT students) to 3,945 (30%) to 3,853 (31%); so, the 3-year trend shows slight 1-2% increase each year during the past 3 years.





Asian: The 3 year trend in enrollment from 2014-2015 to 2016-17 is as follows: 5,523 (41%), 5,305 (40%) to 5,008 (40%); that is a slight decrease in the first year of 1% and then consistent over the last 2 years.

Native American: The 3 year trend from 2014-2015 to 2016-17 is as follows: 54 students to 47 to 61. The percentage is registered as 0% but there is an increase of 14 students last year.

Filipino: The 3 year trend in enrollment from 2014-2015 to 2016-2017 is as follows: 1,089 (8%) to 1,103 (8%) to 974 (8%) with a consistent percentage across tge 3 years.

Pacific Islander: The 3 year trend in enrollment from 2014-15 to 2016-2017 is as follows: 111 (1%) to 92 (1%) to 99 (1%); the 3-year trend remained consistent.

White: The 3 year trend in enrollment from 2014-2015 to 2016-2017 is as follows: 2,100 (15%), 1,840 (15%) to 1,867 (15%); the 3 year trend remained consistent.

In our ELIT courses:

African American: The 3 year trend in enrollment from 2014-15 to 2016-2017 is as follows: 67 (5%), to 70 (6%) to 38 (3%). The trend went up initially by 1% and then declined by 3% in this last year.

Latinx: The 3 year trend in enrollment from 2014-15 to 2016-2017 is as follows: 340 (27%), 370 (29%) to 339 (30%). The 3 year trend has risen steadily to a 3% increase.

Asian: The 3 year trend in enrollment from 2014-2015 to 2016-2017 is as follows: 442 (35%), 384 (30%) to 355 (31%). This 3 year trend decreased by 4%.

Filipino: The 3 year trend in enrollment from 2014-15 to 2016-2017 is as follows: 102 (8%), 83 (7%) to 104 (9%). This trend decreased by 1% but tgen increased by 2% in this past year.

Pacific Islander: The 3 year trend in enrollment from 2014-15 to 2016-2017 is as follows: 13 (1%), 15 (1%) to 16 (1%). This 3 year trend is consistent.

White: The 3 year trend in enrollment from 2014-2015 to 2016-2017 is as follows: 291 (23%), 314 (25%) to 279 (24%). This trend increased by 2% and then decreased by (1%).

In our Creative Writing courses, which have had a trend downward in enrollment, the Chair, Ken Weisner worked with our Co-Chair and Scheduler, Lydia Hearn, to work with fill rates across our offerings throughout this past year. We are also offering on line sections as well. Students are still actively running The Red Wheelbarrow, our nationally recognized literature magazine, and these students bring a particularly vibrant, artistic intersectional lens to campus life.

DA Collegewide demographics:

African American: 4%
 Filipino: 7%
 Latino/a: 26%
 Pacific Islander: 0.8%

In most of our EWRT composition, ELIT and EWRT Creative Writing courses, the representation of targeted students is at or above the level they represent in our Collegewide student population.

III.B Closing the Student Equity Gap: In 2015-16, and 2016-2017 our course success in English writing (EWRT) for targeted populations:

African American: 75% and 71%
 Latinx: 71% and 69%
 Filipino: 78% and 79%
 Pacific Islander: 76% and 64%
 Asian: 83% and 83%
 White: 80% and 78%
 Native American 62% and 64%

Thus, for 2016-2017 there is a 7% success gap between White and African American; an 11% success gap between White and Latinx; and a 14% success gap between White and Pacific Islander. The gap is slightly higher when comparing the targeted groups to Asian as an aggregate group.

The success rate 3-year trend from 2014-2015 to 2016-2017

African American: 70%, 75%, to 71% . The number of African American students remained relatively stable from 397 to 401 to 401. The Umoja program was revitalized in 2015, and the REACH program also began in 2015 and FYE grew to have a second cohort, which likely helped close the equity gap for African American students. We are continuing to offer EWRT courses in Umoja and REACH as a result.

Latinx: 70%, 71%, to 71%. During this 3 year period, success rates of Latinx students remained consistent with a 1% increase while enrollment remained stable (from 3,870 to 3,945 to 3,852) while all other targeted groups remained fairly steady: African American students from 569 to 534 to 559. Filipino student enrollment has seen a decrease from 1,089 to 1,103 974 but student success remained high at 78%, 79%, and 79%. PI students at first decreased and then increased from 111 to 92 to 99. No doubt student success cohorts such as Puente, FYE, LEAD, and student success programs such as EOPS helped, in addition to a campus culture that publicly supports Latinx students, such as the administration's support of HEFAS to support AB 540 students, the hiring of more Latinx counselors and instructors, and more coordinated efforts to recognize Latinx students such as a robust culture of Latinx graduation celebrations and dedicated SSRS space where Latinx students feel welcome to do homework, get specialized academic tutoring, and peer mentor support.

Filipino: 79%, 78%, 78%. During the past 3 year period, Filipino student success has been

very close to the average 83% of the highest non-targeted "Asian" group.

Pacific Islander: 79% to 76% to 64%. During the past 3 year period, Pacific Islander student success has been close to the Filipino success rate with a decrease this past year.

Many benefit from the camaraderie of the strong PI student community in athletics programs and in certain classes such as ICS 21, and through the IMPACT AAPI student cohort, as well as our REACH classes.

Although our equity gap remains lower than the campus average and more than achieves statewide goals for targeted groups, we feel that the loss of the lab classes that used to be attached to all basic skills classes has had a negative impact on the success of vulnerable students. We have adopted several strategies to compensate as much as possible for that substantial loss of resources and student support:

1. We have started a department Basic Skills Committee which has revitalized our Portfolio process for both EWRT 200 and EWRT 211. The process has also led to more active collegiality in the department as well.

2. We have developed Customized Academic Support that is imbedded in our lowest level class, EWRT 200, as a required adjunct to instruction—tailoring tutorial assistance to the needs of the most vulnerable students. As a result, success in EWRT 200 is more demonstrable, and students in EWRT 211 are getting additional support in their Portfolio process on their way to transfer level EWRT 1A.

3. Student Cohort Programs like Puente, Sankofa, FYE and the LART courses are also producing excellent results.

UMOJA: Last year, the new Umoja program began offering its first READ 211, EWRT 211, and LART 78 courses. We also continued by offering EWRT 1A in the winter and EWRT 2 in the spring.

FYE COHORT 1:

We continued with a solid cross-discipline approach by offering READ 200 and EWRT 200, LART 78, and READ 70. We are also continuing the cohort with EWRT 1A in the winter, and adding Introduction to Physical Anthropology for the first time to be taught by Claudia Andrade.

FYE COHORT 2:

We continued a second cohort of READ 211, EWRT 211, LART 78, and READ 79. This cohort will also take EWRT 2 in the spring taught by Chesa Caparas, who is also the Faculty Coordinator for FYE this year.

PUENTE:

We continued our courses in READ 211 and EWRT 211.

REACH:

Also, an equity-funded cohort, REACH-Reading,





English, Athletics, Counseling and Humanities started a first pilot started in Winter 2016. From the Athletics Department Program Review (http://www.deanza.edu/gov/IPBT/pdf/s16apru_pe_athletics.pdf): "Basic Skills Reading and Basic Skills Writing yielded amazing results for a first year cohort." Lydia Hearn. We are continuing the REACH program, and our core involvement in offering developmental and transfer level courses. We increased on enrollment in EWRT 1B this spring, to an anticipated fill, because we made the course one hour earlier to accommodate more student-athletes' practice schedule for spring. This course will be taught again, for the second time, by Roseanne Quinn who is also our department Chair. It is important to note that both our Chair and Co-Chair are involved in this program to help it succeed as it continues to grow.

4. We were able to add an additional dedicated counselor in Language Arts. She has specifically been working with our most vulnerable groups of students in EWRT 200 and assisting those students not just with their Ed Plans but also encouraging retention and student success.

5. We continue to rely on the professional staff and student tutors at the Writing and Reading Center in our CAS programs to enhance the classroom and reinforce classroom learning.

EWRT 200:

Overall Success Rate:

2014-15: 75%

2015-16: 80%

2016-17: 77%

Course success for Targeted Groups:

EWRT 200: Fall 2017

African American: 73%

Asian: 93%

Latinx: 81%

PI: 60%

White: 90%

Winter: 2017

African American: 29%

Asian: 87%

Latinx: 60%

PI: 50%

White: 82%

Spring: 2017

African American: 89%

Asian: 84%

Latinx: 67%

PI: 100%

White: 75%



Our overall 3 year student success rate is quite high. There is again a fluctuation in the student success gap between targeted and nontargeted student groups in the EWRT 200 level. This might be anticipated since this is the first level of our EWRT composition courses, and there is wide variance in the skills of students who are placed into this level; the level of learning disabilities and other challenges to student success tend to be much higher at this level. Nevertheless, of course we would like to see smaller gaps in student success between the targeted and non-targeted students. Students at this level need more concrete one-on-one grammar and sentence-level skills and studenthood skills support than they currently can access through the WRC, counseling, and other support services. Students at this level also probably could benefit greatly from even smaller class size than the current cap of 25. The fact that the FYE Cohort 1 has had higher success rate for their students placed into EWRT 200, READ 200, and also enrolled in LART 78, and READ 70, shows that more support results in much higher student success at this vulnerable level. We do, overall, see a three year overall success rate of 75%, 80%, and 77%. During the past year, for example, our African American students began at 73% then decreased to 29% and then but went back up to 89%. Student success can vary by quarter, within a year, and we can look at that in comparison to the gap being wider in the fall, more stable in the winter when students may have gotten more support around student-hood, and then back down a bit in the spring when students may have put off taking their first English writing course. This year, Latinx students started at 71% to 60% and 57% showing a decrease, so we can work on encouraging more Latinx descended students to consider starting in the PUENTE and FYE cohorts where student success is typically higher. For the English department, EWRT 200 represents our most vulnerable of student populations, and we have a dedicated team of instructors who actively chose this course to teach. In the transition to multiple measures placement in the fall, there will be students in EWRT 200 who will be placed there and we will be, as ever, devoted to their student success both in our own class and at De Anza on a whole.

EWRT 211:

Overall Success Rate:

2014-15: 72%

2015-16: 73%

2016-17: 72%

Course success for Targeted Groups:

EWRT 211: Fall 2017

African American: 57%

Asian: 82%

Latinx: 71%

PI: 70%

White: 71%

Winter: 2017



African American: 87%

Asian: 56%

Latinx: 60%

PI: 75%

White: 73%

Spring: 2017

African American: 63%

Asian: 66%

Latinx: 58%

PI: 67%

White: 66%

In EWRT 211, we have seen a stable overall 3 year trend of success rate at 72%, 73%, and 72%. However, we do have an increase in the achievement gap as shown in this past year of data, but it is fluctuating. When we further disaggregate the success rates for each targeted group, we see some distinct gaps between groups as well--in the past 2 years, African Americans succeeded at rates between 68% to 73% to as high as 87% this winter quarter; for Filipinos, during the last 2 years, the mostly highly successful of targeted groups, their success rates were between 75-80%. Latinx students also had success rates between 64-71% while Pacific Islanders also had shifts in success rates at 67 to 75% (but generally the numbers of Pacific Islander students are lower from 10 to fewer). Again, there are sometimes dramatically shifts in a given quarter, as we see from this year 2016-2017. In terms of the upcoming year, we will maintain our robust Portfolio process where all EWRT 211 instructors participate in Portfolio grading, and we will again look at variances in students success, across achievement gaps, and as compared to student success in our Cohorts. We are continuing to rely on CAS hours in the Student Success Center to help support our EWRT 211 students as they move to transfer level. We will keep considering how to close the gaps, in new ways, as many students who would have been placed in EWRT 211 will now be placed directly in EWRT 1A given multiple measures and using a lowered gpa tier for placement directly into EWRT 1A. We will be looking at how new placement will impact the EWRT 211 level itself.

EWRT 1A:

Overall Success Rate:

2014-15: 79%

2015-16: 81%

2016-2017: 77%

For EWRT 1A, we have had a relatively unchanged achievement gap between targeted and nontargeted groups of 11-12% over the past three years. Disaggregated, African American student success rates stayed at 71% for the first two years and then increase to 77% in 2015-16. Filipino students' success rates have remained fairly constant at 79-81% over the past 3 years. Latinx students' success rates have increased slightly steadily over the past two years, from 70% to 72%. Pacific Islander students' success rates dipped and then rose again (probably also due to small total numbers) and stayed consistent to 80%. The



most successful non-targeted group, "Asian," shows much higher success rates over the same 3 year period: 87% to 84% to 88%. We will also work to better understand and further close the success gaps between targeted groups and the nontargeted Asian group. Importantly, we will be having a significant increasing number of students placed directly into EWRT 1A with multiple measures and gpa in the upcoming year. We will need to be looking closing at how these directly placed students into EWRT 1A are doing -- particularly in terms of students success and closing achievement gaps. We will be researching stretch models of EWRT 1A and EWRT 1A with corequisites, including possible Reading 80, to assist in gaps that we may be finding as we adjust curriculum to comply with AB 705.

Across all our ELIT courses, we have significantly closed the achievement gap between targeted and non-targeted groups, from 15% 3 years ago, to 5% the following year, and then a slight increase to 8% last year. We continue to offer a range of historically grounded literature courses as well as those centered on race, ethnicity, gender, and sexuality; we have been told by students that they find these courses particularly valuable when they may be feeling marginalized in other classroom spaces. We have an active Literature committee that worked this year on enrollment to adjust the number of courses offered in terms of fill rates. We have a healthy retention rate in our literature classes and these courses are often filled with English majors who draw in other students to the program.

CONCLUSIONS/INTERPRETATIONS:

*ALL of our Student Success Cohorts continue to show higher student success rates for targeted students than our non-targeted students. All of our students, including targeted and non-targeted students, show higher success rates than the general student success rates across campus and that remains.

We will request to hire at least 1 additional faculty, and possibly a second that we may be losing, to maintain the strength of our EWRT success and address equity gaps. We continue to prioritize staffing our core EWRT courses with all of our FT faculty, tailoring tutorial assistance to the needs of the most vulnerable students. Some of our most outstanding and dedicated faculty teach EWRT courses for programs such as Punte, FYE, IMPACT AAPI, REACH, and Umoja as well as LART classes, which we offer multiple sections of at the 200 and 211 level every quarter. We anticipate hiring new faculty to assist us with specific course revision and additional as we work on AB 705 curriculum modification, stretch, acceleration, and potential corequisite courses. We continue to offer a range of courses in writing, literature, and creative writing.

Our English AA degrees have been consistent over past three years in the following numbers:

2014-2015: 21 students

2015-2016: 26

2016-2017: 22.

Our English for transfer increased dramatically:

2015-2016: 6 students

2016-2017: 17 students.

These numbers reflect that students are taking the time to major in English and to transfer in the subject in healthy numbers and, just in comparison to one outside program, Mathematics, we had an equal number to their 17 as well.

Overall, the goals of equity work in the English department and as a part of the Language Arts Division: retention and success of target populations; collegial participation that actively includes part-time faculty; creating an environment of inclusion, inspiration and possibility; inspiring open discussions about successful pedagogical methodologies within departments, the Language Arts Division and, hopefully, with other divisions; collegial discussions about exit-entry alignment; metacognitive methodologies for students and instructors for successful course, program and degree completion. We also may be working together on conceptualizing Guided Pathways within and across our disciplines. We know that we are a large department in a large Division, and we take our mission seriously as we are a visible part of campus -- whose faculty remain student centered and committed to the further equitizing of student success and mindful of closing achievement gaps as we move forward to 2018-2019.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: We are NOT below 60%.

Our department's EWRT success rates for targeted groups are as follows for 2016-2017:

African American: 71%

Latinx: 69%

Filipino: 79%

Pacific Islander: 64%

ELIT success rates for targeted groups are as follows for 2016-2017:

African American: 63%

Latinx: 75%

Filipino: 77%

Pacific Islander: 63%

However, although our success rates for targeted groups are 3-19% higher than 60%, we are always striving to improve and to do things such as continue to foster a departmental culture that strongly values cultural inclusivity and equity mindedness in our pedagogical frameworks and diversity in our course content for EWRT and our general education ELIT courses.

We are continuing to offer our new African American literature and Ethnic Literature of the US courses. We have experimented with offering African American Lit on line as well. We will recruit aggressively from ICS/IIS ethnic studies courses and WMST courses as well as from ELIT courses in the Spring 2017 and Fall 2017 quarter. Recrosslisting ELIT 21 with WMST 21 increased enrollment this year in the fall and winter quarters.

III.D Departmental Equity Planning and Progress: Our Department 2014-15 Equity



Plan was to assess and respond to student needs expressed in a student survey that was conducted in 2014. When we discovered that students feel the literature program does not offer enough diversity of perspectives and global awareness, we wrote and submitted new curriculum to enhance the diversity of our offerings: African American Literature and Ethnic Literature of the United States. We offered our first sections of the new African American Literature and Ethnic Literature courses this academic year (2015-16). We are working on writing a three-course World Literature sequence, another area where students expressed great interest. We have now written the first of the three-course sequence and plan to offer the course during the 2016-17 academic year.

We also have very active department leadership at the level of Chair and faculty who participate and plan events for the Office of Equity, Social Justice, and Multicultural Education -- including training in Cultural Humility, Calling in Culture, and High Impact Practices.

REPORT OUT FROM Spring 2017 SLO CONVOCATION ENGLISH DEPARTMENT

BRAINSTORMING: How to bring success rates up even more – and then ask for resources.

A. SCALED UP SUPPORT SYSTEMS

i. DEDICATED COUNSELING SUPPORT. Our LA Division now has an additional dedicated counselor.

ii. Mentoring (peer)

iii. Tutoring

1. ONLINE TUTORING as well

iv. More robust equity office

B. SUPPORT & COMPENSATION FOR BASIC SKILLS 200 AND 211 COORDINATION

i. Create online resources

ii. pedagogical materials to share and Open Educational Resources

iii. more online and hybrid possibilities

C. PROFESSIONAL DEVELOPMENT for more engaged and inspired teaching of underrepresented students and other at-risk, vulnerable students (e.g. those with financial issues, student parents, learning disabilities, physical disabilities, mental health issues; homeless students; food insecure students; returning/older students; students with PTSD and other trauma survivors)

D. CREATIVE WAYS TO DELIVER CONTENT & TEACH for those instructors with Qualifications to teach in BOTH READING & ENGLISH

E. MORE STUDY ABROAD SCHOLARSHIPS FOR UNDERREPRESENTED STUDENTS

F. MORE STUDENT INTERNSHIPS

G. DEVELOP/ARCHIVE ONLINE GRAMMAR INSTRUCTION UNITS/VIDEOS, ACTIVITIES AND QUIZZES TO USE IN PLACE OF PURCHASED GRAMMAR TEXTBOOKS

H. PODS – TO DEVELOP AND SHARE CURRICULUM TOGETHER. PERHAPS TEACH A COMMON TEXT, WHICH PERHAPS MIGHT BE OER (ONLINE EDUCATIONAL RESOURCE THAT IS EITHER VERY LOW COST OR FREE TO STUDENTS AND THERE IS \$\$ AVAILABLE TO SUPPORT OER INITIATIVES) AND INVITE AUTHORS TO CAMPUS TO READ/WORKSHOP/Q&A

I. REACH PROGRAM – ATHLETES

J. DEVELOP AN INTERNAL “COHORT” PROGRAM WHERE INSTRUCTORS WHO PARTICIPATE AGREE TO TEACH A COURSE SEQUENCE FROM FALL TO SPRING WHERE STUDENTS

WOULD MOVE THROUGH THE SEQUENCE WITH THE SAME INSTRUCTOR AND COHORT/CLASSMATES. This is being piloted right now.

K. DEVELOP AN EASY "I UNDERSTAND THAT BY CLICKING, I ASSUME RESPONSIBILITY FOR NOT HAVING MET ADVISORY REQUISITE" "BUTTON" FOR STUDENTS TO OVERRIDE "PREREQUISITE NOT MET" BANNER BARRIER/MESSAGE TO REGISTER FOR CREATIVE WRITING (KEN)

L. REQUEST ADDITIONAL INFORMATION ABOUT THE REPORTED 10,000 STUDENTS WHO HAVE SHOWED INTEREST IN REGISTERING ONLINE BUT DO NOT ENROLL IN CLASSES TO SEE HOW WE CAN INCENTIVIZE THEM TO REGISTER

With Creative Writing, Chair Ken Weisner reports the following about their equity success efforts:

1. Creative writing is specialty instruction. A good teacher creates a home in the classroom—a supportive, powerful, vibrant multicultural community.
2. in general, these are small classes and there are many pathways to success, which helps (but as you know, except for EWRT 30—our GE course—these are also "pure electives"— so the first thing students may drop when they get swamped).
3. We teach more of the GE course now and less of the specialty courses. So our annual course selection (not just teacher assignments) I think are serving students better in general.
4. We expanded to online last summer, that may have helped.
5. We've brought a lot of writers to campus recently (in the past few years). We need more money for that!
6. I hope that with our new five unit courses we can maintain this performance you describe here.

We aim to work with marginalized students from all ethnicities and are reaching out that way. The program would like to increase out reach more through counseling and DSS.

7. We need an intersectional expansion and inclusion of what we consider to be vulnerable students in our "targeted" populations.
8. We also have lifelong learners in many of these classes and the crossing of ages and backgrounds we think helps with community cohesion and thereby retention and success. (*Therefore, we need that "prerequisite not met" screen antidote that Foothill has instituted. These are wonderful, motivated students who are turned away by the application and Banner obfuscations and obstacles. We need those students who are being steered away & discouraged by our flawed application and registration apparatus for lifelong learners to keep our successful creative writing communities strong.)
9. Also instructors apply to teach creative writing courses and are passionate about them. These are "electives" for both students and instructors. Passions merge and free choice helps. We need healthy electives in the arts. it's good for target groups and the whole institution.

10. It's not an either/ or issue here— in the sense that we can do BOTH things at once: a) show why we do well with target groups in small diverse classes that have very motivated teachers & allow for a variety of pathways to success and b) show why also are moved by how we serve other at risk target groups who are simply not yet called target groups. Administrators need to be followed by us and at times be LED by us. YES the equity figures and targets matter a lot. And we're proud we're doing OK in equity stats and



trends. AND IN ADDITION... yes, the equity figures and targets also leave out important stuff that we ALSO DO. Yes BOTH MATTER. FACULTY AND IPBT COMMITTEE / ADMINISTRATORS NEED TO HEAR AND TALK ABOUT BOTH.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 0%. We are in the process of and will fulfill a full assessment cycle of our 5 PLO statements by Fall 2017.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 29%. We are in the process of and will fulfill a full assessment cycle of at least 50% of our 93 course SLOs by Fall 2017.

V.A Budget Trends: We lost all materials fees budgets so we must replace that fund with a reliable budget allocation for this critical resource.

Over the last few years, the college has replaced only about half of the English faculty who have left or retired.

As with much of the campus, we could use more classrooms. Current un-served waitlists are due mainly to a lack of available classrooms at high demand times. If the English department were given control of more rooms, we could add 6-8 sections most quarters (180-200 students per quarter).

V.B Funding Impact on Enrollment Trends:

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Replace 1 FT faculty due to Vacancy/Retirement, that we are still down from previous years, as well as perhaps 1 more additional replacement full time faculty. We are still deficient in our FT to PT faculty ratio in our department. In addition, we have ongoing need in recruiting and retaining a broad pool of quality PT faculty to staff the sections that our FT faculty cannot cover.

We are still at 40.7% full time faculty -- well below the desired majority percentage.

Our student success rates are consistently around 72% and we are a leading department in terms of faculty who are leaders and active advocates and consultants for equity issues and initiatives and work with the Office of Equity. Such experience/leadership has been a preferred qualification in our position announcements for the last several FT position hires.

We will have to add more classes to implement Student Success and Support Programs, and now particularly at the EWRT 1A level, we anticipated large increases in enrollment as our response to AB 705 takes curricular shape, but also to capture the student waitlists in EWRT 2. We do not currently have enough faculty to maintain the high concentration of full time faculty in our major EWRT courses. In addition, the college's prestige and our ability to attract students from outside our district and outside the country depend on our high transfer rates. Students cannot transfer if inadequate course offerings prevent them from enrolling in EWRT 2 or EWRT 1B, EWRT 1C the last required composition courses. We must support the whole pipeline of English coursework so that student transfer goals are achievable.

We also need more expertise in Ethnic and World Literature in order to support our goals for narrowing the equity gap in this area and to continue the enrollment expansion we





have achieved. In addition, our PLO work (English AA PLO statement #2) indicates that students do not feel that our offerings provide enough diversity and global perspectives.

We do not currently have adequate faculty expertise in all areas of World Literature, so this is a hiring priority. In addition, our Literature student survey indicates that course variety and instructor quality are the top two reasons why students choose to major in English at De Anza rather than another college. Without full-time hiring in this area, we will be unable to continue to attract students to our high quality program.

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: White boards for all L-quad classes where we now have chalk boards. This would technically be a “replacement” as the current chalkboards can simply be covered over with whiteboard laminate paper that can be stuck on over the cleaned chalkboards. We know that our students are advocating for this as well and have generated an actual petition to see completion.

No, this request did not emanate from a SLOAC or PLOAC process, although it should be obvious that chalkboard is old classroom technology that is clearly inferior to whiteboards and this is also an ADA issue since visually impaired students frequently have a harder time reading chalk on chalkboards than the bright colors that whiteboard markers make on whiteboards. In addition, many faculty and students have complained about the dust generated by the chalk.

This request does not require new or renovated infrastructure.

V.E.3 Equipment Justification: All faculty and students in classrooms would use this equipment. Leaving these ancient chalkboards in classrooms undermines our investment in technology because chalk dust causes malfunction and increases repair costs.

Ultimately, this can become an equity issue, because our basic skills courses are often assigned to classrooms with these chalkboard relics. When equipment breaks down and weeks pass before it can be repaired, English basic skills courses (and the under-served students that make up the majority population in these courses) are relegated to sub-standard, unequal classrooms. In addition, visual learners benefit from the colors that are possible on a whiteboard.

We do not have SLO/PLO assessment data to justify this specific request, but again, whiteboards are the newer and increasingly the expected resource in face to face classrooms.

V.F.1 Facility Request: More classrooms dedicated to English writing and literature courses.

New: classrooms. Since our ELIT class enrollment caps have been raised this year from 45 to 50, we need classrooms that can accommodate 50 students.

Associated structures needed: student desks, smart technology instructional counter (with computer, overhead projector, DVD player, connections for laptops, etc), podium, whiteboards, high stool for instructor to sit on, desk to accommodate students with disabilities.

Renovation: White boards in L-quad classrooms. Updates (including software updates) or replacement for any technology that no longer works including up-to-date blue ray

players. Dual light switches in LQuad classrooms.



V.F.2 Facility Justification: All faculty and students in classrooms would use this equipment. Leaving these ancient chalkboards in classrooms undermines our investment in technology because chalk dust causes malfunction and increases repair costs. We need white boards for all L-quad classes where we now have chalkboards. Chalk dust can also trigger allergies.

Ultimately, this can become an equity issue, because our basic skills courses are often assigned to classrooms with these chalkboard relics. When equipment breaks down and weeks pass before it can be repaired, English basic skills courses (and the under-served students that make up the majority population in these courses) are relegated to sub-standard, inequitable classrooms. In addition, visual learners benefit from the colors that are possible on a whiteboard.

Current un-served waitlists are due mainly to a lack of available classrooms at high demand times. If the English department were given control of more rooms, we could add 6-8 sections most quarters (180-200 students per quarter).

We do not have SLO/PLO assessment data to justify this request, but again, whiteboards are the newer and increasingly the expected resource in face to face classrooms.

V.G Equity Planning and Support: Right now, the faculty have committed to working more closely with OER materials as a first line of equity for our students to have increasing access to free course materials -- including textbooks. Our colleagues Lydia Hearn is taking the lead on that as well as putting sample assignments on CANVAS open to all instructors for use or consultation. Kim Palmore, Literature Committee Chair, has revitalized the web presence of our Literature courses and processes via a dedicated Wordpress site which is linked on the English page. We are in the process of working on a more robust, and user-intuitive English website with sample essay assignments, essays, and explanations about the standards for each level of composition we offer (from two levels below transfer to our three transfer levels) as well as the ELIT courses we offer. This would help not only students, particularly our underserved targeted students, but also instructors better understand the distinctions between the courses. It would help students understand which course more appropriately accommodates their skill level, and also help build a community of evaluation practices within the department. As a department, faculty have worked for several years on clarifying and coming up with clear models for essay assignments, essays, and explanations of standards for our 200 and 211 (basic skills levels) through those levels' portfolio review process. As a department, we are now working on doing such clarification and coming up with models in our transfer level composition courses (1A, 1B, 2, and 1C). We would like to have assistance from a professional website builder with improving the visual layout, site organization, and user-intuitivity. ETS is supposed to provide this kind of support but currently is understaffed.

V.H.1 Other Needed Resources: Faculty release time and/or additional pay for faculty overseeing of our AB 705 mandates: including revising and creating new curriculum, including creating co-requisites, and following through with the department wide piloting for fall of 2018 -- and for reviewing and interpreting the resulting student success data. Continued student tutor support via the Student Success center for our basic skills writing



courses, in particular. This will also be necessary, in particular, as we will likely be transitioning to offering newly designed stretch EWRT 1A courses in compliance with AB 705.

V.H.2 Other Needed Resources Justification: Reinstate the Campus Abroad program during the Fall, Winter, and Spring quarters. From one of our SLO assessments for ELIT46B:

SLO: Acquire knowledge of the historical and cultural period, major writers, and key texts of NeoClassical and Romantic British Literature.

SLO Assessment: Student's Historical and Cultural Presentations.

SLO Result: 11 A, 11 B's, 7 C's, 2 D's (NOTE: C and D grades are almost 29% of the total grades earned) SLO Reflection and Analysis: The students did the best they could with the knowledge they had access to online and in texts. But much of the information researched and shared seemed removed and impersonal. I cannot stress how much more connected to the history and the authors the students would be if they actually got to see the places and experienced British culture in person. Continuing our Campus Abroad program, for each quarter, would be such a consistent, transformative learning experience for them. continuing the London campus abroad, even would make the learning so much more impactful.

V.J. "B" Budget Augmentation: 1. In order to promote equity and serve students, especially in Basic Skills courses, we must have additional B-budget to cover printing costs. We would need approximately 1/3 additional B-budget for printing (\$8,000). Our Program Learning Outcome is: Students demonstrate critical thinking, reading, research, and writing skills in order to effectively analyze texts from myriad disciplines and cultural perspectives. Reflections on this PLO means acknowledging the national research that students succeed when they can handwrite notes on handouts (see <http://www.wsj.com/articles/SB10001424052748704631504575531932754922518>) and also when certain important resources can be referred to as a physical paper handout rather than having to be electronically retrieved by students every time they use them. Also, some in-class quizzes and tests need to be given as paper handouts.

2. We need to write a more robust English placement website with sample essays and explanation about the process and standards for each level. Writing this website must be done by discipline area experts, and should involve feedback from across the department. This could be accomplished with a grant of about \$3000.

The CCCC, which is the Conference on College Composition and Communication and is a nationally respected representative organization for College Composition and Communication disciplines, has issued this statement about the importance of making such information easily accessible to students:

<http://www.ncte.org/cccc/resources/positions/writingassessment>

3. We need additional B-budget for ongoing faculty training to support our goals for equity and student success. We would like stipends for part-time faculty to attend a retreat and norming sessions each quarter, approximately \$2500.

4. We would like to expand the highly successful pilot of student mentors in EWRT classes.



Initial results show that 100% of the students in the class with mentors passed the class and 100% of students said they were more likely to see a mentor than go to a tutor because the mentor was in the class and could be accessed immediately. 100% of students recommended continuing the program. To expand this model, we would need \$1800 for small stipends so that six additional faculty could train and supervise mentors.

V.K.1 Staff Development Needs: Since we are a large department, we must have funding for retreats and ongoing staff development to norm our grading and promote best practices in teaching basic skills, transfer level composition and literature, as well as support for mentorship of new part time instructors. Most of our SLO and PLO work could not have happened without retreat funding and financial support for department leadership. We are also having to implement the dictates of AB 705 during the upcoming 2018-2019 academic year.

We also need support for English Department faculty to develop instructor website and to keep updating the department website as well.

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop: We plan to reassess the outcomes by surveying students in our classrooms about how helpful they feel those new developments have been to their success in their English and other courses.

For 2016-17 Submitted by: Roseanne Quinn, Department Chair

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