

# 2022-2023 Comprehensive Instructional Program Review - ENGL Latest Version

2022-2023 Comprehensive Instructional Program Review

## Program Overview and Goals

### Mission and Alignment : Version by **Danielo, Ja'net** on **01/23/2023 20:16**

Through equity-minded curriculum and teaching practices, the English department aims to teach students how to read critically and write effectively, provide students with a foundation of literary knowledge, create an environment that fosters the intellectual and pedagogical advancement of faculty, and engender a community of lifelong learners that is curious, engaged, and sufficiently skilled as academic and creative writers, as critical thinkers, and as analytical readers of literature. Serving the needs of all students, including those not pursuing degree completion or transfer to a career technical program or four-year university, we provide clear educational pathways to help students achieve their personal, academic, and professional goals. **The department undertakes** the continuous effort to become more culturally competent, and cultivate the values of engaged and productive local and global citizens.

Explain how your program supports the College's Mission.

College's mission: Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

The English department's mission statement supports the College's mission in that the department aims to help students develop not only critical reading and writing skills but, through equity-minded curriculum and teaching practices, cultural competency in order to ultimately prepare students to participate in their communities and see themselves as members of a larger, global community. Additionally, the English department acknowledges its diverse student population and the varying personal, academic, and professional goals of that population and seeks to serve and support all students with various educational pathways for English majors and non-majors alike.

### Degrees and Certificates : Version by **Danielo, Ja'net** on **01/23/2023 20:16**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

- AA-T in English: 60 units, 18-21 units (5-6 courses) of which should be from the English department
- AA in English: 60 units, 19-20.5 (5-6 courses) of which should be from the English department
- Creative Writer's Studio Certificate: 19-19.5 units (6 courses), **all of which should be from the English department**

### Six-Year Program Goals : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Several goals from the last program review are no longer relevant because of factors like AB 705 and a pandemic that necessitated the online teaching certification or online teaching minimum competency of all faculty. So those are not included here. Future goals appear in the table below.

#### Goals Set in Previous Program Review

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in-progress; on hold, canceled; completed, continued)	How Goal Was Met
Build and sustain supportive pathways to move students through to transfer level classes and degree completion.	Goal A-- Strengthening the Culture of Completion	Completed	Developed a sequence for offering courses, which is posted on the department website, so students can plan and complete their program in a timely manner Created program maps for both full-time and part-time students, posted them on the department's website, and submitted them to the Guided Pathways coordinators
The Creative Writing Committee will seek permanent annual funding in the amount of \$250 for the department poetry contest.	Goal A-- Strengthening the Culture of Completion	Completed	Secured funding from the Cerritos College Foundation, who has funded the contest for the last five years
Revise overdue composition and literature courses and get back on track with the three-year cycle.	Goal A-- Strengthening the Culture of Completion	Completed	Developed a three-year COR review cycle that the department has adhered to since 2017
Update and revise department website	Goal D--Promoting Internal and External Communication	Completed	Totally overhauled department website to reflect current offerings, program maps, the creative writing certificate requirements, department events and announcements, and opportunities for students to submit to writing contests and the creative writing journal
Expand creative writing course offerings and creative writing certificate options.	Goal A-- Strengthening the Culture of Completion	Completed	Created six new creative writing classes and two new diverse literature courses as electives for the Creative Writer's Studio Certificate
Develop a logical sequence of creative writing course offerings that meets students' needs, enabling them to move through their programs in a timely manner.	Goal A-- Strengthening the Culture of Completion	Completed	Developed a sequence for offering creative writing courses, which is posted on the department website, so students can plan and complete their program in a timely manner

Revamp the creative writing portion of the department website, providing the Creative Writing Program with a designated site to promote creative writing classes, certificate options, the AA degree, writing contests, literary events, and the activities and projects of the Creative Writer's Club, as well as outline specific steps students must take and the necessary paperwork they must submit in order to receive Creative Writing Certificate of Achievement.	Goal D--Promoting Internal and External Communication	Partially completed (AA degree has not been created; the Creative Writer's Club is currently inactive)	Totally overhauled department website to reflect the Creative Writer's Studio Certificate requirements, course offerings for the next two years, the Visiting Writer Series, and opportunities to submit to writing contests and to <i>¡Pa'lante!</i> , the department's creative writing journal
Increase part-time participation in SLO assessment by 25%.	Goal A-- Strengthening the Culture of Completion	Completed	PT faculty receive multiple reminders to complete assessments via e-mail from the department chair; faculty who do not complete assessments receive an e-mail from the dean Current SLOs for each course are posted on the department website with instructions on how to access CORs in eLumen; a link to the SLOs and information about the assessment process are included in the Department Information Handbook, which is sent to all faculty at the start of each semester and posted on our department Canvas site
Strategize a plan to improve SLO assessment process to include more department collaboration in assessment results and action plans.	Goal A-- Strengthening the Culture of Completion	In-progress	Formed subcommittees to review SLO data and create action plans for our composition and critical thinking courses, Engl 100/100S, Engl 103, Engl 110 Will conduct a meeting outside the regular department meetings (e.g. an "SLO day") in the spring for teams to report action plans to the entire department PT faculty receive multiple reminders to complete assessments via e-mail from department chair Current SLOs for each course are posted on the department website with instructions on how to access CORs in eLumen; a link to the SLOs and information about the assessment process are included in the Department Information Handbook, which is sent to all faculty at the start of each semester and posted on our department Canvas site
Improve communication with PT faculty about SLOs regarding assessment process and including these on course syllabi.	Goal D--Promoting Internal and External Communication	Ongoing	Created a Visiting Writer Series, a creative writing journal (for which there is a launch party each spring), and a Black History Month Writing Contest Maintain the Scary Story and Poetry Contests and The 15er, an event that showcases the work of currently enrolled creative writing students Work on creating a digital platform for The 15er, as most of the creative writing offerings are now online Through a bi-annual event, The 15er, the department showcases the work of not just eNGL 250 students but all currently enrolled creative writing students. This year, the department will create a digital platform to showcase student work
Create, maintain, and support extracurricular activities for English majors and Creative Writing Program.	Goal A-- Strengthening the Culture of Completion	Ongoing	Formed work groups to address challenges of teaching 100/100S, 103, and 110 (in all formats) and share best practices
The department will showcase the creative work of students enrolled in English 250: Advanced Creative Writing Portfolio.	Goal A-- Strengthening the Culture of Completion	Ongoing	Include new hire requests in annual Unit Plan and Program Review; submit requests and required paperwork to the Faculty Hiring Prioritization Committee on an annual basis
Improve retention among online English students.	Goal A-- Strengthening the Culture of Completion	Ongoing	Review and revise SLOs for each course on a three-year cycle
Hire new full-time faculty as senior faculty retires and to ease the FT/PT faculty ratio and scale.	Goal A-- Strengthening the Culture of Completion	Ongoing	Discuss English 250 at the department's annual creative writing event, The 15er Visit current English 240 class to promote and recruit for English 250 Reach out to students who have completed any of the English 250 pre-req courses and invite them to take 250
Improve SLOs in every English course by making sure SLOs align with course objectives and faculty teaching experience.	Goal A-- Strengthening the Culture of Completion	Ongoing	Offer Engl 100 and 103 classes within FYE, Dual Enrollment and Puente; offer Engl 100 and 103 classes that target EOPS and LINC students
Actively recruit students for English 250.	Goal A-- Strengthening the Culture of Completion	Ongoing	Created a department Instagram and a monthly department newsletter to advertise open literature classes to students. The newsletter is distributed to students by faculty
Maintain and support the English Department's involvement with other student-centered programs.	Goal D--Promoting Internal and External Communication	Ongoing	
Market literature courses to counselors and students.	Goal C--Promoting Leadership and Staff Development	Not started	
Improve transfer of departmental, division, and college duties, responsibilities to new dept. chairs.			

Develop English major mentors who meet with English faculty.	Goal A– Strengthening the Culture of Completion	Not started
Create presentation/flyer for counselors, incoming students on Creative Writing Certificate of Achievement as related to the workforce.	Goal D–Promoting Internal and External Communication	Not started
Establish connection to transfer institutions.	Goal A– Strengthening the Culture of Completion	Not started
Encourage the college to adopt the LASSI (Learning and Study Strategies Inventory) or add a similar instrument that can be incorporated into department evaluation of student engagement.	Goal A– Strengthening the Culture of Completion	Canceled
Recruit students from composition classes, writing contest participants, and members of relevant student clubs for English 240, emphasizing the personal and practical benefits of creative writing.	Goal A– Strengthening the Culture of Completion	Canceled (240 is a wildly popular class that no longer requires aggressive recruitment methods; the department has shifted its efforts to recruiting for newer creative writing classes).

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Increase successful completion of Engl 100/100S within students' first year.	Goal A–Strengthening the Culture of Completion	In-progress	Continue to offer safety net Engl 100/100S courses (which the department has been doing since fall 2020) to give students a second chance at taking and passing freshman composition (In-progress)
			In department workgroups, identify the challenges of teaching 100/100S, 103, and 110 (In-progress)
			Review disaggregated 100/100S success and retention data to inform best practices and decisions about class sessions and formats (In-progress)
			Prioritize 1-2 challenges and develop best practices for f2f, online, and hybrid formats (In-progress)
			Strategize how to best serve the department's largest cohort—the 19 and under population—as data shows it is disproportionately impacted when it comes to successful completion of 100/100S (Fall 2023)
			Offer remote early morning, remote evening, and Saturday 100, 100S, and 103 classes to meet the schedule and learning needs of re-entry students (In-progress)
Increase the enrollment, success, and completion rates of disproportionately impacted students.	Goal A–Strengthening the Culture of Completion	In-progress	Use SLO data to create equity-minded action plans (Spring 2024)
			Revise course outlines using an equity-minded lens to accurately reflect the contributions of writers of color to literature (Ongoing)
			Offer professional development on the following topics to address inequities in department curriculum (e.g. equity-minded syllabus, grading, and assignments) (Ongoing)
			Request funding through the CTX to incentivize faculty participation in department-created professional development activities on equity-minded practices (Fall 2023)

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
			Use disaggregated data via Tableau to make data-informed decisions about course offerings (like 9-week safety net courses) for disproportionately impacted students (Fall 2023)
			Adopt the following shared text, Umoja Practices ( <a href="https://umojacommunity.org/umoja-practices">https://umojacommunity.org/umoja-practices</a> ), as a department (Fall 2023)
			Resource need: Funding for professional development (e.g. discipline-specific equity experts and conferences).
Work with departments, divisions, and programs across campus to to develop contextualized English 100 and English 103 classes within department pathways to increase success and retention rates and facilitate program and degree completion.	Goal A—Strengthening the Culture of Completion	Not started	Reach out to departments across campus to determine interest and need (Faculty currently collaborating with other departments to offer contextualized classes will continue to do so) (Fall 2023)
			Meet with Dual Enrollment and First-Year Experience (FYE) to discuss developing contextualized classes for both programs (Fall 2023)
			Recruit interested faculty within the department to teach contextualized classes for other departments and/or within FYE and Dual Enrollment (Spring 2024)
			Form a department subcommittee to share ideas, lesson plans, and best practices for contextualized classes (Fall 2024)
Increase outreach efforts to current and potential students to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both.	Goal A—Strengthening the Culture of Completion	In-progress	Plan at least two department outreach events for English majors each year with one focusing on career paths for English majors (Fall 2023)
			Organize literary events around LGBT History Month, Hispanic Heritage Month, Black History Month, Women's History Month, Asian American and Pacific Islander Heritage Month, and National Poetry Month that engage students campus-wide (Ongoing)
			Participate in campus outreach events (i.e. Majors Exploration Day, Senior Preview Day) (Ongoing)
			Create brochures promoting the major and the creative writing program; distribute to counselors, local high schools, and students during campus outreach events (Fall 2023)
			Collaborate with Dual Enrollment to offer Engl 240 Creative Writing in local high schools, promote creative writing as educational pathways via the certificate, and solicit high school student submissions to ¡Pa'lante! (Fall 2023)
			Send copies of ¡Pa'lante! to local high schools (Fall 2023)
			Create a digital platform for The 15er, the department's bi-annual creative writing showcase, and make it accessible on the department website (Fall 2023)

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
			Collaborate with Black/Africana Studies and Chicano/a Studies to create and promote program maps that integrate the Creative Writer's Studio Certificate into AA degrees of those departments(Fall 2024)
			Collaborate with Women's and Gender Studies to create and promote a program map that integrates the Creative Writer's Studio Certificate into the LGBT Studies Certificate (Fall 2024)
			To attract more students to the English major, create an American literature certificate that accurately represents the rich diversity of American literature and includes literature courses that are often excluded from the traditional canon (Fall 2025)
			Further widen the appeal of the English major by creating a comparative literature certificate that highlights the department's diverse literature offerings and creates a comparative literature pathway for students considering the comp lit major at a university (Fall 2025)
			Apply annually for ASCC funding to maintain the department's Visiting Writer Series and its literary journal, ¡Pa'lante!, both of which serve as promotional tools (Ongoing)
			Invite faculty teaching relevant classes within the department and, when appropriate, in related disciplines to host Visiting Writer Series events during their classes, and speak about the creative writing program at these events (Ongoing)
			Advertise the Visiting Writer Series, writing contests, ¡Pa'lante! submission guidelines, and open literature and creative writing classes on the department website, in the department monthly newsletter, on its Instagram account, and through its Mentoring Program Canvas site (Ongoing)
			Maintain the ¡Pa'lante! Twitter account, the department Instagram account, and the department website to communicate important English and creative writing events, announcements, and opportunities to (Ongoing)
			Recruit English 250 students to serve as editors of ¡Pa'lante! each spring (Ongoing)
			Host a launch party on campus or via Zoom for each new issue of ¡Pa'lante! (Ongoing)
			Work towards giving students a more active role in ¡Pa'lante! with faculty serving as advisors (Fall 2025)
			Resource need: Division funding for promotional brochures and annual division funds for production of ¡Pa'lante!

Assessment Report (Part 1: Assessment Table) : Version by **Danielo, Ja'net** on **10/14/2022 23:49**

Course by SLO	Expected Performance	Performance
ENGL5L - Freshman Composition Supplemental Seminar		
Employ writing process in order to understand and complete the writing task (Active from 2018 SP)	100.00%	46.13%
Demonstrate ability to present a claim with evidence (specific details, examples and illustrations) in the form of a multi-paragraph essay characterized by clarity, complexity, and variety (Active from 2018 SP)	100.00%	42.26%
Analyze thinking and learning processes and apply those insight to academic endeavors (Active from 2018 SP)	100.00%	40.73%
Demonstrate comprehension of academic texts through the analysis of a text's main ideas, supporting ideas, and specific details (Active from 2018 SP)	100.00%	39.29%
Utilize various sources to gather, assess, and incorporate information into writing (Active from 2018 SP)	100.00%	37.67%
ENGL100 - Freshman Composition		
Employ a writing process in order to understand and complete the writing task. (Active from 2020 FA)	100.00%	48.97%
Integrate research from experiential knowledge as well as digital, print, and multimedia sources for synthesis in compositions and projects for various purposes, audiences, and contexts. (Active from 2020 FA)	100.00%	43.16%
Write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose. (Active from 2020 FA)	100.00%	46.22%
Evaluate and engage critically with various sources including academic texts, periodicals, internet, and social media. (Active from 2020 FA)	100.00%	39.18%
Adhere to the conventions of standard written English in accord with instructor-approved documentation style (e.g. MLA, APA, Chicago, etc.). (Active from 2020 FA)	100.00%	38.78%
Write in prose style characterized by clarity, complexity, and variety. (Active from 2020 FA)	100.00%	41.24%
ENGL102 - Introduction to Literature		
1. Engage with a variety of texts actively and critically (Active from 2020 FA)	100.00%	59.46%
ENGL102 - Introduction to Literature		
1. Read a variety of texts actively and critically (Active from 2020 SP)	100.00%	57.78%
2. Identify key elements of major genres in order to analyze and interpret texts (Active from 2020 SP)	100.00%	53.30%
3. Define common literary terms and apply them to the analysis of specific texts (Active from 2020 SP)	100.00%	51.58%
4. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis (Active from 2020 SP)	100.00%	52.15%
5. Research appropriate primary and secondary sources and apply documentation skills without plagiarism (Active from 2020 SP)	100.00%	50.86%
ENGL103 - Critical Thinking and Argumentative Writing		
Critically read, analyze, compare, and evaluate complex texts, primarily non-fiction. (Active from 2021 FA)	100.00%	60.11%
Demonstrate understanding of formal and informal fallacies in language and thought. (Active from 2021 FA)	100.00%	57.84%
Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts. (Active from 2021 FA)	100.00%	55.73%

Course by SLO	Expected Performance	Performance
Analyze and employ logical and structural methods such as inductive and deductive reasoning, counterargument, cause and effect, and logos, ethos, and pathos. (Active from 2021 FA)	100.00%	57.24%
Compose thesis-driven arguments in academic writing to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples. (Active from 2021 FA)	100.00%	54.68%
Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays that adhere to the conventions of standard written English in accord with instructor-approved documentation style (e.g. MLA, APA, Chicago, etc.). (Active from 2021 FA)	100.00%	57.95%
ENGL106 - Introduction to Linguistics		
Students analyze contributions of various approaches to linguistics and the study of language (structural, semantic, and interactional). (Active from 2016 SP)	100.00%	76.84%
Students demonstrate critical analyses of language elements, structures, and usage. (Active from 2016 SP)	100.00%	77.89%
Students identify aesthetic and communicative components of oral, transcribed, and written discourse. (Active from 2016 SP)	100.00%	76.84%
Students identify prominent universal features of language. (Active from 2016 SP)	100.00%	77.89%
Students recognize and interpret the importance of the politics of language. (Active from 2016 SP)	100.00%	77.89%
Students recognize sociological, cultural, and historical influences on language use, variety, and change. (Active from 2016 SP)	100.00%	77.89%
ENGL107 - VOCABULARY BUILDING		
Demonstrate the understanding of common Greek and Latin prefixes, roots, and suffixes as they occur in English words. (Active from 2021 FA)	100.00%	41.67%
Demonstrate the understanding of the correct meaning of the vocabulary words studied by incorporating them into written sentences and paragraphs. (Active from 2021 FA)	100.00%	41.67%
Demonstrate the understanding of terms from specialized academic or professional fields -- such as business, law, literature, philosophy, or psychology -- through exercises, quizzes, and examinations. (Active from 2021 FA)	100.00%	41.67%
ENGL110 - CRITICAL THINKING THROUGH LITERATURE		
Analyze and identify logical, structural, and rhetorical methods (inductive and deductive reasoning, modes of persuasion, logical fallacies, and cause and effect) in texts and students' own writing. (Active from 2020 FA)	100.00%	57.59%
Demonstrate ability to compose thesis-driven arguments (interpretation, evaluation, and analysis) to suit a variety of rhetorical situations that are appropriately supported. (Active from 2020 FA)	100.00%	58.04%
Demonstrate ability to critically read and evaluate complex literary texts through literary criticism and/or literary theory. (Active from 2020 FA)	100.00%	53.57%
Demonstrate ability to find, analyze, evaluate, and incorporate primary and secondary sources in accord with current MLA documentation style. (Active from 2020 FA)	100.00%	46.43%
Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts. (Active from 2020 FA)	100.00%	46.43%
ENGL110 - CRITICAL THINKING THROUGH LITERATURE		

Course by SLO	Expected Performance	Performance
Critically read, analyze, compare, and evaluate complex literary texts through tools of literary analysis, including literary criticism (Active from 2020 SP)	100.00%	50.00%
Demonstrate understanding of formal and informal fallacies in language and thought (Active from 2020 SP)	100.00%	47.67%
Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts (Active from 2020 SP)	100.00%	48.84%
Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos (Active from 2020 SP)	100.00%	48.84%
Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis (Active from 2020 SP)	100.00%	45.35%
Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using conventions of MLA style without plagiarism (Active from 2020 SP)	100.00%	43.02%
<b>ENGL223 - Chicana/o Literature</b>		
1. Analyze a text for its literary qualities, including symbolism, theme, metaphor, etc. (Active from 2019 FA)	100.00%	76.67%
2. Read, comprehend, and discuss literary theory (specifically theories related to the Chicano Experience and critical articles as apply to the texts of the course. (Active from 2019 FA)	100.00%	79.31%
3. Recognize and critique characters and themes and their experiences within literature. (Active from 2019 FA)	100.00%	79.31%
4. Understand the effects of historical events on the development of Chicano identity and literary themes. (Active from 2019 FA)	100.00%	77.78%
5. Conduct research and utilize secondary sources in an analytical research paper or project. (Active from 2019 FA)	100.00%	68.00%
<b>ENGL226 - AFRICAN AMERICAN LITERATURE</b>		
Identify prominent literary and rhetorical elements of African American expressive culture. (Active from 2020 FA)	100.00%	100.00%
Identify aesthetic and technical components of genres in African American literature. (Active from 2020 FA)	100.00%	100.00%
Analyze contributions of major authors to the development of Enslavement, Reconstruction, Harlem Renaissance, Black Modernism, and the Black Arts Movement. (Active from 2020 FA)	100.00%	100.00%
Compare and contrast literary, cultural and historical influences of Enslavement, Reconstruction, Harlem Renaissance, Black Modernism, and the Black Arts Movement as well as their representative works. (Active from 2020 FA)	100.00%	100.00%
Evaluate the importance of Enslavement, Reconstruction, Harlem Renaissance, Black Modernism, and the Black Arts Movement literary periods and African American literary traditions. (Active from 2020 FA)	100.00%	100.00%
Produce college-level writing that demonstrates appropriate use of primary and secondary sources, and correct MLA format and documentation. (Active from 2020 FA)	100.00%	100.00%
<b>ENGL226 - African-American Literature</b>		

Course by SLO	Expected Performance	Performance
Students analyze contributions of major authors to the development of Antebellum, Harlem Renaissance, Civil-Rights Movement, Black Arts Movement, and the Post-Civil-Rights literature. (Active from 2013 FA)	100.00%	90.48%
Students identify prominent features of American cultures as depicted in African American literature. (Active from 2013 FA)	100.00%	95.24%
Students recognize literary, cultural, and historical influences Antebellum, Harlem Renaissance, Civil-Rights Movement, Black Arts Movement, and the Post-Civil-Rights literary periods as well as their representative works. (Active from 2013 FA)	100.00%	85.71%
Students write critical analyses of literary works from classical to contemporary African American literature. (Active from 2013 FA)	100.00%	71.43%
Students recognize and interpret the importance of the Antebellum, Harlem Renaissance, Civil-Rights Movement, Black Arts Movement, and the Post-Civil-Rights literary periods and African American literary traditions. (Active from 2013 FA)	100.00%	90.48%
Students identify aesthetic and technical components for genres in African American literature. (Active from 2013 FA)	100.00%	80.95%
ENGL227 - Modern and Contemporary Literature		
Students comprehend and adhere to MLA format for writing papers. (Active from 2018 FA)	100.00%	66.67%
ENGL231 - Literature & Film		
A. Demonstrate ability to analyze a work of literature for its aesthetic and stylistic merits, including symbolism, theme, and metaphor (Active from 2019 FA)	100.00%	0.00%
B. Demonstrate the ability to analyze a film for its artistic and thematic features, including dialogue, acting, and cinematography (Active from 2019 FA)	100.00%	0.00%
C. Compare and contrast the source text with the film adaptation, paying close attention to the distinct alterations made in the film as well as the unique contributions a film can add to a text (Active from 2019 FA)	100.00%	0.00%
D. Write a critical analysis of a film adaptation, utilizing both the source text and the film (Active from 2019 FA)	100.00%	0.00%
E. Conduct research and utilize secondary sources in an analytical research paper. (Active from 2019 FA)	100.00%	0.00%
F. Demonstrate comprehension of the above through class discussion, written exams, multimodal projects, and essays using appropriate citation form. (Active from 2019 FA)	100.00%	0.00%
ENGL232 - Readings In Poetry		
Identify aesthetic and formal components of poetic texts. (Active from 2013 FA)	100.00%	48.00%
Identify the contributions of writers from different communities to the development of poetry. (Active from 2013 FA)	100.00%	52.00%
Identify literary periods and movements within different communities. (Active from 2013 FA)	100.00%	52.00%
Demonstrate understanding of the literary, cultural, political, and historical contexts of poetic texts. (Active from 2013 FA)	100.00%	52.00%
Examine prominent aspects of diverse cultures as depicted in poetry. (Active from 2013 FA)	100.00%	52.00%
Compose academic discourse and employ the conventions of literary analysis through written exams, multimodal projects, and essays using MLA. (Active from 2013 FA)	100.00%	52.00%
Students write, revise, workshop, and give a live, public reading of a/ various poem(s). (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Students recognize the unique style forms, perspectives, themes and voice of one (or more) representative poet, dead or living. (Active from 2013 FA)	100.00%	0.00%
ENGL233 - Readings in the Novel		
Exhibit critical and analytical skills by responding to a variety of novels through their thematic, figurative, and narrative elements. (Active from 2013 FA)	100.00%	50.00%
Identify key elements of the novel as genre, and its subgenres (e.g., the novella, bildungsroman, epistolary novel, metafiction), in order to analyze and interpret novels. (Active from 2013 FA)	100.00%	50.00%
Define common literary terms and apply them to the analysis of specific novels and narrative techniques or traditions. (Active from 2013 FA)	100.00%	50.00%
Compose formal written analyses of novels that demonstrate appropriate academic discourse and the conventions of literary analysis. (Active from 2013 FA)	100.00%	50.00%
ENGL233 - Readings in the Novel		
Demonstrate comprehension of the above through class discussion, written exams, multimodal projects, and essays using appropriate citation form. (Active from 2019 FA)	100.00%	50.00%
ENGL234 - Readings in Short Fiction		
Students identify representative American European, and World short fiction when appropriate. (Active from 2013 FA)	100.00%	59.38%
Students recognize the nature, historical development and scope of the short story and Novelette. (Active from 2013 FA)	100.00%	60.42%
Students analyze a work in terms of plot, character, setting, theme, point of view, style, and other pertinent literary techniques. (Active from 2013 FA)	100.00%	59.38%
Students recognize political, philosophical, social, economic, psychological, and cultural implications of the literature studied. (Active from 2013 FA)	100.00%	61.46%
Students write critical analyses of literary works. (Active from 2013 FA)	100.00%	60.00%
ENGL236 - Studies in Women's Literature		
Students identify and cite works of key women authors, both living and dead. (Active from 2013 FA)	100.00%	90.91%
Students make connections between various texts, authors, themes, genres, and critical feminist theory. (Active from 2013 FA)	100.00%	90.91%
Students develop analytical papers on women and their literary works. (Active from 2013 FA)	100.00%	63.64%
ENGL237 - Asian American Literature		
Eighty percent (80%) of students will demonstrate in an essay/project their knowledge and understanding of literary works as well as the historical context of Asian American writers according to a rubric provided by the instructor (Active from 2019 FA)	100.00%	88.89%
ENGL239 - Literature of India		
Students will analyze contributions of major authors to the development of Indian literature (Active from 2019 FA)	100.00%	54.55%
Students will identify prominent features of Indian culture as depicted in Indian Literature (Active from 2019 FA)	100.00%	50.00%
Students will recognize literary, cultural, and historical influences on specific texts (Active from 2019 FA)	100.00%	60.00%
Students will write critical analysis of literary works (Active from 2019 FA)	100.00%	50.00%
Students will recognize and interpret the importance of literary periods and traditions (Active from 2019 FA)	100.00%	50.00%

Course by SLO	Expected Performance	Performance
Students will identify aesthetic and technical components of genres in Indian literature (Active from 2019 FA)	100.00%	50.00%
ENGL242 - Writing Poetry		
A. Recognize the distinguishing features of poetry (Active from 2018 FA)	100.00%	65.00%
B. Create original works of poetry in conversation with diverse literary models, communities, and conventions (Active from 2018 FA)	100.00%	60.00%
C. Demonstrate critical thinking skills by analyzing and evaluating the poetry of other students, published authors, and the student's own work (Active from 2018 FA)	100.00%	60.00%
D. Develop critical vocabulary for evaluating and reviewing poetry (Active from 2018 FA)	100.00%	50.00%
E. Develop understanding of the market by preparing manuscripts for submission to a literary publication, contest, or publishing house (Active from 2018 FA)	100.00%	26.32%
ENGL243 - Playwriting		
A. Recognize the distinguishing features of drama (Active from 2018 FA)	0.00%	75.00%
B. Create sophisticated scenes and plays (Active from 2018 FA)	0.00%	62.50%
C. Demonstrate critical thinking skills by analyzing and evaluating the scenes and plays written by themselves, their classmates, and published/produced playwrights (Active from 2018 FA)	0.00%	62.50%
D. Develop critical vocabulary for evaluating and reviewing plays (Active from 2018 FA)	0.00%	62.50%
E. Develop understanding of the market by preparing plays for submission and/or production (Active from 2018 FA)	0.00%	50.00%
ENGL244 - Writing Short Fiction		
A. Recognize the distinguishing features of fiction (Active from 2018 FA)	100.00%	0.00%
B. Create sophisticated works of fiction (Active from 2018 FA)	100.00%	0.00%
C. Demonstrate critical thinking skills by analyzing and evaluating fiction of other students, published authors, and the student's own work (Active from 2018 FA)	100.00%	0.00%
D. Develop critical vocabulary for evaluating and reviewing fiction (Active from 2018 FA)	100.00%	0.00%
E. Develop understanding of the market by preparing manuscripts for submission to a literary publication, contest, or publishing house (Active from 2018 FA)	100.00%	0.00%
ENGL245 - WORLD MYTHOLOGY AS LITERATURE		
Analyze contributions of major authors to the development of mythological literature (Active from 2017 SP)	100.00%	73.79%
Identify, understand and interpret the importance of literary periods and traditions (Active from 2017 SP)	100.00%	73.79%
Identify prominent features of cultures as depicted in mythological literature (Active from 2017 SP)	100.00%	73.79%
Identify aesthetic and technical components of genres in mythological literature (Active from 2017 SP)	100.00%	73.79%
Describe literary, cultural, and historical influences on specific texts (Active from 2017 SP)	100.00%	73.79%
Compose academic discourse and employ the conventions of literary analysis through written exams, multimodal projects, and essay using MLA (Active from 2017 SP)	100.00%	74.26%
ENGL247 - Writing Creative Nonfiction		
A. Identify the distinguishing features of creative nonfiction (Active from 2021 FA)	0.00%	84.62%

Course by SLO	Expected Performance	Performance
D. Demonstrate understanding of critical vocabulary for evaluating and reviewing creative nonfiction (Active from 2021 FA)	0.00%	84.62%
E. Demonstrate understanding of the market by preparing manuscripts for submission (Active from 2021 FA)	0.00%	76.92%
ENGL247 - Writing Creative Nonfiction		
B. Create sophisticated works of creative nonfiction (Active from 2018 FA)	0.00%	84.62%
C. Demonstrate critical thinking skills by analyzing and evaluating creative nonfiction written by himself/herself, by other students, and by published authors (Active from 2018 FA)	0.00%	84.62%
ENGL249 - LGBT Literature		
A) Analyze a text for its literary qualities, including symbolism, theme, metaphor, etc. (Active from 2019 FA)	100.00%	0.00%
B) Read and demonstrate a comprehension of literary theory (specifically queer theory) and criticism as it applies to the texts of the course (Active from 2019 FA)	100.00%	0.00%
C) Recognize and critique queer characters and themes within literature (Active from 2019 FA)	100.00%	0.00%
D) Demonstrate an understanding of the effects of heterosexism, heteronormative standards, and gender binary norms within our society through literature. (Active from 2019 FA)	100.00%	0.00%
E) Conduct research and utilize secondary sources in an analytical research paper. (Active from 2019 FA)	100.00%	0.00%
ENGL250 - ADVANCED CREATIVE PORTFOLIO		
Students will create original works in at least one of the genres (Active from 2017 SP)	100.00%	91.89%
Students will demonstrate competence in performing literary work to a public audience (Active from 2017 SP)	100.00%	86.11%
Students will demonstrate competence in the preparation of manuscripts for submission to a literary magazine or contest (Active from 2017 SP)	100.00%	54.05%
Students will demonstrate critical thinking skills by analyzing and evaluating the work of other students, and student's own work (Active from 2017 SP)	100.00%	51.35%
Students will develop critical vocabulary for evaluating and reviewing literary art (Active from 2017 SP)	100.00%	43.24%
Students will recognize the distinguishing features of the five genres, short fiction, poetry, creative nonfiction/memoir, drama, or text-based performance art (Active from 2017 SP)	100.00%	75.68%
ENGL250 - ADVANCED CREATIVE PORTFOLIO		
Identify the distinguishing features of each of the following five genres: short fiction, poetry, creative nonfiction, drama, and screenwriting (Active from 2020 FA)	100.00%	25.00%
Develop and employ critical vocabulary for evaluating work in each of the five genres (Active from 2020 FA)	100.00%	25.00%
Demonstrate critical thinking skills by analyzing and evaluating the work of other students, published authors, and student's own work (Active from 2020 FA)	100.00%	37.50%
Create original works in conversation with diverse literary models, communities, and conventions in up to two of the genres (Active from 2020 FA)	100.00%	87.50%
Employ the revision process to bring a literary product closer to completion (Active from 2020 FA)	100.00%	50.00%
Demonstrate understanding of the literary market by preparing manuscripts for submission to a literary journal, contest, or press (Active from 2020 FA)	100.00%	25.00%

Course by SLO	Expected Performance	Performance
Demonstrate competence in performing literary work to a public audience (Active from 2020 FA)	100.00%	50.00%
ENGL50A - ENGLISH GRAMMAR		
Students will correct errors in usage (Active from 2017 SP)	100.00%	0.00%
Students will identify and analyze the five sentence patterns (Active from 2017 SP)	100.00%	0.00%
Students will recognize subordinate classes and analyze their uses (Active from 2017 SP)	100.00%	0.00%
Students will recognize the parts of speech in a sentence (Active from 2017 SP)	100.00%	0.00%
Students will revise faulty sentence structures (Active from 2017 SP)	100.00%	0.00%
Students will understand the functions of the parts of speech in a sentence (Active from 2017 SP)	100.00%	0.00%
Students will write sentences in a variety of sentence patterns (Active from 2017 SP)	100.00%	0.00%
ENGL50A - ENGLISH GRAMMAR		
Demonstrate understanding of the basic components of sentences and non-sentences. (Active from 2021 FA)	100.00%	0.00%
Identify sentences, sentence types, and their discourse function. (Active from 2021 FA)	100.00%	0.00%
Distinguish between types of clauses and phrases and their function in a sentence. (Active from 2021 FA)	100.00%	0.00%
Demonstrate understanding of the fundamental rules of usage and punctuation. (Active from 2021 FA)	100.00%	0.00%
Identify parts of speech. (Active from 2021 FA)	100.00%	0.00%
Demonstrate understanding of grammar and punctuation as a rhetorical aspect of style. (Active from 2021 FA)	100.00%	0.00%
ENGL100S - Enhanced Freshman Composition		
A. Employ a writing process in order to understand and complete a writing task (Active from 2020 FA)	100.00%	44.10%
B. Integrate research from experiential knowledge as well as digital, print, and multimedia sources for synthesis in compositions and projects for various purposes, audiences, and contexts. (Active from 2020 FA)	100.00%	43.52%
D. Evaluate and engage critically with various sources including academic texts, periodicals, internet, and social media. (Active from 2020 FA)	100.00%	46.15%
F. Adhere to the conventions of standard written English in accord with instructor-approved documentation style (e.g. MLA, APA, Chicago, etc.). (Active from 2020 FA)	100.00%	40.85%
ENGL100S - Enhanced Freshman Composition		
A. Employ the writing process in order to understand and complete the writing task (Active from 2019 FA)	100.00%	41.29%
B. Write an essay that has a specific purpose, in response to specific writing prompts and course assignments (Active from 2019 FA)	100.00%	41.29%
C. Write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose (Active from 2019 FA)	100.00%	44.12%
D. Demonstrate critical engagement with outside sources (Active from 2019 FA)	100.00%	35.03%
E. Write in prose style characterized by clarity, complexity, and variety (Active from 2019 FA)	100.00%	43.41%
F. Adhere to the conventions of standard written English in accord with MLA style (Active from 2019 FA)	100.00%	30.85%
ENGL221B - Literature in the Bible, Christian Scriptures		
Demonstrate understanding of the historical context in which the books of the Christian Scripture were written. (Active from 2021 FA)	100.00%	70.00%

Course by SLO	Expected Performance	Performance
Distinguish between the various genres and literary devices employed by the author(s) of the Christian Scripture. (Active from 2021 FA)	100.00%	70.00%
Identify a variety of thematic issues as they are developed in different books of the Christian Scripture. (Active from 2021 FA)	100.00%	70.00%
Analyze specific passages and thematic issues in group discussions and analytic essays, using various approaches to literary criticism. (Active from 2021 FA)	100.00%	70.00%
Produce college-level writing that demonstrates appropriate use of primary and secondary sources, and correct MLA format and documentation. (Active from 2021 FA)	100.00%	70.00%
Produce college-level writing that demonstrates appropriate use of primary and secondary sources and correct MLA format and documentation. (Active from 2021 FA)	100.00%	70.00%
ENGL221B - Literature in the Bible: Christian Scriptures		
Students describe the historical context in which the books of the Christian Scripture were written. (Active from 2015 SP)	100.00%	0.00%
Students distinguish between the various genres and literary devices employed by the author(s) of the Christian Scripture. (Active from 2015 SP)	100.00%	0.00%
Students recognize a variety of thematic issues as they are developed in different books of the Christian Scripture. (Active from 2015 SP)	100.00%	0.00%
Students analyze specific passages and thematic issues in group discussions and analytic essays, using various approaches to literary criticism. (Active from 2015 SP)	100.00%	0.00%
ENGL230A - Introduction To American Literature		
Demonstrate familiarity with important authors, works, genres, and themes of the periods of American literature from the beginnings to the second half of the 19th century. (Active from 2020 FA)	100.00%	57.41%
Analyze and interpret themes found in the literature and intellectual movements of the period. (Active from 2020 FA)	100.00%	80.00%
Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. (Active from 2020 FA)	100.00%	77.78%
Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts. (Active from 2020 FA)	100.00%	80.00%
Demonstrate comprehension of the above through class discussion, written exams, multimodal projects, and essays using appropriate citation form. (Active from 2020 FA)	100.00%	75.93%
ENGL230A - Introduction To American Literature		
Demonstrate ability to Interpret themes found in the literature and intellectual movements of the period. (Active from 2021 FA)	100.00%	70.83%
Demonstrate ability to relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts. (Active from 2021 FA)	100.00%	75.00%
ENGL230B - Introduction To American Literature		
Demonstrate familiarity with important authors, works, genres, and themes of the periods of American literature from the second half of the 19th century to the present. (Active from 2020 FA)	100.00%	85.71%
Analyze and interpret themes found in the literature and intellectual movements of the period. (Active from 2020 FA)	100.00%	85.71%

Course by SLO	Expected Performance	Performance
Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. (Active from 2020 FA)	100.00%	76.79%
Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts. (Active from 2020 FA)	100.00%	76.79%
Demonstrate comprehension of the above through class discussion, written exams, multimodal projects, and essays using appropriate citation form. (Active from 2020 FA)	100.00%	76.79%
ENGL230B - Intro To American Lit		
Students analyze the representative and subversive elements of the literary contributions of major authors to the development of American Realism/Naturalism, American Modernism, and American Postmodernism. (Active from 2013 FA)	100.00%	51.25%
Students identify the prominent features of the American cultures as they are depicted in the works of American Realism/Naturalism, American Modernism, and American Postmodernism. (Active from 2013 FA)	100.00%	51.25%
Students recognize the literary, cultural, and historical influences that shaped American Realism/Naturalism, American Modernism, and American Postmodernism. (Active from 2013 FA)	100.00%	51.25%
Students identify the aesthetic and technical components of genres in American literature. (Active from 2013 FA)	100.00%	51.25%
Students write a critical analysis of a literary work from one of the three major literary periods. (Active from 2013 FA)	100.00%	50.00%
ENGL246A - SURVEY OF BRITISH LITERATURE A: ANGLO-SAXON TO 18TH CENTURY		
Analyze and interpret the literature and intellectual movements of each literary period. (Active from 2018 FA)	100.00%	65.22%
Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. (Active from 2018 FA)	100.00%	64.13%
Demonstrate comprehension of the above through class discussion, written exams, and college-level writing that demonstrates appropriate use of primary and secondary sources, and correct MLA format and documentation. (Active from 2018 FA)	100.00%	61.96%
ENGL246B - SURVEY OF BRITISH LITERATURE B: ROMANTICS TO THE PRESENT		
Demonstrate familiarity with important authors, works, genres, and themes of each literary period. (Active from 2018 FA)	100.00%	84.62%
ENGL246B - Survey of English Literature		
Analyze and interpret themes found in the literature and intellectual movements of each literary period. (Active from 2013 FA)	100.00%	67.74%
Students recognize literary, cultural, and historical influences on specific texts. (Active from 2013 FA)	100.00%	41.30%
Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. (Active from 2013 FA)	100.00%	69.35%
Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts. (Active from 2013 FA)	100.00%	71.77%

Course by SLO	Expected Performance	Performance
Demonstrate comprehension of the above through class discussion, written exams, and college-level writing that demonstrates appropriate use of primary and secondary sources, and correct MLA format and documentation. (Active from 2013 FA)	100.00%	70.16%
(Active from 2013 FA)	100.00%	72.58%
ENGL248A - Masterpieces of World Literature		
Students analyze contributions of major authors to the development of literature from the ancient and medieval worlds. (Active from 2013 FA)	100.00%	82.95%
Students identify prominent features of individual cultures as depicted in said literature. (Active from 2013 FA)	100.00%	82.95%
Students recognize literary, cultural, and historical influences on specific texts. (Active from 2013 FA)	100.00%	82.95%
Students write critical analyses of literary works. (Active from 2013 FA)	100.00%	82.95%
Students recognize and interpret the importance of literary periods and traditions in world literature. (Active from 2013 FA)	100.00%	82.95%
Students identify aesthetic and technical components of genres in world literature. (Active from 2013 FA)	100.00%	81.82%
ENGL248B - Masterpieces Of World Lit		
Students analyze contributions of major authors to the development of world literature from the early modern period (1600) to the present. (Active from 2013 FA)	100.00%	100.00%
Students identify prominent features of world cultures as depicted in said literature. (Active from 2013 FA)	100.00%	100.00%
Students recognize literary, cultural, and historical influences on specific texts. (Active from 2013 FA)	100.00%	100.00%
Students identify aesthetic and technical components in genres in world literature. (Active from 2013 FA)	100.00%	100.00%
Students write critical analyses of literary works. (Active from 2013 FA)	100.00%	100.00%
Students recognize and interpret the importance of literary traditions and periods in world literature. (Active from 2013 FA)	100.00%	100.00%
ENGL - 20 - Basic Writing		
Students employ the Writing Process in order to understand and complete the writing task. (Active from 2013 FA)	100.00%	46.57%
Students will demonstrate use of a writing process to write a complete essay. (Active from 2013 FA)	100.00%	48.12%
Students will demonstrate use of a writing process to write a complete essay. (Active from 2013 FA)	100.00%	49.43%
Students write paragraphs and short essays that have a specific purpose, in response to specific writing prompts and course assignments. (Active from 2014 FA)	100.00%	43.27%
Students write paragraphs using specific details, examples, and illustrations to fulfill a purpose (Active from 2014 FA)	100.00%	42.14%
Students demonstrate appropriate critical thinking and strategies in writing. (Active from 2014 FA)	100.00%	40.53%
Students write in prose style characterized by clarity and variety (Active from 2014 FA)	100.00%	34.97%
Students adhere to the conventions of standard written English. (Active from 2014 FA)	100.00%	39.48%
ENGL - 52 - Introduction To College Composition		
Students employ the writing process in order to understand and complete a writing task. (Active from 2014 FA)	100.00%	44.53%
Students write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose. (Active from 2014 FA)	100.00%	42.94%

Course by SLO	Expected Performance	Performance
Students write an essay that has a specific focus on purpose, in response to specific writing prompts and course assignments. (Active from 2014 FA)	100.00%	45.31%
Students demonstrate critical engagement with outside sources. (Active from 2014 FA)	100.00%	35.55%
Students write in prose style characterized by clarity, complexity, and variety. (Active from 2013 FA)	100.00%	34.14%
Students adhere to the conventions of standard written English. (Active from 2014 FA)	100.00%	35.98%
ENGL - 72 - Introduction to College Writing and Reasoning		
Students employ the writing process in order to understand and complete a writing task. (Active from 2014 FA)	100.00%	46.47%
Students write an essay that has a specific focus or purpose, in response to specific writing prompts and course assignments. (Active from 2014 FA)	100.00%	45.89%
Students write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose. (Active from 2013 FA)	100.00%	45.35%
Students demonstrate critical engagement with outside sources. (Active from 2014 FA)	100.00%	42.53%
Students write in prose style characterized by clarity, complexity, and variety. (Active from 2014 FA)	100.00%	36.35%
Students adhere to the conventions of standard written English. (Active from 2014 FA)	100.00%	42.52%
ENGL - 100 - Freshman Composition		
Students write an essay that has a specific purpose, in response to specific writing prompts and course assignments. (Active from 2013 FA)	100.00%	45.25%
Students write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose. (Active from 2014 FA)	100.00%	43.65%
Students demonstrate critical engagement with outside sources. (Active from 2013 FA)	100.00%	39.30%
Students write in prose style characterized by clarity, complexity, and variety. (Active from 2013 FA)	100.00%	37.70%
Students adhere to the conventions of standard written English in accord with MLA style. (Active from 2013 FA)	100.00%	37.99%
ENGL - 102 - Introduction to Literature		
Students write an analytical essay responding to a literary work. (Active from 2013 FA)	100.00%	49.13%
Students understand and discuss various genres of literature, including fiction, poetry and drama. (Active from 2013 FA)	100.00%	56.72%
Students identify significant literary devices (e.g. metaphor, symbolism, irony, rhyme, meter). (Active from 2013 FA)	100.00%	56.47%
Students read, interpret, and analyze a piece of literature. (Active from 2013 FA)	100.00%	56.22%
ENGL - 103 - Critical Thinking and Argumentative Writing		
Students employ the writing process in order to understand and complete the writing task. (Active from 2013 FA)	100.00%	60.00%
Students employ critical thinking concepts to evaluate arguments. (Active from 2013 FA)	100.00%	55.15%
Students employ critical thinking concepts to write coherent, logical arguments. (Active from 2013 FA)	100.00%	53.02%
Students demonstrate critical engagement with outside sources. (Active from 2013 FA)	100.00%	52.01%
Students write in prose style characterized by clarity, complexity, and variety. (Active from 2013 FA)	100.00%	48.80%

Course by SLO	Expected Performance	Performance
Students adhere to the conventions of Standard Written English in accord with MLA style. (Active from 2013 FA)	100.00%	53.20%
ENGL - 107 - Vocabulary Building		
Students demonstrate the understanding of common Greek and Latin prefixes, roots, and suffixes as they occur in English words. (Active from 2013 FA)	100.00%	53.09%
Students demonstrate the understanding of the correct meaning of the vocabulary words studied by incorporating them into written sentences and paragraphs. (Active from 2013 FA)	100.00%	51.85%
Students demonstrate the understanding of terms from business, law, psychology, and other specialized areas through exercises, quizzes, and examinations. (Active from 2013 FA)	100.00%	45.68%
ENGL - 222 - Children's Literature		
Analyze contributions of important authors, works, genres, and themes of children's literature. (Active from 2013 FA)	100.00%	63.33%
Demonstrate comprehension of aspects of diverse cultures as they relate to the challenges in diverse representation in children's literature. (Active from 2013 FA)	100.00%	68.89%
Investigate how literary works relate to their historical, philosophical, social, political, regional, and/or aesthetic contexts. (Active from 2013 FA)	100.00%	63.33%
Compose academic discourse and the conventions of critical literary analysis through written exams, multimodal projects, and essays using MLA. (Active from 2013 FA)	100.00%	56.67%
Interpret the importance of cultural traditions found in children's literature. (Active from 2013 FA)	100.00%	57.78%
Identify aesthetic and technical components of genres in children's literature. (Active from 2013 FA)	100.00%	64.44%
ENGL - 225 - Mexican Literature in Translation		
Students will analyze the contributions of major authors to the development of Mexican literature (Active from 2016 FA)	100.00%	63.16%
Students will identify prominent features of Mexican cultures as depicted in Mexican literature (Active from 2016 FA)	100.00%	63.16%
Students will recognize literary, cultural, and historical influences on specific texts (Active from 2016 FA)	100.00%	63.16%
Students will write critical analyses of literary works (Active from 2016 FA)	100.00%	63.16%
Students will recognize and interpret the importance of literary periods and traditions. (Active from 2016 FA)	100.00%	63.16%
Students will identify aesthetic and technical components of genres in Mexican literature. (Active from 2016 FA)	100.00%	63.16%
Students will analyze contributions of major authors to the development of Mexican Literature Student (Active from 2017 SP)	100.00%	63.49%
ENGL - 227 - Current Literature		
Students identify current literary techniques and terminology. (Active from 2013 FA)	100.00%	66.67%
Students identify literary works as an aesthetic form of reflection representing culture and human condition. (Active from 2013 FA)	100.00%	66.67%
Students apply critical principles to their analysis of literature. (Active from 2013 FA)	100.00%	66.67%
Students comprehend MLA format for writing papers. (Active from 2013 FA)	100.00%	0.00%
ENGL - 228 - Shakespeare's Plays		
Students recognize thematic issues in specific plays and through various plays. (Active from 2013 FA)	100.00%	65.15%

Course by SLO	Expected Performance	Performance
Students know the conventions of Renaissance drama. (Active from 2013 FA)	100.00%	63.64%
Students distinguish the defining attributes of dramatic comedy, tragedy, and history. (Active from 2013 FA)	100.00%	60.61%
Students recognize the complexity of Shakespeare's characters. (Active from 2013 FA)	100.00%	65.15%
Students produce literary analysis that conforms to the conventions of standard English and MLA documentation. (Active from 2013 FA)	100.00%	65.15%
ENGL - 235 - Readings In The Drama		
Analyze contributions of major dramatists. (Active from 2013 FA)	100.00%	55.42%
Identify the tenets of dramaturgy. (Active from 2013 FA)	100.00%	53.01%
Recognize literary, cultural, and historical influences on specific plays. (Active from 2013 FA)	100.00%	81.40%
Compose academic discourse and employ the conventions of literary analysis through written exams, multimodal projects, and essays using MLA. (Active from 2013 FA)	100.00%	44.58%
Argue aesthetic and technical components of genres of dramatic texts. (Active from 2013 FA)	100.00%	50.60%
Recognize literary, cultural, and historical influences on specific plays. (Active from 2013 FA)	100.00%	55.42%
ENGL - 240 - Creative Writing		
Students demonstrate critical thinking skills by analyzing and evaluating the work of other students, published work, and the student's own work. (Active from 2013 FA)	100.00%	82.54%
Students recognize the distinguishing features of each of the four genres, short fiction, poetry, creative non-fiction/memoir and drama. (Active from 2013 FA)	100.00%	86.24%
Students create original works in at least one of the genres. (Active from 2013 FA)	100.00%	86.24%
Students develop understanding of the market by preparing manuscripts for submission to a publication or production house. (Active from 2013 FA)	100.00%	77.25%
ENGL - 241 - Screenwriting		
Students analyze the attributes of screenwriting structure in terms of character, narrative, and mise en scene-how to create suspense and sustain it. (Active from 2013 FA)	100.00%	82.86%
Students identify screenwriting styles, referencing principal cinematic periods and cultures. (Active from 2013 FA)	100.00%	81.43%
Students analyze genres of screenwriting, similarities, and differences. (Active from 2013 FA)	100.00%	81.43%
Students write a treatment, step outline, scene cars, and synopsis, according to motion picture industry standards. (Active from 2013 FA)	100.00%	82.86%
Students write a dialogue that reveals character through action. (Active from 2013 FA)	100.00%	68.57%
Students create a storyboard based on written scenes. (Active from 2013 FA)	100.00%	100.00%
Students write a screenplay that evidences mature character development and narrative complexity with sound dramatic structure, adhering strictly to motion picture industry standards. (Active from 2013 FA)	100.00%	62.86%
ENGL - 221A - Literature in the Bible: Hebrew Scriptures		
Students describe the historical context in which the books of the Hebrew Scripture were written. (Active from 2013 FA)	100.00%	0.00%
Students distinguish between the various genres and literary devices employed by the author(s) of the Hebrew Scriptures. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Students recognize a variety of thematic issues as they are developed in different books of the Hebrew Scriptures. (Active from 2013 FA)	100.00%	0.00%
Students analyze specific passages and thematic issues in group discussions and analytic essays. (Active from 2013 FA)	100.00%	0.00%
ENGL - 230A - Introduction to American Literature		
Students analyze the representative and subversive elements of the literary contributions of major authors to the development of American Puritanism, American Enlightenment, and American Romanticism. (Active from 2013 FA)	100.00%	38.37%
Students identify the prominent features of the American cultures as they are depicted in the works of the Puritan, Enlightenment, and Romantic literature. (Active from 2013 FA)	100.00%	38.37%
Students recognize the literary, cultural, and historical influences that shaped the Puritan, Enlightenment, and Romantic literary periods and their representative works. (Active from 2013 FA)	100.00%	37.21%
Students identify the aesthetic and technical components of genres in American literature. (Active from 2013 FA)	100.00%	36.05%
Students write a critical analysis of a literary work from one of the three major literary periods. (Active from 2013 FA)	100.00%	25.58%
ENGL - 246A - Survey of British Literature A: Anglo-Saxon to 18th Century		
Demonstrate familiarity with major authors, works, genres, and themes of each literary period. (Active from 2013 FA)	100.00%	70.94%
Students identify prominent features of British cultures as depicted in fiction, poetry, and plays. (Active from 2013 FA)	100.00%	68.00%
Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts. (Active from 2013 FA)	100.00%	58.97%
Students recognize literary, cultural, and historical influences on specific texts. (Active from 2013 FA)	100.00%	56.00%
(Active from 2013 FA)	100.00%	59.18%
Students recognize the defining features of the major literary periods and traditions: Old English, Middle English, Renaissance/Elizabethan Age, 17th Century/Civil War/Restoration, and 18th Century/Age of Satire. (Active from 2013 FA)	100.00%	44.00%

## Assessment Report (Part 2: Assessment Responses) : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

While the department assesses SLOs for all courses offered each semester, we had not implemented a process for reviewing and discussing outcomes data. However, the department recently developed a three-year cycle for reviewing data and creating action plans that will begin in fall 2023. It is as follows:

Course	Assess	Review & Discuss Data/Create Action Plans
Offered Fall and Spring		
Engl 100/100S	Fall/Spring	Spring
Engl 102	Fall/Spring	Spring
Engl 103	Fall/Spring	Spring
Engl 110	Fall/Spring	Spring
Engl 240	Fall/Spring	Spring
Offered Fall		
Engl 107	Fall	Spring
Engl 221A	Fall	Spring
Engl 222	Fall	Spring
Engl 225	Fall	Spring
Engl 228	Fall	Spring
Engl 230A	Fall	Spring

Engl 234	Fall	Spring
Engl 241	Fall	Spring
Engl 246A	Fall	Spring
Engl 248A	Fall	Spring
Offered Spring		
Engl 50A	Spring	Fall
Engl 106	Spring	Fall
Engl 221B	Spring	Fall
Engl 223	Spring	Fall
Engl 226	Spring	Fall
Engl 227	Spring	Fall
Engl 230B	Spring	Fall
Engl 232	Spring	Fall
Engl 235	Spring	Fall
Engl 246B	Spring	Fall
Engl 248B	Spring	Fall
Engl 250	Spring	Fall
Offered Fall (Odd Years)		
Engl 224		
Engl 231		
Engl 236	Fall 2023	Spring 2024
Engl 243	Fall 2025	Spring 2026
Engl 243	Fall 2027	Spring 2028
Offered Spring (Even Years)		
Engl 239		
Engl 247	Spring 2024	Fall 2024
Engl 257	Spring 2026	Fall 2026
Engl 257	Spring 2028	Fall 2028
Offered Fall (Even Years)		
Engl 233		
Engl 237	Fall 2022	Spring 2025
Engl 244	Fall 2024	Spring 2027
Engl 244	Fall 2026	
Offered Spring (Odd Years)		
Engl 242		
Engl 245	Spring 2023	Fall 2023
Engl 249	Spring 2025	Fall 2025
Engl 249	Spring 2027	Fall 2027

To create action plans for courses that are taught frequently by the majority of English faculty (i.e. Engl 100/100S and 103), the department will form subcommittees to analyze disaggregated SLO data and propose action plans to the department via a designated "SLO day."

Action plans for courses for which the department offers just one section will be created by the instructors teaching those courses and shared with the department.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

After the subcommittees present their findings and their action plans, the department will discuss the proposed action plans and strategize specific ways we might implement them.

## Data Analysis of Program Data : Version by **Danielo, Ja'net** on **01/24/2023 00:59**

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

Both the college demographics and the English Department demographics have remained relatively stable over the last six years. Interestingly, the English Department has consistently had a lower percentage of Asian students compared to the college overall. Additionally, the English department has had a lower percentage of white students compared to the college. However, the English department has had a consistently higher percentage of Hispanic/Latino students compared to the college overall.

### Comparison: English Department and College Race/Ethnicity Demographics (Unduplicated Headcount)

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Eng Dept	(17)	(23)	(20)	(22)	(16)	(25)
<b>American Indian/Native American</b>		0.17%	0.25%	0.24%	0.25%	0.21%	0.38%
	All College	(76)	(84)	(83)	(83)	(77)	(108)
		0.24%	0.26%	0.26%	0.25%	0.25%	0.38%
	Eng Dept	(710)	(670)	(640)	(616)	(575)	(558)
<b>Asian</b>		7.01%	7.38%	7.65%	7.11%	7.39%	8.48%
	All College	(2,908)	(2,900)	(2,911)	(3,032)	(2,780)	(2,837)
		9.01%	8.86%	8.95%	9.12%	9.14%	9.90%
	Eng Dept	(618)	(522)	(501)	(561)	(543)	(503)
<b>Black/African American</b>		6.10%	5.57%	6.00%	6.48%	6.98%	7.65%
	All College	(1,930)	(1,883)	(1,929)	(2,144)	(1,964)	(2,058)
		5.98%	5.75%	5.93%	6.45%	6.46%	7.18%

		(7,496)				
Hispanic/ Latino	Eng Dept	73.98%	(6,624)	(6,097)	6,376	(5,653) (4,854)
		72.99%	73.04%	73.59%	72.64%	73.80%
	All College	(21,728)	(21,673)	(22,369)	(20,276)	(18,815)
		(21,386)	66.38%	66.65%	67.28%	66.69% 65.64%
		66.24%				
Native Hawaiian/ Pacific Islander	Eng Dept	(41)	(45)	(38)	(37)	(24) (33)
		0.40%	0.50%	0.46%	0.43%	0.31% 0.50%
	All College	(118)	(132)	(116)	(118)	(101) (116)
		0.37%	0.40%	0.36%	0.35%	0.33% 0.40%
White	Eng Dept	(481)	(432)	(424)	(427)	(431) (377)
		4.75%	4.76%	5.08%	4.94%	5.54% 5.73%
	All College	(3,179)	(3,128)	(3,103)	(2,894)	(2,895) (3,120)
		9.85%	9.56%	9.54%	8.70%	9.53% 10.88%
Two or more races	Eng Dept	(278)	(267)	(275)	(230)	(199) (24)
		2.74%	2.94%	3.29%	2.65%	2.56% 0.36%
	All College	(786)	(830)	(850)	(759)	(662) (188)
		2.43%	2.54%	2.61%	2.28%	2.18% 0.66%
Unknown	Eng Dept	(491)	(492)	(352)	(395)	(341) (203)
		5.90%	5.75%	4.22%	4.56%	4.38% 3.09%
	All College	(1,904)	(2,048)	(1,851)	(1,848)	(1,650) (1,422)
		5.90%	6.26%	5.69%	5.56%	5.45% 4.96%

The English department has a slightly higher representation of female students and a slightly lower representation of male students compared to the college overall. However, this data collection point still seems stuck on a binary scale, and while there is a space for "unknown," the data generally reflects binary thinking. It is hoped that when this department does data analysis for the next program review that the Chancellor's Office will adopt language that more accurately reflects the gender spectrum.

#### Comparison: English Department and College Gender Demographics

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female		53.40%	53.86%	54.37%	55.22%	58.67%	57.35%
	English Dept						
	All College						54.03%
Male		52.67%	52.69%	53.11%	53.95%	56.29%	
	English Dept	44.72%	44.76%	44.21%	43.37%	40.22%	41.31%
	All College						
Unknown		45.56%	45.76%	45.28%	44.25%	42.09%	44.16%
	English Dept	1.89%	1.38%	1.43%	1.41%	1.11%	1.34%
	All College						
		1.77%	1.55%	1.61%	1.80%	1.62%	1.81%

The English Department has seen a significant upswing in the percentage of 19 and under students from 38.86% in 2016-17 to 51.19% in 2021-22. In addition, the department is working with a much higher percentage of 19 and under students than the campus at large, with 51.19% compared to the college's 22.91%. There has been a significant drop in the percentage of 20-24 year olds, from 39.64% in 2016-17 down to 25.41% in 2021-22. The percentages for the 25-34, 35-49, and 50 and older groups have remained relatively consistent, with the English Department serving a smaller percentage of older students than the rest of the college.

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
19 and under		38.86%	40.53%	43.63%	47.97%	49.01%	51.19%
	English Dept						
	All College	18.30%	18.32%	19.37%	22.18%	22.97%	22.91%
20-24		39.64%	37.41%		29.74%	27.18%	25.41%
	English Dept			33.72%			
	All College			32.69%			
25-34		35.86%	34.74%		30.84%	30.06%	28.74%
	English Dept	15.72%	16.06%	15.87%	15.75%	16.60%	15.87%
	All College						
35-49		26.17%	26.84%	26.76%	25.63%	26.87%	26.51%
	English Dept	4.93%	5.57%	5.39%	6.29%	6.55%	
	All College						
50 and over		4.68%					
	English Dept	11.75%	12.33%	12.27%	13.33%	14.40%	
	All College	11.58%					
		1.11%	1.08%	1.20%	1.14%	0.95%	0.97%

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

**Comparative Unduplicated Headcount**

Enrollment Count	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
English Dept.	10,132	9,075	8,347	8,664	7,782	6,577
Liberal Arts Division	13,820	12,887	12,155	12,574	11,983	10,288
Cerritos College	32,287	32,733	32,516	33,247	30,405	28,664

The English Department is working with fewer students than it was in 2016-17. Over the last six years, the department has seen the number of students drop by 36%. In comparison, the college has seen a drop of 11%.

**Comparative Unduplicated Headcount by Race/Ethnicity**

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/ Native American	100 / 100S	3	12	13	16	12	13
	All Other Eng	14	13	10	11	5	14
	Liberal Arts	23	28	26	28	26	35
	College	76	84	83	83	77	108
Asian	100 / 100S	380	385	427	449	357	337
	All Other Eng	491	450	426	331	285	272
	Liberal Arts	1,107	1,011	1,016	1,004	968	949
	College	2,908	2,900	2,911	3,032	2,780	2,837
Black/ African American	100 / 100S	262	250	359	455	423	388
	All Other Eng	466	377	291	236	170	156
	Liberal Arts	848	738	707	785	829	795
	College	1,930	1,883	1,929	2,144	1,964	2,058
Hispanic/ Latino	100 / 100S	3,585	3,225	4,106	4,946	4,263	3,705
	All Other Eng	5,473	4,787	4,029	3,255	2,083	1,704
	Liberal Arts	9,992	9,328	8,774	9,197	8,556	7,443
	College	21,386	21,728	21,673	22,369	20,276	18,815
Native Hawaiian	100 / 100S	15	17	29	30	20	24
	All Other Eng	31	36	22	18	10	12
	Liberal Arts	51	53	43	45	40	47
	College	118	132	116	118	101	116
White	100 / 100S	249	246	274	309	312	254
	All Other Eng	312	280	276	213	170	165
	Liberal Arts	695	652	648	632	743	638
	College	3,179	3,128	3,103	2,894	2,895	3,120
Two or More Races	100 / 100S	139	129	182	173	142	17
	All Other Eng	193	191	171	124	79	7
	Liberal Arts	381	371	389	317	306	40
	College	786	830	850	759	662	188
Unknown	100 / 100S	228	261	203	331	264	142
	All Other Eng	346	338	237	158	121	74
	Liberal Arts	723	706	552	566	515	341
	College	1,904	2,048	1,851	1,848	1,650	1,422

**Comparative Enrollment Count**

Enrollment Count	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
English Dept.	14,249	12,703	12,460	12,557	10,072	8,405
Liberal Arts Division	25,744	23,588	22,200	21,675	19,683	16,643
Cerritos College	152,349	150,937	148,524	154,375	139,339	123,669

**Comparative Enrollment Counts by Race/Ethnicity**

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/ Native American	100 / 100S	4	15	13	18	14	15
	All Other Eng	16	15	10	12	7	18
	Liberal Arts	41	54	46	47	42	57
	College	356	364	348	385	337	467
Asian	100 / 100S	397	402	454	489	435	416
	All Other Eng	592	542	512	423	335	317
	Liberal Arts	2,013	1,882	1,842	1,698	1,618	1,535
	College	13,066	13,156	13,983	14,645	12,862	12,876
Black/ African American	100 / 100S	286	264	388	488	499	464
	All Other Eng	562	444	350	266	199	188
	Liberal Arts	1,495	1,303	1,238	1,273	1,367	1,293
	College	9,249	8,714	9,023	9,745	9,042	9,193
Hispanic/ Latino	100 / 100S	3,831	3,434	4,383	5,451	4,814	4,171
	All Other Eng	6,847	5,867	4,801	3,888	2,496	2,033
	Liberal Arts	18,942	17,155	16,261	16,047	14,119	12,127
	College	102,865	102,192	100,318	105,872	94,979	83,277
Native Hawaiian	100 / 100S	16	19	30	33	21	27
	All Other Eng	36	46	24	21	12	13
	Liberal Arts	87	94	80	79	71	77
	College	696	647	498	549	497	619

	100 / 100S	266	254	285	321	337	272
<b>White</b>	All Other Eng	371	334	332	275	211	188
	Liberal Arts	1,178	1,102	1,117	1,050	1,141	952
	College	13,192	12,862	12,922	12,064	11,540	11,259
	100 / 100S	144	136	199	189	158	17
<b>Two or More Races</b>	All Other Eng	230	249	200	138	91	7
	Liberal Arts	695	683	698	541	485	49
	College	4,225	4,406	4,279	3,924	3,201	402
	100 / 100S	242	274	213	359	291	164
<b>Unknown</b>	All Other Eng	409	408	266	186	149	95
	Liberal Arts	1,293	1,315	918	940	850	553
	College	8,700	8,596	7,153	7,191	6,881	5,576

The college has seen an 11% drop in the unduplicated headcount and a 21.41% drop in enrollments over the last six years. Comparatively, the English department data reveals mixed results. The department overall has seen a 35% decrease in the unduplicated headcount and a 42.94% drop in enrollments over the six-year period. The unduplicated headcount in English 100 and 100S, shows a pattern similar to the college enrollment. There was a 23.6% increase between the 2017-2018 and 2018-2019 academic years. There was an increase of 20% in the 2019-2020 academic year, before the rates started to fall again, ending with a 1% increase over the 2016-2017 numbers. There is a sharp drop (67%) in "all other Eng," but that drop is likely the result of the elimination of the developmental education writing classes, which will be discussed in more detail.

#### Enrollment

Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>DevEd</b>	5,728	4,683	3,122	1,681	30	46
<b>100/100S</b>	5,186	4,798	5,965	7,348	6,572	5,546
<b>103/110</b>	2,201	2,213	2,474	2,630	2,457	1,931
<b>Other 100-level</b>	511	379	396	357	365	349
<b>200-level</b>	593	630	503	541	615	501

A closer examination of the enrollment data provides a clearer picture of enrollment trends. In response to AB 705, the developmental education classes (English 5L, 15, 20, 52, and 72) were almost completely eliminated. **Upon until recently, the department was still offering** 1-2 sections of English 72 each year. In 2016-17, those classes accounted for 5,728 enrollments. Obviously, eliminating those classes has had a significant impact on department enrollment.

For the freshman composition classes (English 100 and 100S), it's been a roller coaster. There were 5,186 students in 2016-17, rising to a high of 7,348 in 2019-2020, following that high, there was a two year decrease in enrollment, but in spite of the drop from the 2019-20 high, the 2021-22 enrollment was still a 6.94% increase over the 2016-17 enrollment.

There has also been a -12.27% drop in enrollment in the critical thinking classes (English 103 and 110). This drop is less than the overall college drop in enrollment (-21.41%).

Enrollment in the 200 level courses has fluctuated from a high of 630 in 2017-2018 to a low of 501 in 2021-22. There has not been a consistent trend up or down.

#### Enrollment Count by Mode of Instruction for all English Classes

Enrollment Count	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Online Classes</b>	1,366	1,531	1,739	2,152	9,019	3,761
	(9.59%)	(12.05%)	(13.96%)	(17.14%)	(89.55%)	(44.75%)
<b>Traditional Classes</b>	12,883	11,172	10,721	10,405	1,053	4,644
	(90.41%)	(87.95%)	(86.04%)	(82.86%)	(10.45%)	(55.25%)

Prior to the Pandemic, the English department had a modest online presence; obviously, that has changed. Prior to the Pandemic, less than 20% of course offerings were online. During the 2020-21 academic year, this percentage completely flipped, with approximately 90% of English courses offered online. It is still unclear what "normal" will be post-pandemic. In the 2021-22 academic year, 45% of classes were online and 55% were traditional.

#### English 100 and 100S Total Enrollment in Face-to-Face and Online Classes

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Eng 100</b>	4374	3964	4813	5507	686	2621
<b>Traditional</b>	(84.34%)	(82.62%)	(80.69%)	(79.21%)	(12.33%)	(55.00%)
<b>Eng 100 online</b>	812	834	1152	1445	4876	2144
	(15.66%)	(17.38)	(19.31%)	(20.79%)	(87.67%)	(45.00%)
<b>Eng 100S</b>			396	89	416	
<b>Traditional</b>			(100%)	(8.81%)	(51.00%)	
<b>Eng 100S online</b>				921	399	
				(92.19%)	(49.00%)	
<b>Eng 103</b>	1,912	1,797	1,933	1,914	157	1,091
<b>Traditional</b>	(86.87%)	(81.20%)	(78.13%)	(77.96%)	(6.94%)	(59.78%)
<b>English 103 Online</b>	289	416	541	541	2,105	734
	(13.13%)	(18.80%)	(21.87%)	(22.04%)	(93.06%)	(40.22%)
<b>English 110</b>			148		51	
<b>Traditional</b>			(84.57%)		(48.11%)	
<b>English 110 Online</b>			27	195	55	
			(15.43%)	(100.00)	(51.89%)	

The writing (English 100 and 100S) and critical thinking classes (English 103 and 110) have been leading the way in the slow transition to a more robust online program. Prior to the pandemic, there was a slight increase in online offerings each year. Now, the course offerings are split relatively evenly, with a slight edge to traditional classes.

#### English 100 and 100S Total Enrollment for First Generation Students

<b>First Generation Students</b>	100	2,068	2,010	2,406	2,815	2,278	1,871
	100S				151	419	335
<b>Not First Generation Students</b>	100	2,196	2,037	2,586	2,996	2,439	2,106
	100S				154	391	307
<b>Unknown</b>	100	922	751	973	1,141	845	754
	100S				91	200	173

#### English 103 and 110 Total Enrollment for First Generation Students

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>First Generation Students</b>	103	905	947	963	969	833	688
	110				60	72	38
<b>Not First Generation Students</b>	103	919	950	1,173	1,138	1,085	888
	110				102	101	55
<b>Unknown</b>	103	377	316	338	348	344	249
	110				13	22	13

First generation students are a significant demographic in the writing and critical thinking classes, making up slightly less than half of the enrollments. This data when combined with the data regarding the age of our students is important to note. We are working with a lot of young, first generation students.

#### Puente and Umoja

According to the Puente state-wide office, "[Puente's] mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components."

The Umoja Success Program is an open-access program affiliated with 57 California Community Colleges that serve over 4000 students annually who participate in an integrated students services and instructional course experience using a cohort/learning community model. In their first year, all entering students are enrolled into in-house **first-year composition** courses. USP's academic and social support structure is designed to increase African American students' grade point average (GPA), persistence rates, and educational goal attainment. USP aims to increase student persistence, transfer velocity, and the development of students' educational goals while decreasing procrastination and course repeatability. Most importantly, USP provides a community learning experience where students develop a positive academic self-perception, awareness of cultural identity, and a mindset of lifelong learning.

#### Total Enrollment for Puente and Umoja

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100	27	32	38	35	8	3
	100S				1	32	
<b>Umoja</b>	100	18	27	29	44	15	12
	100S				12	10	

When the department analyzed Puente and Umoja enrollment data available on Tableau, it noticed major discrepancies in the Puente data. The instructor who teaches in that program consulted Rosters+ and verified enrollment data. It is worth noting that the department noticed similar discrepancies with other data for some of its 200-level classes. This is something we hope can be addressed by IERP, as departments rely on this data for scheduling decisions and resource requests.

Puente Addendum based on data from Rosters+:

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100S				31	39	

The Umoja data presents a distorted representation of the department's course offerings. While the program encourages Umoja students who cannot attend the Umoja English course to enroll in another English course, the program does not count non-Umoja course enrollment as part of Umoja English enrollment. Only one section of English 100S for Umoja was offered in 2020-21 and 2021-22. Prior to Engl 100S, Umoja offered one section of 100+5L, which is likely the course to which the earlier 100 data is referring.

#### Enrollment Trends and Staffing Decisions

Though fewer sections of courses were offered from fall 2020 to spring 2022 due to the drop in enrollment, the need for quality teaching using multimodal tools was and is still in demand. The department requested two new hires to both address this need and compensate for the seven full-time faculty members lost to retirement since 2017. It was approved for one new hire for spring 2022.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

#### English 100 Freshman Composition and English 100S Enhanced Freshman Composition

Using IERP's dashboard, Tableau, the department analyzed unduplicated and duplicated headcounts from 2016 through spring 2022. Data for Engl 100 in particular was chosen because 100 is a foundational general education course required for all transfer degrees.

#### Eng 100 and 100S Enrollment/Retention/Success

	2016-2017	2017-2018	2018-2019	2019-2020	*2020-2021	2021-2022
<b>Enrollment</b>	100	5186	4798	5965	6952	5562
	100S				396	1010
<b>Retention</b>	100	78.19%	76.12%	76.31%	69.91%	71.57%
	100S				62.88%	71.98%

<b>Success</b>	100	63.27%	61.48%	59.61%	55.85%	52.12%	49.59%
	100S				50.76%	46.93%	44.79%

\*100S was added in 2019-2020

Freshman Composition (English 100 or 100S) has been identified by the college as a predictor of long-term success for students, so the downward trend of retention and success rates over the last six years is particularly troubling.

While there has been some up and down in the retention rates, looking over a six year span, there has been a general decline. The retention rate in 2016-17 was 78.19%, and by 2021-22, it was down to 69.84% in English 100 and 63.44% in 100S.

The success rates in English 100 have dropped from 63.27% in 2016-17 to 49.59% in 2021-22. A similar drop can be seen in the short life-span of English 100S, which was offered for the first time in the 2019-2020 academic year. In 2019-2020, there was a 50.76% success rate, and by 2021-22, it had dropped to 44.79%. When the department analyzed the data for its English 100 and 100s success and retention rates for the 2020-2021 academic year, the height of the pandemic, it found that while overall success rates decreased, retention rates increased. To be more specific, success rates for English 100 students decreased from 55.85% in 2019-20 to 52.12% in 2020-21. Retention rates during this same academic year increased from 69.9% in 2019-20 to 71.5% in 2020-21. The department attributes the decline in success rates to the pandemic and the transition to the emergency remote and online courses starting in March of 2020 as well as the many side effects of making this move, such as loss of jobs, access to resources, one or more students or student family members with COVID, and mental health issues. We attribute the increase in retention rates to greater faculty preparedness, specifically with several discussions and workshops centered around supporting students and our department through the enacted AB 705 law and concerted efforts to engage in practices meant to create and sustain more equitable online learning environments. But while the pandemic undoubtedly had an impact, we are still looking at a six-year decline.

#### Retention and Success Rates in 100/100S by Mode of Instruction

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Eng 100</b>	Retention	79.77%	78.94%	78.16%	72.71%	81.05%	70.55%
<b>Traditional</b>	Success	64.54%	63.93%	61.62%	57.31%	54.96%	49.40%
	Retention	72.78%	64.51%	70.40%	60.76%	71.10%	73.23%
<b>Eng 100 Online</b>	Success	56.40%	49.88%	51.22%	50.31%	51.72%	49.81%
<b>Eng 100S</b>	Retention				62.88%	73.03%	64.90%
<b>Traditional</b>	Success				50.76%	56.18%	48.08%
<b>Eng 100S</b>	Retention				72.10%	64.16%	
<b>Online</b>	Success				46.04%	41.35%	

Based on a comparison of Eng 100 courses, there are differences in success rates across delivery methods from online to traditional. Online Eng 100 courses across the data collection period exhibit a lower success rate than the traditional counterparts, with the exception of the 2021-22 academic year, in which online classes had both a higher retention rate (73.23% online and 70.55% traditional) and a slightly higher success rate (49.81% online and 49.40% traditional).

For English 100S, the retention rates for both online and traditional are very similar for the two years the class was taught in both modalities; however, the success rates for English 100S are lower (51.18% compared to 46.04% in 2020-21 and 48.08% compared to 41.35% in 2021-22).

**While Tableau's scheduling dashboard distinguishes between online and hybrid classes, the dashboard cannot perform both a mode of instruction attribute disaggregation and a race/ethnicity attribute disaggregation simultaneously, so it is difficult to see how these varying modes of delivery are impacting different student populations.**

#### English 100/100S Success Rates by Race/Ethnicity

		Class 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>All Students</b>	100	63.27%	61.48%	59.61%	55.85%	52.12%	49.59%
	100S				50.76%	46.93%	44.79%
<b>American Indian/Native American</b>	100	50.00%	46.67%	53.85%	41.18%	50.00%	25.00%
	100S				100.00%	25.00%	0%
<b>Asian</b>	100	79.85%	70.15%	74.67%	72.19%	69.61%	63.93%
	100S				55.56%	60.00%	64.00%
<b>Black/African American</b>	100	55.59%	51.89%	46.13%	48.79%	43.13%	35.37%
	100S				45.45%	35.06%	36.36%
<b>Hispanic/Latino</b>	100	61.97%	60.19%	59.55%	54.95%	51.13%	48.78%
	100S				50.69%	45.47%	43.97%
<b>Native Hawaiian</b>	100	31.25%	52.63%	33.33%	36.67%	56.25%	58.33%
	100S				33.33%	60.00%	66.67%
<b>White</b>	100	67.67%	77.56%	67.72%	70.82%	59.86%	65.43%
	100S				62.50%	56.25%	51.71%
<b>Two or More Races</b>	100	71.53%	61.03%	49.25%	51.69%	50.00%	29.41%
	100S				27.27%	55.00%	
<b>Unknown</b>	100	58.26%	60.95%	56.34%	47.45%	48.37%	46.31%
	100S				57.69%	64.44%	50.00%

All of the groups showed a general decline in success rates.

- **American Indian/Native American and Native Hawaiian and Other Pacific Islander:** The sample size of these groups is very small, so even one student can have a dramatic impact on the data. For example, in 2019-20, there is a 100% success rate for American Indians/Native Americans, which looks great, but that data is based on 1 student. Similarly, in 2021-22, there is a 0% success rate, which is based on 3 students. With such a small samples sizes, it is difficult to make an assessment; however, even with the fluctuation due to the low sample size, these were the two groups of students least likely to succeed.
- **Black/African American:** Students succeeded at rates well below the average each year, typically with among the lowest rates of all groups.
- **Hispanic/Latino:** Success rates for this group were consistently slightly above or slightly below the average, but always very close.
- **White and Asian:** Success rates for these two groups were consistently higher than average. The interesting thing about this data point is that White students were so much less likely than other groups to complete transfer-level English in their first year.
- **Two or More Races / Unknown:** The data for both of these groups was again, inconsistent, sometimes higher than average, sometimes lower. Interestingly, those whose race and ethnicity were unknown had success rates in 100S that were consistently higher than average but success rates in English 100 that were consistently lower.

**English 100/100S Success Rates by Age**

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>19 and under</b>	100	63.88%	63.30%	59.79%	55.60%	51.46%	48.81%
	100S				44.15%	41.21%	43.53%
<b>20-24</b>	100	61.21%	56.94%	57.18%	52.95%	49.17%	46.78%
	100S				54.55%	46.36%	42.62%
<b>25-34</b>	100	65.37%	65.10%	61.26%	60.27%	56.64%	59.77%
	100S				58.57%	56.73%	46.26%
<b>35-49</b>	100	66.95%	62.71%	65.91%	58.54%	57.48%	59.77%
	100S				60.87%	60.76%	55.71%
<b>50 and above</b>	100	65.45%	70.45%	61.97%	63.64%	62.79%	54.84%
	100S				60.00%	81.82%	38.46%

While all age groups have seen a decline in success rates, the highest rates of decline are seen in the two youngest groups of students. In English 100, the 19 and under group went from a 62.88% success rate in 2016-17 to a 48.81% success rate in 2021-22. Similarly, the English 100 success rate among the 20-24 year-olds went from 61.21% in 2016-17 to 46.78% in 2021-22.

**English 100/100S Success Rates for First Generation Students**

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>First Generation</b>	100	63.54%	60.55%	59.85%	55.53%	49.08%	48.74%
	100S				50.99%	45.58%	45.97%
<b>Not First Generation</b>	100	63.98%	63.03%	60.83%	58.78%	56.58%	53.32%
	100S				51.30%	49.62%	45.28%
<b>Unknown</b>	100	65.37%	65.10%	61.26%	51.45%	47.46%	41.25%
	100S				49.45%	44.50%	41.62%

There was a sharper drop in success rates among first generation students than among those who are not first generation. In 2016-17, the success rates were very similar, with the success rate for first generation students at 63.54% and 63.98% for "not first generation" students. In the 2021-22 academic year, success rates had dropped to 48.74% for first generation students and 53.32% for those who were not first generation. The success rates were even lower for those in the 100S classes with first generation students barely edging ahead of "not first generation" students 45.97% to 45.28%. Interestingly, the students with an unknown status started with the highest success rates 65.57% and ended with the lowest 41.25% (Eng 100) and 41.62% (Eng 100S).

**English 100/100S Retention Rates by Race/Ethnicity**

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>All Students</b>	100	78.19%	76.12%	76.31%	69.91%	71.57%	69.84%
	100S				62.88%	71.98%	63.44%
<b>American Indian/Native American</b>	100	75.00%	66.67%	61.54%	70.59%	50.00%	66.67%
	100S				100.00%	50.00%	66.67%
<b>Asian</b>	100	88.66%	80.85%	83.04%	79.62%	82.08%	78.96%
	100S				72.22%	76.00%	80.00%
<b>Black/African American</b>	100	71.68%	72.73%	68.56%	64.62%	65.17%	61.44%
	100S				51.52%	62.34%	68.18%
<b>Hispanic/Latino</b>	100	77.21%	75.28%	76.52%	69.75%	70.71%	69.41%
	100S				63.89%	71.75%	60.75%
<b>Native Hawaiian</b>	100	62.50%	63.16%	73.33%	63.33%	75.00%	70.83%
	100S				66.67%	80.00%	66.67%
<b>White</b>	100	80.83%	83.86%	77.89%	77.70%	76.47%	78.19%
	100S				68.75%	81.25%	68.97%
<b>Two or More Races</b>	100	85.45%	72.06%	72.86%	66.29%	74.64%	64.71%
	100S				45.45%	60.00%	
<b>Unknown</b>	100	78.10%	79.20%	74.18%	61.26%	73.58%	65.44%
	100S				61.54%	84.44%	71.43%

Retention rates in English 100 and 100S were relatively consistent until the 2019-2020 academic year, when they took a drop. Over the last three years, retention rates have again been generally consistent, but at a lower rate than the previous three years. Black/African American students persist at rates lower than average. Hispanic/Latino students persist at rates at or near average, and White and Asian students persist at rates above average.

**English 100 and 100S Retention Rates for First Generation Students**

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>All Students</b>	100	78.19%	76.12%	76.31%	69.91%	71.57%	69.84%
	100S				62.88%	71.98%	63.44%
<b>First Generation Students</b>	100	76.98%	75.12%	76.43%	69.38%	70.02%	69.43%
	100S				62.25%	71.36%	62.09%
<b>Not First Generation Students</b>	100	79.05%	77.66%	76.68%	71.19%	74.09%	72.22%
	100S				65.58%	72.89%	66.78%
<b>Unknown</b>	100	78.85%	74.57%	75.03%	67.84%	68.52%	64.19%
	100S				59.34%	71.50%	60.12%

The retention rates for first generation students are slightly lower than those of students who are not first generation. Like other measures of retention, there is a drop in the 2019-2020 academic year, and the rates have remained lower for the last three academic years than they were in the previous three years.

In spite of all the negative data, there are some bright points! The data shows that the percentage of first time college students completing transfer level English (100 or 100S) in their first year has been steadily improving. In 2016-2017, only 26.09% of first time college students completed transfer level English in their first year. In 2020-21, that percentage had risen to

42.64%. Since completing the transfer level English class is also an indicator of future success in college, this number is very encouraging.

**First Time Students Completing Transfer-Level English (100/100S) in Their First Year**

2016-2017 26.09%  
 2017-2018 27.91%  
 2018-2019 36.74%  
 2019-2020 41.70%  
 2020-2021 42.64%

**First Time Students Completing Transfer-Level English in Their First Year by Race/Ethnicity**

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>American Indian/Native American</b>	19.93%	18.60%	31.82%	27.27%	30.00%
<b>Asian</b>	40.27%	47.78%	54.75%	60.14%	53.87%
<b>Black/African American</b>	27.78%	26.92%	30.33%	35.89%	39.65%
<b>Hispanic/Latino</b>	35.62%	27.55%	37.57%	41.83%	42.74%
<b>Native Hawaiian</b>	12.5%	14.71%	14.29%	21.74%	53.85%
<b>White</b>	*	*	23.25%	37.55%	32.44%
<b>Two or More Races</b>	35.71%	46.34%	34.62%	43.30%	50.00%
<b>Unknown</b>	32.59%	30.69%	17.07%	27.57%	34.92%

\*- No data available

In 2020-21, Asian (52.87%), Hispanic/Latino (42.74%), Native Hawaiian and other Pacific Islander (53.85%), and students identifying with two or more races (50.00%) all completed transfer level English in the first year at higher than average rates (42.64%). This is particularly encouraging as that group of students makes up a significant percentage of the overall population.

The race/ethnicity breakdown of the first year success rates also points out some problem areas. American Indian/Native American (30.00%), Black/African American (39.65%), and White (32.44%) students were less likely than average (42.64%) to complete a transfer level English requirement.

**Puente and Umoja:** The success rates for Puente students have decreased significantly from 77.78% in 2016-2017 to 0% in 2021-22. Similarly, there has been a sharp decline in the success rates of Umoja students over the past six years with a 55.56% success rate in 2016-17 and success rates of 16.67% and 40% for 100 and 100S, respectively.

Retention rates for Puente students have also decreased from 88.89% in 2016-17 to 33.33% in 2021-22 while retention rates for Umoja students only slightly decreased from 88.89% in 2016-17 to 83.33% in 2021-22.

**Success Rates for Puente and Umoja Students**

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100	77.78%	56.25%	78.95%	80.00%	37.50%	0%
	100S				0%	62.50%	
<b>Umoja</b>	100	55.56%	40.74%	62.07%	40.91%	53.33%	16.67%
	100S					33.33%	40.00%

Addendum for Puente Success Data based on Rosters+

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100S				76% (19 / 25)		64% (16 / 25)

As was the case with the Puente and Umoja enrollment data, the department found similar discrepancies with Tableau's success data for both programs. The instructors who teach in both programs consulted Rosters+ and compiled success data based on the number of students who earned a C or higher in their classes.

**Retention Rates for Puente and Umoja Students**

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100	88.89%	71.88%	92.11%	88.57%	62.50%	33.33%
	100S				0%	81.25%	
<b>Umoja</b>	100	88.89%	70.37%	79.31%	59.09%	80.00%	83.33%
	100S					100.00%	80.00%

Addendum for Puente Retention Data based on Rosters+

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Puente</b>	100S				80.65% (25 / 31)		64.10% (25 / 39)

**English 103 Critical and Argumentative Writing and 110 Critical Thinking through Literature**

**103 and 110 Retention Rates:**

The following observations refer to data gathered and presented by IERP's dashboard. The data ranges from Fall 2016 through spring 2022.

**103 and 110 Enrollment/Retention/Success Rates**

2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

	103 Total	2,201	2,213	2,474	2,455	2,262	1,825
	103 Online	289	416	541	541	2,105	734
	103 Trad	1,912	1,797	1,933	1,914	157	1,091
<b>Enrollment</b>	110 Total	-	-	-	175	195	106
	110 Online	-	-	-	27	195	55
	110 Trad	-	-	-	148	-	51
	103 Total	84.55%	80.57%	84.03	78.45%	79.97%	80.93%
	103 Online	71.97%	78.61%	80.59%	71.16%	79.57%	83.51%
	103 Trad	86.66%	81.47%	85.26%	80.56%	87.90%	81.48%
<b>Retention</b>	110 Total	-	-	-	78.29%	75.90%	79.25%
	110 Online	-	-	-	88.89%	75.09%	80.00%
	110 Trad	-	-	-	76.35%	-	78.43%
	103 Total	75.69%	70.18%	74.09%	69.57%	63.88%	62.47%
	103 Online	63.32%	68.51%	69.50%	64.14%	63.61%	64.03%
	103 Trad	77.56%	70.56%	75.38%	71.11%	67.52%	61.41%
<b>Success</b>	110 Total	-	-	-	68.00%	59.49%	67.92%
	110 Online	-	-	-	74.07%	59.49%	67.27%
	110 Trad	-	-	-	66.89%	-	68.63%

Success and retention rates for 103 and 110 need to be considered when assessing the program as both serve as integral options on the English AA-T pathway.

Like the English 100 and 100S classes, English 103 is also seeing a decline in success rates; however, a closer examination of the teaching modalities reveals interesting points. Pre-pandemic, the success rates in online classes made a steady increase for three years (63.32%, 68.51%, and 69.50%). While these success rates were lower than the success rates for the traditional classes (77.56%, 70.56%, and 75.38%), the online classes were closing the gap. Both online and traditional classes saw a drop in success rates in 2019-20, but the success rates in the traditional classes continued to drop (71.11%, 67.52%, and 61.41%) over the next three years, while the online success rates remained fairly consistent around 63-64%. Additionally, retention rates in the online classes were higher (83.51%) than in the traditional classes (81.48%).

The 110 classes have only been offered for three academic years, and thus far, no clear trends are emerging from the data. The retention rate for all courses offered by English in 2020-21 was 74.44% (7,498/10,072). This rate is a sharp decline from the 2018-2019 rate of 80.05% (10,122 / 12,645), a rate that was similar in 2016-2017. The current rate is an almost 8% drop from the 2014-2015 rate of 82.19% (12,107 / 14,731). For ENGL 103 the rate for 2020-21 was 80.02% (1,810/2,262), a decline of about 3-4% from 2014-15 through 2018-19. While all racial/ethnic student groups saw declines within those groups from the previous years, four groups experienced retention rates lower than the overall rate for ENGL 103. American Indian or Alaska Native students were at 60% (3/5); retention rates for black or African American students were 77.55% (114/147). Hispanic/Latino students also fell below the overall retention rate but only marginally at 79.81% (1,277/1,600). When mode of instruction was considered, retention rates for traditional instruction of ENGL 103 improved from 85.47% (1,676/1,961) in 2018-19 to 87.90% (138/157) in 2020-21, but this positive rate change is likely due to a much smaller sample size. Despite its exponential growth in size, online instruction demonstrated a retention rate of 79.62% (1,676/2,105) in 2020-21, down only slightly from 80.59% (436/541) in 2018-19. Rate declines were quite similar for ENGL 110 with 75.90% (148/195) in 2020-21, down a little over 2% from 2019-20. Though other groups saw increases in their retention rates for ENGL 110, the retention rate for Hispanic/Latino students dropped from 79.70% (106/133) in 2019-20 to 72.60% (106/146). A decline was also observed in the retention rate for online instruction from 88.89% (24/27) in 2019-20 to 75.90% (148/195) in 2020-21, but the much larger sample size again must be considered. No traditional mode of instruction for ENGL 110 was offered in 2020-21, so no trend since 2019-20 can be observed, but the retention rate for that year was 76.35% (113/148), which is comparable to the retention rate for the online mode of instruction in 2020-21.

#### English 103/110 Success Rates by Race/Ethnicity

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>All Students</b>	103				69.57%	63.88%	62.47%
	110	75.69%	70.18%	74.09%	68.00%	59.49%	67.92%
<b>American Indian/Native American</b>	103				100%	60.00%	46.15%
	110	33.33%	-	-	100%	-	-
<b>Asian</b>	103	85.64%	79.00%	86.78%	77.83%	77.83%	73.79%
	110				66.67%	75.00%	60.00%
<b>Black/African American</b>	103				57.97%	57.14%	63.36%
	110	70.34%	68.82%	62.41%	50.00%	57.14%	44.44%
<b>Hispanic/Latino</b>	103				69.00%	62.71%	60.19%
	110	75.59%	69.47%	73.00%	68.42%	56.16%	73.13%
<b>Native Hawaiian</b>	103				46.67%	70.00%	30.00%
	110	63.64%	70.00%	44.44%	-	-	100.00%
<b>White</b>	103				78.63%	67.50%	67.24%
	110	71.43%	83.02%	78.81%	100.00%	85.71%	66.67%
<b>Two or More Races</b>	103				69.01%	60.61%	33.33%
	110	70.15%	68.00%	78.08%	50.00%	100.00%	-
<b>Unknown</b>	103				68.67%	60.40%	73.68%
	110	75.89%	54.95%	72.82%	55.56%	85.71%	60.00%

When filtering by race/ethnicity, all student groups saw a decrease in success rates within their own group from over a six year span.

#### 103:

American Indian/Native American and Native Hawaiian and other Pacific Islanders saw significant fluctuations in success rates, likely due to the small sample size each year. However, in most of the years under review, both groups had success rates lower than average.

Black/African American students had below average success rates in five of the six years under review. However, during the 2021-22 year, this group had above average success rates.

Hispanic/Latino students were hovering around average each year. This student group has a significantly larger population and they essentially set the average.

White and Asian students had success rates well above average each of the six years.

#### 110:

In most of the six years under review, American Indian/Native American and Native Hawaiian and other Pacific Islanders did not enroll in this class.

Black/African American students had below average success rates in the three years 110 has been offered.

Hispanic/Latino students had an inconsistent success rate, twice above average and once below.

White and Asian students had inconsistent success rates as well. Asian students had success rates below average two of the three years. White students had above average success rates only two of the three years.

Since 110 is a new class, it does not appear that any clear trends have emerged.

#### Retention Rates for First Generation Students

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First Generation Students	103	83.20%	79.09%	84.22%	77.50%	79.71%	79.94%
	110				80.00%	70.83%	76.32%
Not First Generation Students	103	85.64%	81.69%	84.31%	79.26%	81.20%	81.64%
	110				76.47%	79.21%	81.82%
Unknown	103	85.15%	81.65%	82.54%	78.45%	76.74%	81.12%
	110				84.62%	77.27%	76.92%

#### Success Rates for First Generation Students

	Class	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
First Generation Students	103	75.03%	68.64%	73.31%	69.56%	64.47%	60.17%
	110				70.00%	52.78%	65.79%
Not First Generation Students	103	76.06%	72.21%	74.85%	70.04%	64.79%	65.54%
	110				65.69%	62.38%	72.73%
Unknown	103	76.39%	68.67%	73.67%	68.10%	59.59%	57.83%
	110				76.92%	68.18%	53.85%

#### All 200 Level Classes

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	Online	-	32	27	117	557	265
	Traditional	593	598	476	424	68	236
Retention	Online	-	46.88%	74.07%	73.50%	80.25%	82.00%
	Traditional	88.03%	86.29%	89.29%	85.38%	87.93%	82.63%
Success	Online	-	40.63%	44.44%	56.41%	69.30%	68.68%
	Traditional	80.94%	79.93%	79.62%	78.54%	84.48%	69.07%

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

To close performance gaps and address student equity, the department has undertaken or is planning to undertake a number of endeavors, several of which have been discussed in other areas of this report.

Actions the department has taken, some of which are ongoing:

- Formed the Addressing Anti-Blackness subcommittee to address how to better serve our Black and African-American students and combat anti-Blackness in the discipline
- The AAB committee invited Dr. Joyce King to facilitate the seminar "Racial-Social Justice Teaching Across the Curriculum" which explored the topic of racial-social justice teaching across the curriculum and how educators can make disciplines more inclusive
- Created a Black Lives Matter (BLM) statement for the English department homepage that contains the department's explicit support of the BLM movement and racial justice and its commitment to examining its own biases and the role it has played in contributing to inequities and working towards dismantling structural racism, particularly as it affects the Black community
- Posted equity-related resources for English faculty on the department Canvas site, including a text/film resource list of work by Black writers/artists and/or about issues affecting the Black community that is posted on the department Canvas site; all department faculty are invited to add resources on an ongoing basis
- English faculty have developed and facilitated CTX workshops on equity-minded practices, including Equity in the Classroom, Equity Minded Syllabus, Summer Institute, workshops on supporting men of color, and workshops on all aspects of online teaching, using the CVC-OEI and Peralta Equity rubrics as the center of the Cerritos College Full Online Certification pathway and workshops offered
- Several faculty members completed the Equity 101 course and other workshops offered by 3SCN and ACUE dedicated to evaluating how they interact, assess, make materials accessible, and design their courses
- Revised several course outlines using an equity-minded lens to accurately reflect the contributions of writers of color to literature and will continue this practice
- Collaborated with Automotive Technology and Athletics to create contextualized English 100 and English 103 classes for students in those programs
- Offered English 100 and 103 classes targeting EOPS students
- Offered 2nd 9-week safety net courses targeting disproportionately impacted students
- Developed 6- and 9-week English 100 classes for disproportionately impacted students via the STEP program
- Offered early morning remote and late evening remote Engl 100 and 103 classes for working students
- Created English 100/100S, 103, and 110 workgroups to discuss the challenges of these courses and strategize how to meet those challenges and develop best practices; while the discussion is not limited to equity, it is certainly a part of it
- Utilized the Arts, Humanities, and Communication Learning and Career Pathway's counselor as a resource when students face external obstacles that require the expertise of a counselor
- Implemented AB 705 by eliminating remedial composition courses, offering implementation workshops to faculty, and adopting classroom practices supported by the CAP and 3CSN
- **Maintained a faculty mentoring program to assist part-time faculty in implementing AB705 and employing equitable teaching practices**
- Coordinated with the Success Center to offer literature tutors for students enrolled in literature classes
- Solicited and posted membership processes for all faculty-led department organizations and activities both academic and social (i.e. English Honors Society [Sigma Kappa Delta -Pi Zeta Chapter], Department Mentoring Program, writing contests, literary journal submissions, etc.)

- Formed a Faculty Inquiry Group between the English and ESL departments that examines the performance of ESL students in the English 100S/100 classes as a result of students taking ESL 120 and ESL 152 to identify what was successful and what improvements may be made in the alignment between ESL and English in the composition sequence
- Created a department newsletter that informs students of important deadlines, contests, events, and submission opportunities

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Based on the program and SLO data compiled in this report, the department is planning to take the following actions:

- Examine disaggregated SLO data to create equity-minded action plans
- Consulting the Major Dashboard on Tableau and reaching out to Black majors in the department to invite them to participate in a focus group about how the department can better support them and how we can make the major more appealing to Black students
- Work with LCP Success Team's Instructional Faculty, Success Coach, and Data Coach to identify trends in Arts, Humanities, and Communications Pathways students' needs for support and design interventions specific for English program students.
- Develop an American literature certificate that accurately represents the rich diversity of American literature and includes literature courses that are often excluded from the traditional canon
- Adopt the following shared text, Umoja Practices (<https://umojacommunity.org/umoja-practices>), as a department. Using disaggregated data via Tableau to make data-informed decisions about course offerings for disproportionately impacted students that take session and format into consideration
- Offer more remote and 2f Saturday classes targeting re-entry students in the STEP program (9-week courses in English, math, and reading with extra support built in)
- Use Tableau to identify equity gaps in an attempt to evaluate enrollment patterns for English honors classes
- Facilitate professional development on the following topics to address inequities in department curriculum: equitable grading and equitable assignments
- If available, get data on success rates of classes utilizing embedded tutors

## Curricular Course Review : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

To ensure that course revisions were updated according to Curriculum Committee guidelines, beginning in 2017, the department developed a three-year cycle for the ongoing course outline review and revision. As new courses have been added to the department's offerings, we've included them in one of the following cycle years:

- Cycle 1 (begins 2023-2024): English 50A, 107, 155, 221A, 221B, 224, 231, 232, 233, 234, 235, 236, 241, 242
- Cycle 2 (begins 2024-2025): English 100/100S, 222, 223, 225, 232, 233, 234, 235, 237, 240, 243, 244, 245, 248A, 248B, 250
- Cycle 3 (begins 2025-2026): English 102, 103, 106, 110, 226, 227, 228, 230A, 230B, 239, 247, 246A, 246B, 249, 257

Explain any course additions to current course offerings.

Since its last Program Review, in an effort to grow both its creative writing program and its diverse curriculum, the English department has added several courses to its offerings, all of which serve as literature or writing electives for the 19-unit Creative Writer's Studio Certificate:

- Engl 231 Literature and Film
- Engl 239 Literature of India
- Engl 242 Writing Poetry
- Engl 243 Playwriting
- Engl 244 Writing Short Fiction
- Engl 247 Writing Creative Nonfiction
- Engl 249 LGBT Literature
- Engl 257 Readings in Creative Nonfiction

Explain any course deletions and inactivations from current course offerings.

Even though the department has not officially inactivated the following courses, due to AB 705 and the creation of Engl 100S Enhanced Freshman Composition (our co-requisite course), the following courses are no longer offered by the department:

- Engl 5L Freshman Composition Supplemental Seminar
- Engl 20 Basic Writing
- Engl 52 Introduction to College Composition
- Engl 72 Introduction to College Composition and Reasoning

Additionally, the following courses were recently discovered in eLumen as active but have since been deactivated, as the department has not offered them in many years:

- Engl 32 Spelling
- Engl 33 Individualized Writing
- Engl 201 Tutoring Writing

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The English Department has offered an AA-T and AA in English and the Creative Writer's Studio Certificate. More students have completed the AA-T than the AA as their educational goal since 2016-17, so the AA-T will be in focus for this review.

The scheduled offering of courses over the past two years has allowed students to meet the requirements to complete the AA-T. The Creative Writer's Studio Certificate requires students to complete a total of 19-19.5 units in relevant composition, creative writing, and literature courses. While courses needed to meet the requirements of this certificate have been offered in a logical sequence, due to enrollment challenges and the desire to avoid competition with other 200-level classes, some of the courses are offered just once every two years, making timely completion of the certificate difficult for some students. The courses are currently offered according to this schedule to increase enrollment and prevent class cancellations, but the department will have to consider if the infrequency with which the courses are offered serves as a deterrent to students wishing to attain the certificate in less than two years.

No AA degrees were awarded in 2021 down from 2 in 2020. AA-T degrees saw a decline going from 54 in 2020 to 46 in 2021. Despite the recent decrease, when compared to years prior to 2020, the current total compares equally or better; in this context, the 2020 total appears atypical. Currently, the Creative Writer's Studio Certificate has remained steady at 4 awards for each of the last two years 2020 and 2021. When taking a wider look, these totals represent a decrease from the totals of 2018 and 2019 of 6 and 9 respectively. But those numbers were atypical given that the years prior the department awarded 3 certificates in 2016 and 2 in 2017.

Another metric that should be considered is time to complete the degree or the certificate. Currently, it takes students pursuing an AA-T 4.57 years; students pursuing the creative writing certificate take 4.72 years. It should be noted that the unit requirement for the creative writing certificate is one-third the unit total of the AA-T; therefore, it may be of interest and service to the department to investigate how to better schedule the classes required for the certificate. There may be an opportunity to increase the total certificates awarded.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?

- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

No.

## Program Reflection

### Six-Year Program Reflection : Version by **Danielo, Ja'net** on **01/24/2023 00:20**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

In the next six years, with the introduction of the American Literature Certificate, outreach, and promotion through its events, literary journal, and contests, the department would like to see stable, healthy enrollment in its 200-level courses, specifically its creative writing and diverse literature courses, which continue to struggle with enrollment.

Now that the department has secured division funding for its literary journal, it hopes to receive consistent funding to produce promotional materials and for department writing contests and events, as all increase interest in and enthusiasm for the English major and the Creative Writer's Studio Certificate. Currently, the department chair spends a significant amount of time pursuing funding from the Foundation, ASCC, and sometimes DEEOAC. Not only is this funding not guaranteed, but the time and energy required to obtain it is just not sustainable.

The department has spent the last few years focusing its efforts on equity-minded teaching and curriculum. In addition to securing funding for guest speakers who have expertise in this area, the department would like to hire more faculty with this expertise. Hiring additional faculty would also ease some of the burnout faced by the shrinking department as faculty try to complete part-time evaluations, unit plans, and program review reports, serve on subcommittees, and facilitate and participate in meaningful professional development. Ideally, in the next six years, the department would like more resources to support it in supporting its students.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Degree/Certificate	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
English AA-T	38	36	45	54	40	38
English AA	6	3	8	2	7	3
Creative Writer's Studio Certificate	2	6	9	4	4	4

The number of AA-T degrees in English awarded has **remained steady from 2016 to 2022 with a significant increase in 2019-2020**. However, the number of AA degrees in English awarded **from 6 to 3** from 2016 to **2022**, suggesting a downward trend of students seeking the local AA.

The number of Creative Writer's Studio Certificates awarded has increased from 2016 to 2022 with a notable spike in 2018-2019. Even though we saw a dip in those awards **from 2019-2022**, likely due to decreased enrollment during the pandemic, we expect the number of certificates to rise, particularly with the addition of various genre-specific creative writing classes, a Visiting Writer Series, a literary journal that has now been around for four years, and outreach to local high schools through collaboration with Dual Enrollment.

While the department has developed a logical sequence for course offerings for both its literature and creative writing course offerings, so students can plan and complete their program in a timely manner, it still struggles with enrollment in many of its courses, particularly in the genre-specific creative writing and diverse literature courses.

To attract more students to the English major, the department would like to create both an American literature certificate that accurately represents the rich diversity of American literature and includes literature courses that are often excluded from the traditional canon and a comparative literature certificate that highlights the department's diverse literature offerings. These certificates create clear educational pathways for students who might not have otherwise considered a major in English, comparative literature, or creative writing at a university.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

There were a number of unplanned events that had a negative impact on the program. The most obvious is the pandemic and the personal challenges faced by students that significantly affected their learning: the emotional trauma resulting from caring for and/or losing loved ones, food and housing insecurity caused by loss of employment, rising cost of gas and food, mental health issues spurred and exacerbated by the extreme stress and isolation of the pandemic, and the dramatic and sudden shift to online learning sometimes without reliable Internet access and/or adequate technology, and balancing caregiving responsibilities with school. Many students also took advantage of a labor market struggling to find workers, with jobs that don't require a degree paying above minimum wage. Students who took these jobs had to not only juggle increased work hours with school and family obligations but also had to manage the anxiety of getting COVID or recovering if they contracted it. It is also important to note that the communities worst hit by the pandemic are also disproportionately impacted when it comes to success and completion; data shows we are still underserving our African-American students, in particular.

With the move to 100% online came low enrollment and high attrition. When the department began offering hybrid and f2f classes again, the aforementioned factors as well as ever-evolving COVID regulations like mask and vaccine mandates and general uncertainty affected enrollment in all classes, regardless of format.

COVID took its toll on faculty as well. In addition to teaching content, faculty had to help students with the transition to online learning; many department faculty members had never taught online and had to develop proficiency in rapid speed and subsequently deal with constantly shifting delivery methods to meet the changing needs of students, often without sufficient time to prepare courses for such changes. Also, faculty's having to attend to students' emotional needs on an unprecedented scale, acting as pseudo-social workers at times, caused a mental and physical exhaustion that cannot be overstated.

Furthermore, because of COVID, in-person events such as Visiting Writer Series, The 15er, and the *iPa'lante!* launch parties for issues 1, 2, and 3, which normally serve as venues to advertise and recruit for creative writing classes, were canceled and moved to an online format; attendance at these events suffered and affected the department's ability to promote its creative writing classes, in particular, Engl 250 Advanced Creative Portfolio, which ended up being canceled for the first time in six years, and the newly created Engl 257 Readings in Creative Nonfiction, which was also canceled. Additionally, the 2021 Summer Study Abroad in Kyoto, Japan, where English 102 and 110 were to be offered, was canceled.

With the implementation of AB 705, as expected success rates in 100 and 100S suffered. The department has also had to contend with a much younger population entering 100/100S. These students are not always prepared for the reality of what college success requires; it's difficult for them to know how to prioritize school when other life demands are placed on them too. Prior to AB 705, students learned these skills in developmental classes.

Finally, the murder of George Floyd and the national and local reckoning with racial injustice affected local communities, especially communities of color where the overwhelming majority of our students are from. The tragic murder of Mr. Floyd was in itself traumatizing, laying bare the ongoing struggle of minoritized communities to receive just treatment, and required a fully committed response. English faculty, like everyone else in our society, have been called on to better understand how societal and institutional racism are promoted. Perhaps, this was the one positive impact of this tragedy; the department seriously committed to examining its own role in structural racism and has made an effort to address inequities in both curriculum and pedagogy.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

#### **AWARDS/DISTINCTIONS**

- Lydia Alvarez: 2022 Bridge to Equity Award
- Damon Cagnolatti: 2022 Cultural Ambassador Award
- Erin Cole: 2021 LGBTQ+ Inclusion Award
- Ja'net Danielo:
  - 2022 MAYDAY Micro Poetry Chapbook Editors' Prize for *This Body I Have Tried to Write*
  - 2021-2022 Professional Artist Fellowship from Arts Council for Long Beach
- Tim Juntilla: 2021-2022 Faculty Senator of the Year
- Lance Kayser: 2021 LGBTQ+ Inclusion Award
- Janet Mitchell-Lambert: 2020-2021 Outstanding Contributor to Faculty Professional Development
- Natalie Sartin: 2022 Impact Excellence Award

#### NEW PROJECTS IMPLEMENTED

- Chad Greene, Kolleen Kalt, and Niki Lovejoy-Robold had their sabbatical proposals approved for the 2022-2023 academic year.
- Lynn Serwin's sabbatical project, Success Squads, was piloted in several areas in spring 2022 including LCP Success Teams and EOPS Summer Bridge.
- Natalie Sartin co-created Falcons Rising: A Campus Movement Toward Racial Justice and Equity, which has offered a number of panel discussions and events since its inception in 2021.
- Janet Mitchell-Lambert and Lynn Serwin developed and presented numerous workshops to support the Cerritos College full online certification pathways as well as several intermediate workshops.
- Lynn Serwin spearheaded department workgroups to discuss the challenges of teaching English 100/100S, 103, and 110 and share best practices among faculty.
- The department published its third issue of its literary journal, *jPa'lante!*.
- The Visiting Writer Series welcomed its seventh writer in fall 2022.

#### COMMITTEE WORK

- English faculty implemented Faculty Mentoring of Students in collaboration with other faculty in the Arts, Humanities, and Communication LCP
- The Addressing Anti-Blackness (AAB) subcommittee:
  - coordinated a Black History Month Writing Contest, securing funding from the Foundation
  - spearheaded efforts to craft a meaningful BLM statement for the English department home page
  - created an image carousel (featured on the department website) of books by Black authors recommended by English faculty
  - members of AAB met with Amber Hroch in fall '21 to discuss data collection relative to specific student populations enrolled in English courses
  - invited Dr. Joyce King to facilitate the seminar "Racial-Social Justice Teaching Across the Curriculum" which explored the topic of racial-social justice teaching across the curriculum and how educators can make disciplines more inclusive

#### PROFESSIONAL DEVELOPMENT WORK

- Mark Olague facilitated a book symposium, "Plagues, Pandemics, and Public Health," through the CTX for the 2022-2023 academic year.
- Lydia Alvarez, Ja'net Danielo, and Mark Olague developed the Equity-Minded Syllabus workshop
- Erin Cole and Lance Kayser developed the Safe Zone Training asynchronous Canvas course, and added a synchronous Zoom portion to promote deeper dialogue that explores making Cerritos College a more inclusive space.

#### CONFERENCE PRESENTATIONS

- Damon Cagnolatti served as an organizer and co-facilitator of the 2022 Great Teachers Seminar
- Lynn Serwin presented "Building Student Community with Success Squads: Fostering Student Well-Being and Support for Online Students" at the Strengthening Student Success Conference on October 14, 2021.

#### COMMUNITY ENGAGEMENT

- In effort to engage local writers and artists, the department:
  - made the decision to focus its literary journal, *jPa'lante!*, on the work of California writers and artists exclusively
  - advertised *jPa'lante!*'s call for submissions on Submittable and Duotrope (industry standards for submission calls and writer/artist resources)
  - reached out to local high schools via the Office of Educational Partnerships and Programs to encourage submissions to *jPa'lante!*
- Ja'net Danielo was invited to facilitate a poetry workshop for the new Youth Poet Laureate (YPL) Program at the Billie Jean King Main Library in Long Beach, where she will encourage YPL participants to submit work to *jPa'lante!*; as a YPL instructor, she will also participate in the library's literary festival in May where she will promote both *jPa'lante!* and the English department's creative program

#### RECENTLY PUBLISHED WORK

- Ja'net Danielo:
  - *This Body I Have Tried to Write* (MAYDAY, 2022)
  - "The First Restraint Was the Body," *SWWIM Every Day*, September 21, 2022
  - "Refrain," *Parentheses Journal*, Issue 13, Spring 2022
  - "Redbuds," *Cider Press Review*, Volume 24, Issue 2, June 2022
  - "Persephone in the Desert," *Sims Library of Poetry Poem-a-Week*, May 25, 2022
  - "Ghost Notes," *Superstition Review*, Issue 29, Spring 2022
  - "This Body I Have Tried to Write," *The Shore*, Issue 13, Spring 2022

Provide a status update on goals from the last program review cycle.

Status updates on goals from the last program review cycle are addressed in the "Six-Year Program Goals" section of the report.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

No Value

## Resource Requests

# Faculty Resource Request(s) : Version by **Danielo, Ja'net** on **10/14/2022 23:49**

Program/Department/Division:

English/Liberal Arts

Title of instructor position:

Full-time tenure-track (2 positions)

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement

Cost estimate:

\$200,000

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

"Hire new full-time faculty as senior faculty retire and to ease the FT/PT faculty ratio and scale" (aligned with Goal A--Strengthening the Culture of Completion) is one of the ongoing goals of the English department. Faculty approaching retirement, student need for writing classes, and state/local completion emphasis creates an ongoing need for new full-time faculty hires, particularly in the face of the large numbers of part-time faculty (70+) that make up the department.

The English department has lost seven full-time faculty to retirement since 2017; in that time, we have received just one replacement. Additionally, of the 22 full-time faculty members in the department, 8 have reassigned time ranging from 10-70% and three are on sabbatical for the 2022-2023 year. This adds to the pressure on full-time faculty when it comes to part-time faculty evaluations, unit plan and program review report completion, and departmental subcommittee participation.

Additionally, the English department has an extraordinary impact on student success and completion college-wide, as all students must complete English 100 or 100S successfully for transfer, A.A. degrees, and for many (if not all) certificates. Furthermore, while enrollment overall has decreased, the enrollment in Engl 100 and Engl 100S has increased from 2017-2022. With AB 705, students are required to complete English 100 or 100S within their first year, so more trained and experienced faculty are needed to teach both the standard transfer class and the co-requisite Engl 100S and to help the department meet its goal to "increase successful completion of Engl 100/100S within students' first year" (aligned with with Goal A--Strengthening the Culture of Completion).

Finally, data indicates that our Black or African American students are consistently disproportionately impacted. The department needs more full-time faculty with expertise in equity-minded practices to meet the needs of this population and more time to participate in equity-focused professional development. Currently, all members of the department are stretched pretty thin and are approaching burnout. So, to meet the goal "Increase the enrollment, success, and completion rates of disproportionately impacted students" (aligned with with Goal A--Strengthening the Culture of Completion), the department is requesting \$200,000 for two replacement faculty, a need that has been identified in our annual planning process every year for the past three years.

If this position is not filled, what is the potential impact to student success?

The number of AA-T degrees in English awarded has increased from 2016 to 2021, with 46 awarded in 2020-2021 compared to 38 in 2016-2017 and 54 awarded in 2019-2020. Likewise, the number of Creative Writer's Studio Certificates awarded has increased from 2016 to 2021 with 4 certificates awarded in 2020-2021 compared to 2 in 2016-2017 and 9 in 2018-2019. Even though we saw a dip in those awards in 2019-2020 and 2020-2021, likely due to decreased enrollment and students' personal challenges during the pandemic, we expect the number of certificates to rise, particularly with the addition of various genre-specific creative writing classes, a thriving Visiting Writer Series, a literary journal that has now been around for four years, and outreach efforts to local high schools through Dual Enrollment. The vast majority of the classes within the major and for the certificate must be taught by full-time faculty to ensure students consistently have access to classes needed for completion. Additionally, specialized classes require the expertise of experienced full-time faculty to not only guarantee course quality but to support student success. If the department does not receive funding for new hires, it will have to recruit new, possibly, inexperienced part-time faculty, possibly compromising student completion and success.

## Classified Resource Request(s)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Professional Development Resource Request(s) : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

In order to achieve the goals "Increase the enrollment, success, and completion rates of disproportionately impacted students" and "Increase successful completion of Engl 100/100S within students' first year" (both aligned with Goal A--Strengthening the Culture of Completion), the department needs to offer professional development to address inequities in department curriculum. We would like to invite guest speakers who have expertise in the areas of equitable grading, equitable syllabus design, equitable lesson plans, and critical Black pedagogy, as Black and African American students are disproportionately impacted in terms of success and retention. If the department does not receive funding to provide the necessary tools to meet the needs of this population, the equity gap will continue to grow.

The department also needs conference funds to help faculty get the professional development necessary to meet the above goals. While the division allocates funding for conferences, with the average conference costing around \$2000 with hotel, airfare, and meals, there just isn't enough to go around. If the institution is serious about student success, it needs to support faculty's continuing education, so we can grow as professionals and meet the needs of our students.

Finally, part-time faculty need to be part of conversations around equity, SLO assessment and analysis, and best practices in online teaching. As full-time faculty evaluate part-timers, we have noticed that many do not maintain currency in the discipline despite the fact that how this is one of the criteria for evaluation. Without institutional support, it is very difficult for part-time faculty to participate in professional development activities, so the department needs funding specifically for part-time faculty.

Professional Development Resource Request(s):

- Funding for guest speakers who have expertise in the areas of equitable grading, equitable syllabus design, equitable lesson plans, and critical Black pedagogy
- Conference funding
- Funding for professional development for part-time faculty

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Cost estimate:

- Funding for guest speakers who have expertise in the areas of equitable grading, equitable syllabus design, equitable lesson plans, and critical Black pedagogy: \$5000
- Conference funding: \$10,000
- Funding for professional development for part-time faculty: \$5000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding
- Funding for guest speakers: Equity
- Funding for conferences: General fund
- Funding for professional development for part-time faculty: General fund

## Facilities Resource Request(s)

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins

- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Technology and Software Resource Request(s)

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Other Resource Request(s) : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

The department goals "Create, maintain, and support extracurricular activities for English majors and the Creative Writing Program" and "Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both" are aligned with Goal A--Strengthening the Culture of Completion. According to its mission statement, Cerritos College "values its diverse student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals." While *jPa'lante!*, the English department's literary journal, is not exactly a support "service" in the traditional sense, it does support emerging student writers by providing an opportunity for students from historically underrepresented writing communities to add their voices and perspectives to the wider literary and cultural world. Furthermore, the journal itself represents the tangible success of its diverse contributors, sending a message to our students that their own perspectives are valid, their voices important, and that creative writing is an endeavor worth pursuing.

The vision of Cerritos College is to "provide access to innovative learning opportunities that promote the power of learning." This request aligns with that vision in that it would give students who participate in the production of the literary journal either as editorial assistants or contributors the unique opportunity to contribute to the literary landscape in a powerful way.

Historically, in both the literary canon and the publishing world, the individual voices and perspectives from particular communities were denied access or shut out from mainstream publishing and the wider world of literary production. However, in an evolving literary landscape more welcoming and supportive of diverse writers from particular communities, other voices are beginning to be heard and rewarded. Through *jPa'lante!*, English 250 students, in particular, will gain valuable insight into the editorial process and aforementioned issues of inequity in the field of literary and cultural production, empowering them to address these issues when choosing work for *jPa'lante!*. Serving as editors will enrich the learning experience for those who may wish to pursue editorial work in the future; additionally, in including students in editorial decisions, giving them the opportunity to choose creative work from writers whose work represents their own communities and the socio-political/cultural concerns of those communities for inclusion in the journal, the decision-making process becomes inclusive and collaborative.

*jPa'lante!* is committed to showcasing work that reflects the experiences, geographic culture, and ethnic identity of many of our students and, by extension, increasing awareness and understanding of and respect for the diverse cultures, lifestyles, and beliefs the writers represent. Finally, in addition to serving as a tangible advertisement for the Creative Writing Program—to give to feeder schools, post on the English department website, have copies on display at Majors Exploration and Senior Preview Days—the journal will also be a form of outreach to our feeder schools, as high school students in the college's service area will be invited to participate. This enables the English department and, by extension, the institution, to develop meaningful partnerships with feeder schools in the college's service area and the community at large.

To meet the goals "Create, maintain, and support extracurricular activities for English majors and Creative Writing Program" and "Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both" (aligned with Goal A--Strengthening the Culture of Completion), the department regularly applies for and receives funding from ASCC for its Visiting Writer Series. The funds allow two to four writers to visit the campus each academic year, do a reading of their work, followed by a Q & A and book signing (if events are on campus). Additionally, when events are held on campus (as opposed to on Zoom), copies

of the authors' books are purchased and given to students. The department also hosts The 15er, a bi-annual showcase of the work of currently enrolled creative writing students. Students are asked to participate in a public reading of their work, practicing performance skills. Poor sound has been a consistent problem when the department has hosted creative writing events; whether it's a student reading or a reading by professional writers, the quality of the experience is negatively impacted by Media Services' equipment.

To meet the goal "increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both" (aligned with Goal A--Strengthening the Culture of Completion) the department is planning to more aggressively promote both the major and the Creative Writer's Studio Certificate and distributing brochures with program details to students, counselors, and local high schools would be an efficient way to engage current and potential students and increase enrollment in its literature and creative writing classes.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Funding for *iPa'lante!* would enable English 250: Advanced Creative Writing Portfolio students to meet one of the Course Outline of Record's course objectives which requires that students "produce a small magazine." Currently, there is no institutional support for this objective, and ASCC money is never guaranteed, so without this funding, it will be impossible to meet one of the basic objectives of the course. The requested funds would cover an annual subscription to the submission management system Submittable, which is used to collect and edit submissions, graphic design fees, the printing of approximately 80 copies of the journal, and the mailing of copies to contributors.

Funding for the department writing contests not only creates enthusiasm around creative writing with cash prizes and publication on the English department's website, but it gives students the opportunity to participate in the literary landscape and shows that the department values their literary contributions.

Funding for the Visiting Writer Series would benefit the students of Cerritos College by:

- exposing them to underrepresented literary voices that reflect and sometimes challenge their own values and perspectives, acquainting them with conventions in contemporary fiction, nonfiction, and poetry from diverse writing communities across the country
- sending a message to our students that their own perspectives are valid, their voices important, and that creative writing is an endeavor worth pursuing, as the books they receive represent the tangible success of their authors
- providing emerging student writers with access to not only books by contemporary authors who reflect students' own geographic and ethnic cultural backgrounds, but direct access to some of the writers themselves
- giving students the opportunity to see a live professional reading, helping them develop skill, by example, in performing their own writing
- offering students the opportunity to participate in a meaningful dialogue about not only craft but the challenges of publishing in a non-inclusive literary market with professional writers who offer perspectives with which so many of our students identify
- showing those students who may be reluctant to pursue a traditional academic path offered by college the possible educational path of creative writing as a major at the university level
- facilitating cultural responsive interaction between faculty and students outside of the classroom as a way of closing the "welcoming engagement" gap noted by the 2018 CCEAL Report

The 15er provides students with necessary performance practice, fosters an environment of support for emerging creative writers, and cultivates literary community on campus. Funding for a microphone, a microphone stand, and an amp for the Visiting Writer Series and The15er would not only enhance both events but would show our students that creative writing has value.

If requests for contest and Visiting Writer Series funding are not fulfilled, it is very likely that eventually, the department will no longer be able to expend the time and energy to pursue these funds all over campus. Not having these events will destabilize the Creative Writing Program and negatively affect enrollment in the department's diverse literature courses.

If the request for a microphone, microphone stand, and amp is not fulfilled, both the Visiting Writer Series and The 15er will continue, of course, but the message we will be sending to both our invited writers and our students is that we do not value creative writing, that it is something not worth investing in. This reflects poorly on the department and the institution and could potentially impact our ability to book literary talent.

If the request for funding for English and creative writing promotional brochures is not fulfilled, the department will still do whatever it can to promote its programs and course offerings, but enrollment in its diverse literature and creative writing classes will likely continue to suffer and AA-T and Creative Writer's Studio Certificate completion will not grow at the rate it could if the department just had a more efficient way to engage current and potential students.

Other Resource Request(s):

- Funding for *iPa'lante!*
- Funding for department writing contests
- Funding for the Visiting Writer Series
- Funding for a microphone, a microphone stand, and an amp for the Visiting Writer Series and The15er
- Funding for English and creative writing promotional brochures

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2

Cost estimate:

- Funding for *iPa'lante!* : \$2500
  - Quantity: 100
  - Printing Cost: \$1000.00
  - Envelopes: \$190.00
  - Mailing Fee: \$150.00
  - Est. Postage: \$300.00
  - Subtotal: \$1650.00
  - Est. Tax: \$120.00
  - Submittable (annual): \$290.00
  - Graphic Designer: \$450.00
- Funding for department contests: \$1000
- Funding for the Visiting Writer Series: \$2000
- Funding for a microphone, a microphone stand, and an amp for the Visiting Writer Series and The15er: \$500
  - Microphone: \$70.00
  - microphone stand: \$30.00
  - Amp: \$400.00
- Funding for English and creative writing promotional brochures: \$1000

Occurrence:

- Recurring expense

- One-time augmentation
- Funding for *¡Pa'lante!*: Recurring expense
- Funding for department contests: Recurring expense
- Funding for the Visiting Writer Series: Recurring expense
- Funding for a microphone, a microphone stand, and an amp for the Visiting Writer Series and The15er: One-time augmentation
- Funding for English and creative writing promotional brochures: Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding
  
- Funding for *¡Pa'lante!*: General fund
- Funding for department contests: General fund
- Funding for the Visiting Writer Series: General fund
- Funding for a microphone, a microphone stand, and an amp for the Visiting Writer Series and The15er: General fund
- Funding for English and creative writing promotional brochures: General fund

**Prioritized Resource Request Recommendations** : Version by **Danielo, Ja'net** on **12/07/2022 07:35**

Resource request:	Priority:	Cost estimate:	Program goal alignment:
2 full-time tenure-track positions	1	\$200,000	Hire new full-time faculty as senior faculty retires and to ease the FT/PT faculty ratio and scale.
			Increase successful completion of Engl 100/100S within students' first year.
			Increase the enrollment, success, and completion rates of disproportionately impacted students.
Funding for guest speakers who have expertise in the areas of equitable grading, equitable syllabus design, equitable lesson plans, and critical Black pedagogy	1	\$5,000	Increase the enrollment, success, and completion rates of disproportionately impacted students
			Increase successful completion of Engl 100/100S within students' first year
Funding for conferences	1	\$10,000	Increase the enrollment, success, and completion rates of disproportionately impacted students
			Increase successful completion of Engl 100/100S within students' first year
Funding for professional development for part-time faculty	1	\$5000	Increase successful completion of Engl 100/100S within students' first year
			Increase the enrollment, success, and completion rates of disproportionately impacted students
Funding for ¡Pa'lante!	2	\$2500	Create, maintain, and support extracurricular activities for English majors and the Creative Writing Program
			Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both
Funding for department contests	2	\$1000	Create, maintain, and support extracurricular activities for English majors and the Creative Writing Program
			Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both

<b>Resource request:</b>	<b>Priority:</b>	<b>Cost estimate:</b>	<b>Program goal alignment:</b>
Funding for the Visiting Writer Series:	2	\$2000	Create, maintain, and support extracurricular activities for English majors and the Creative Writing Program
			Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both
Funding for microphone, microphone stand, and amp	2	\$500	Create, maintain, and support extracurricular activities for English majors and the Creative Writing Program
			Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both
Funding for English and creative writing promotional brochures	2	\$1000	Increase outreach efforts to current and potential students in an effort to promote the English major and the Creative Writer's Studio Certificate and increase enrollment in classes associated with both