

Comprehensive Program Review Report



Program Review - English

Program Summary

2021-2022

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What are the strengths of your area?: The English Division is one of the largest on campus and generated 868 FTES in AY 2020-21, more than any other single department. ("PR Dashboard"). The English program is among the top 20 academic programs at COS with nearly 230 students claiming an English major in 2020-21. We are home to 26 full-time faculty and more than 50 adjunct faculty who teach courses on all three COS campuses as well as at numerous dual enrollment high school sites throughout Tulare and Kings County. In 2020-21, the English division taught 429 course sections (excluding summer session), of which 229 were English 1 (53% of total course offerings). Because English 1 generally emphasizes not only college-level reading and composition skills, but also college-level study skills, institutional literacy, and other topics often associated with "first-year experience courses," the English division plays an important and broad role in preparing COS students for the rigors of college education.

English faculty are also campus leaders, with faculty playing important roles in governance groups such as the Academic Senate, the Faculty Enrichment Committee, and both our full-time and part-time faculty bargaining units (COSTA and COSAFA). This leadership has been especially important in the COVID-19 pandemic, which has meant intense and often rapid deliberation on important health, safety, and pedagogical issues. English faculty provide leadership on equity issues across the college and are vocal and passionate advocates of equity in our own curriculum and practices. Additionally, English faculty continue to lead the response to AB 705, which mandated the widest possible access to transfer-level English and Math in community colleges. Finally, English faculty continue to be productive in their various academic fields, with a number of faculty publishing reviews and academic articles on literature and composition, as well as continuing to be active participants in academic conferences vital to the teaching of college-level English.

The English division has worked hard at increasing our overall student success rates and—perhaps most important in the current climate—at closing some equity gaps. Faculty consciously strive to maintain a student-centered pedagogy. This is evident in our regular assessment conversations, in our "teaching buddy" system, and our student mentorship programs.

After implementing AB 705, we have greatly reduced equitable gaps in access to transfer-level English. As noted elsewhere, 100% of our students have access to transfer-level with or without support. When we look at access without support (i.e., no required co-requisite or prerequisite), we have reduced the gap in access from 17 – 19 percentage points (pp) in Fall 2018 to 1-11 pp in Fall 2020 ("Placement" in AB 705 Dashboard). By some measures, like the 80% rule, this means we have functionally closed equity gaps in access as no disaggregated group has below 80% of the access achieved by the dominant group. However, this is not an invitation for English to rest on its laurels. We will continue to monitor access to ensure that placement continues to be equitable for all our students.

Our overall English course success rate in AY 2020-21 was 71%, a 10 percentage point increase from just 5 years ago, and English 1 success stood at 65%, nearly 8 percentage points better over the same period ("PR Dashboard"). At the same time, because of AB 705, placement rates into English 1 have doubled from 2018 (41%) to 2020 (84%), so our overall throughput is considerably improved ("Data Set—Placement into Math and English"). Though we are pleased at the overall success, a more detailed and equity-focused picture requires some attention to disaggregated numbers.

English has been analyzing data from the 2018 and 2019 cohorts of English 1 students and almost all metrics showed improvement ("AB 705 English 001 Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons").

According to the cohort comparison, “African American students made substantial progress towards reducing the equity gap in English throughput rates that existed among the Fall 2018 cohort by going from 24 percentage points below the District in Fall 2018 to only seven points below the District in Fall 2019” and other racial/gender groups experienced similar gains. For English 1 in 2019, when compared to Fall 2018, male students experienced a 65% increase in enrollment with a 57% increase in success; Hispanic students saw a 78% increase in enrollment with a 69% increase in success; and first-time students saw a 119% increase in enrollment, with an 84% increase in success (“Fall 2018-2019 Increases”).

The next set of numbers tell a somewhat different story as in Spring 2020, the COVID pandemic hit us just before Spring Break and did not let up. Accordingly, our Fall 2020 cohort was the first to be completely enveloped by the virus. Classes were shifted online under the emergency and the full effect of the uncertainty and the health and safety concerns are reflected in the numbers, both overall and in disaggregated groups. Overall FTES declined sharply from 1006 in 2019-20 to 868 in 2020-21, just as there were similar declines across all departments. Our success rate improved slightly, which is a testament to our deep commitment to student success, but the withdrawal rate which had fallen to less than 12% in 2018-19 jumped to just under 20% in 2019-20 and was nearly 25% in 2020-21. The EW option, which was statistically zero prior to 2018 jumped to nearly 19% by 2020-21. All racial/ethnic groups in English classes saw declines in success rates except White, Hispanic, and Asian students, with African-American and the Unknown groups both losing more than 1.5 percentage points (to 59.6% and 60.7% respectively). In general terms, both women and men increased success rates, but disaggregated for race and ethnicity, African-American women’s success rates fell to 55.7%, the lowest rate in six years (all data from the “PR Dashboard”).

The English Division is acutely conscious of these numbers, including the fact that with the increased enrollment from AB 705, a nearly 29% failure rate includes significantly more students than before. We continue to refine our course offerings, our faculty workshops, and our classroom pedagogy to engage and support our most vulnerable students.

What improvements are needed?: English has two new division chairs (co-chairs) whose primary concern is improving the collegiality of the division. The new chairs are committed to encouraging healthy discussion in an atmosphere of respect as we move forward.

English also needs to continue to ensure quality academic instruction for our students throughout the COVID-19 pandemic. The challenge currently is to manage classroom exposure while our demographic is among the least vaccinated in the state. And it is not just health and safety—the COVID pandemic has increased our reliance on technology across the campus and many of our classrooms still have the technology problems outlined in our previous Program Review. In these efforts, we need support from our District administration as well as faculty being alert in their classrooms.

While placement has dramatically improved from previous years, student success in the courses has not improved equitably. As noted above, while AB 705 implementation has contributed greatly to narrowing equity gaps, gaps still remain. Success rates for all minoritized groups, except Filipino, trailed the success rate of the dominant group in Fall 2019. In Fall 2020, all minoritized groups trailed the success rate of the dominant group (“Success & Enrollment” in AB 705 Dashboard). For example, African American students had a 56.8% success rate, and Hispanic students had a 71.2% success rate, both of which trailed the 81.9% success rate of White students.

This suggests that equitable student success is a complex problem, one existing within and across different aspects of the college system and society. For example, African American and Hispanic students needed to rely more heavily on the Emergency Withdrawal (EW) option in Fall 2020, 27.5% and 25.7% respectively, versus 19.9% of White students, which suggests that the pandemic hit students of color harder (“Success & Enrollment” in AB 705 Dashboard). While we improved placement, which improved access to and success in transfer-level courses, placement alone is insufficient to explain equity gaps. We need to look at curriculum, assessment, financial aid, emergency aid, community, support services, etc., all through an equity-minded lens to better understand how we can foster success for our students of color.

The English 301 support course and its curricular alignment with English 1 is an area of focus, not just for how the two curricula complement each other, but also to refine our assessment methods. The 301 support course overall success rate showed marked improvement from AY 2019-20 (57.6%) to 2020-21 (62.1%) but still trails the success rate of English 1. Aggregated for Race/Ethnicity, African-American success rates dipped sharply from 63.6% in 2019-20 (above the average for the course) to 46.2% (far below the average). In this figure, success rates for African-American women dropped to 37.5%, though it is possible that this was due to a small population of such students, so the figure may be an anomaly. Nevertheless, this is important data upon which to focus our improvement efforts.

The English division will continue to work on including dual enrollment instructors in ongoing assessment and pedagogical work. It has been historically difficult for dual enrollment instructors to participate in training and assessment sessions, but there are

plans to reach out in more direct ways now that the division chair duties are split. Among the items to examine, we would like to discuss the difference in student success rates when comparing the dual enrollment program to traditional COS courses and the ways we can more effectively norm our assessment across all English classrooms.

The English division needs to continue to improve in regularizing SLO assessment practices and concomitant entry of SLO data into the TracDat system. The problem is multifaceted and touches upon larger questions of course assessment and the assessment of student writing. Additionally, English will gather data on the changes we have made re our "specialty literature course" offerings and scheduling practices. We still struggle with enrollment in several of these courses, but have made some changes that will take time to see if they are working.

Describe any external opportunities or challenges.: The COVID-19 pandemic continues to impact and disrupt our teaching modalities and health and safety worries for ourselves and our students. Promised tech (such as HyFlex classrooms, zoom cameras, and microphones) have been delivered at the last minute or not at all. This has left English deeply concerned for its lesser-prepared students. And overall, COVID seems to be responsible for the severe downturn in enrollment.

English still is trying to assess and refine how it accomplishes the Chancellor's "Call to Action" curricular mandates. The division has worked hard to improve equity and access, but there has been internal strife around how best to meet the call. We do have an improved AB 705 Dashboard and intend to research ways of improving success rates, especially for disaggregated groups.

Overall SLO Achievement: Because many English professors tie passing grades to competence in the SLOs for the course, overall course success rates can be a helpful proxy for thinking through SLO achievement. Overall, our English courses beyond English 1 in the program sequence (with two exceptions) have three-year historical success rates above 80%, suggesting satisfactory SLO achievement in our above-transfer-level courses.

Because of the relative infrequency of some course offerings (e.g., some literature courses are only offered every 2 years), English has sometimes struggled to sustain division-wide buy-in and support when it comes to assessing single-section courses. In the past, we have tried a "communities of practice" model in which we group all literature courses together for assessment purposes. While this has led to some wonderfully productive pedagogical conversations and syllabus innovations, it has led to some confusion regarding the assessment of specific SLOs for individual courses.

Changes Based on SLO Achievement: English adopted a policy of "assessing each semester taught" for our specialty literature courses, which do not fit well in a three-year assessment cycle.

Our transfer-level course, English 1, is up for assessment this year. Our last assessment results were mixed in that there was a significant mismatch between reported success rates for English 1 overall and student success in the three SLOs for the course. The need for ongoing division-wide assessment of English 1 student work and continued dialogue among faculty regarding assessment practices, SLO content, and grading is evident.

Overall PLO Achievement: In Spring 2021, as in the year before, the English PLO committee administered a survey to COS English majors who had completed the ADT for English and were transferring to university and also a survey was sent to alumni. The surveys asked students about (among other things) how well they believed the English program had helped them meet the program learning outcomes. In the alumni survey, students reported positively that English Composition (Engl 001 and 002) classes prepared them for their transfer institution and in the survey of recent graduates, students reported only positive responses to questions about whether the program helped them write well, read closely, and think critically.

A data request was created to assess whether the English course sequence helps students and the results suggest that the sequence has value in improved GPA for electives. The report concludes, "Students' overall GPA for electives was significantly and positively correlated with their grade in ENGL 2, ENGL 4, and the average GPA of both. Meaning higher grades in ENGL 2 and ENGL 4 as well as a higher combined GPA for ENGL 2 and ENGL 4 were related to students having a higher GPA for elective courses."

Changes Based on PLO Achievement: The data we analyzed from the Research office suggests that English might revise its recommended course sequence for the English AA-T, encouraging students to take English 4 earlier in their program and English 2 later. This is because the data suggest that English 4 is more directly related to the material in English major courses (e.g., specialty lit. courses) than English 2 is. This might also suggest a need to reach out to other programs that require English 2 in their program sequence in order for those programs to request and analyze similar data for their programs in order to investigate the effectiveness of English 2 in their program course sequences.

There are also concerns related to under-enrollment in our specialty literature courses and the relatively low rate of students graduating with an English AAT compared to the larger number of overall English majors. English created a mentoring program and different scheduling strategies to gain insight and improve the program. Research also needs to look into success rates of disaggregated groups to see what improvement can be had there.

Comments in the students surveys are food for thought for the division, advocating for more difficult texts to read, but complimenting the division on the helpfulness of the professors and variety of courses.

Outcome cycle evaluation: Virtually all English courses have been assessed within the established cycles, with the exception of a few of the specialty literature courses, which are being updated presently.

Related Documents:

- [AB 705 English 001 Disaggregated Report- Fall 2018 Cohort to Fall 2019 Cohort Comparisons.pdf](#)
- [Data Set - Placement into Math and English.pdf](#)
- [Success & Enrollments-English 1 EW.pdf](#)
- [Success & Enrollments-English 1 G-RE.pdf](#)
- [Success & Enrollments-English 1 G.pdf](#)
- [Success & Enrollments-English 1 RE.pdf](#)
- [Success & Enrollments-English 1 W.pdf](#)
- [Success & Enrollments-English 1.pdf](#)
- [Success & Enrollments.pdf](#)
- [COS English Alumni Followup Spring 2021.pdf](#)
- [Graduating in Spring 2021 with an AAT in English_ Tell us how we did!.pdf](#)

Action: 2020-2021--Improve and maintain quality instruction in the remote-learning/virtual environment due to the COVID-19 pandemic.

The English division will maintain online resources and promote collegial support, including appropriate training and professional development, for online teaching during the COVID-19 pandemic in order to ensure quality instruction in our courses and continued growth in our students.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: Institutional Learning Outcome, "Communication"

English PLOs: 1. Writing Effectively; 2. Reading Closely and Critically; 3. Critical and Creative Thinking

Person(s) Responsible (Name and Position): Dean Richard Lubben, DC Joseph Teller, volunteer English faculty as needed.

Rationale (With supporting data): All instruction in English will be carried out online throughout the rest of this academic year. Making sure we support our faculty with adequate technology and software is absolutely vital to ensure the academic quality of our courses and student success in them.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: The external mandate is the global pandemic and the College's decision to keep all instruction (with some exceptions) online through this entire academic year.

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

English continues to support students and faculty to maintain and update computer labs and a close network of committed faculty share strategies and practices at Dialogue Days, in workshops, and in regular all-faculty emails. The podcast repository continues to assist both students and faculty with online and pedagogical issues and there is a Canvas repository of helpful best practices.

Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - English

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: 2020-2021--Assess English curriculum and CORs in light of Chancellor's "Call to Action" of 6/5/20.

The English division will undertake an evaluation and potential revision of CORs based on the Chancellor's "Call to Action," item 3. Any proposed revisions will be debated through usual division governance processes and forwarded through regular College curriculum processes.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: Institutional Learning Outcome, "Civic Engagement"

English PLO 3: Critical and Creative Thinking

Person(s) Responsible (Name and Position): English faculty volunteers on workgroups for this purpose; Joseph Teller (DC).

Rationale (With supporting data): This action will comply with an external mandate/challenge from the Chancellor's office.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Cf. Chancellor's Office "Call to Action," codified in a letter of June 5, 2020, and particularly item #3, "Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racist curriculum."

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

The Division created a special committee that spent the year revising the English 001 COR to reflect anti-racist classroom practices and curriculum. During this process division collegiality broke down, but the committee nevertheless produced a COR that English subsequently adopted. The curriculum process was halted due to an academic freedom complaint, but the division intends to continue this work.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English

Program Review - English

by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2020-2021--Assess overall effectiveness of ENGL 301 as a support course for ENGL 1.

The division will examine its curriculum for ENGL 301 and determine whether any revisions are needed to the COR in order to make the course maximally effective for students. If the division should determine that the 301 COR should be substantially revised, a proposed revision can be undertaken starting in late Spring 2021 at the earliest.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

Institutional Learning Outcome, "Communication"

Person(s) Responsible (Name and Position): English faculty who regularly teach ENGL 301; other designated ENGL faculty; Joseph Teller (DC)

Rationale (With supporting data): As ENGL 301 is a relatively new course; as the success rate for ENGL 1 students enrolled in ENGL 301 in Fall 2019 was 46% ("Fall 2019 AB705 Results"); and as some students have indicated in the "AB 705 Pilot Survey" that they would like the work in ENGL 301 to more directly support their work in ENGL 1, the English division should reassess its ENGL 301 goals and objectives to ensure the work done in 301 effectively and directly supports student learning in ENGL 1.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/23/2021

Status: Continue Action Next Year

English requested and received research support with a new AB 705 Dashboard that helps us look deeper into disaggregated data and more selective data. While success rates have improved some, they still lag a bit behind our English 1 rates. Need more study is needed and we will continue to assess progress here.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

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District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2019-2021--Re-institute Department-Wide Portfolio Reads to improve assessment of student writing and promote best practices

The English Division will reinstitute optional department-wide Portfolio Reads for English 1.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Joseph Teller (DC 2020-21); Josh Geist (DC 2019-2020); English faculty

Rationale (With supporting data): In the English Division, we essentially have two kinds of classes: specialty classes (like Creative Writing and our various Literature classes), of which we offer a handful of sections every semester, and composition classes, of which we offer several dozen sections every semester. Prior to 2013, English had a thriving regular assessment practice driving valuable discussion about our composition classes, which represent the bulk of our work, but fell short in our assessment work around our more specialized classes.

Our English 251 Portfolio Reads, which were held twice each semester, and which allowed a broad range of instructors to read and discuss student work, to assess student performance, and to develop norms and assumptions that held extended beyond Engl 251 backward into Engl 360 and forward into Engl 1. While this was invaluable for those classes, the result was that very little department attention was paid to our literature and creative writing classes.

As CoS changed its approach to assessment in response to our Show Cause status, English too changed our approach to assessment, focusing on a different course each semester. While this helped us keep current on assessment, it meant that participation gradually and steadily dwindled as the courses we assessed were relevant to increasingly small subsets of our faculty.

Over the last couple of years, we have changed our approach to assessment for our specialty courses, creating Assessment Communities of Practice allowing interested instructors to share work on assessment in our specialty courses, as well as aligning and synchronizing our Literature course assessment to allow for more frequent and meaningful outcomes assessment. Moreover, with AB 705 eliminating Engl 251, 261, and 360, Engl 1 now comprises the majority of the workload for nearly all English instructors.

Therefore, this year we will be reinstituting department-wide Portfolio Reads for English 1. We hope that this change will generate renewed interest in our Dialog Day activities, create a more robust process for assessing English 1, and allow us to do some of the work in disaggregating the differences between students in English 1 sections with and without support.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Program Review - English

Updates

Update Year: 2020 - 2021

09/24/2021

Status: Action Discontinued

Work on this action was begun in 2019-20 but was halted by the COVID-19 pandemic and while a department-wide read is not impossible, the logistics when we are not entirely face-to-face have proven difficult. We recognize this work is essential to the academic quality and consistency of the English program, but for the current assessment year, we will look into different assessment methods better suited to our circumstances.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

Action: 2020-2021--Update and maintain English division website with equity statement and adequate, useful teaching and institutional materials.

The division will update its official website with a new equity statement and materials useful for teaching and for institutional navigation.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: District Objective 4.3: Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Institutional Learning Outcome, "Civic Engagement"

Person(s) Responsible (Name and Position): Designated faculty on equity statement workgroup; other volunteer faculty; Joseph Teller (DC)

Rationale (With supporting data): Producing and publishing online a division equity statement will help meet the Chancellor's office "Call to Action." Additionally, maintaining an updated website will help make English-related materials and services easily available to English faculty during the COVID-19 crisis, which will in turn help sustain the quality of our academic program and our commitment to student success.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Maintaining an updated website that includes an equity statement as well as materials for teaching and institutional navigation will address both the Chancellor's "Call to Action" and the exigencies of the COVID-19 pandemic.

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

Progress was made when the division's Equity Statement was posted, and we have uploaded helpful documents. English also voted to seek assistance from the District to get faculty pictures and syllabuses and teaching philosophies on our site so the community and our students have a better sense of who we are.

Impact on District Objectives/Unit Outcomes (Not Required):

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Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: 2019-2021--Expand and increase the offerings of survey and specialty literature courses.

The English Division will increase the number of survey and specialty literature classes to increase student access to CSU/UC transferability.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Joseph Teller, DC (2020-21); Josh Geist, DC (2019-2020); Richard Lubben, Dean

Rationale (With supporting data): Because our survey literature and specialty literature courses are on such a restricted rotation, we have heard many reports that students cannot transfer in a timely manner with their desired/required coursework. This limits students' ability to truly transfer to any CSU or UC within two years. The enrollment data for the survey literature courses speaks for itself:

F17 – Engl 30 = 23/25

S18 – Engl 31 = 36/30

F18 – Engl 15 = 30/25

S19 – Engl 16 = 27/28

F19 – Engl 44 = 29/30

Engl 44 (online) = 24/30

When these courses finally become available, students must rush for them, and we must open more sections or take above the cap in order to meet student need. It would be more effective if we offered more sections more frequently so that students have greater opportunity to take the courses they need without impacting the courses and without students missing a course they desire.

The specialty literature courses, on the other hand, have less enrollment, but they have different constraints within GE patterns, even though they are vitally important to English majors. Further, we argue that the 3-year rotation of these courses makes them even more unattractive to students because they cannot take them when they need them. For example, if you are an English major interested in Chicano Literature and want to graduate in two years, you will only get the course if you are lucky to start your program within its rotation; thus, students supplement their major requirements with other courses.

With AB 705 composition changes, students will be able to complete English 001 prerequisites more readily, so we will likely see even more interest in both survey and specialty literature courses as students will have greater access to these courses even earlier in their first two years of college.

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Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Our English degree is one of the required Associate Degrees for Transfer. An explicit agreement with ADTs is that students can complete their AA in two years and then transfer to a CSU and complete the remainder in two years—a truly four-year degree. We are obligated to ensure that students who declare an ADT major can complete in two years. As well, upcoming UC transfer pathways may increase that need. As it stands, according to the Transfer Admission Guide (TAG), UCs also require that students have more literature preparation to be eligible for transfer as an English major:

One course in English composition = ENGL 001

One course in English critical reading and writing = ENGL 002 or possibly ENGL 004

One year survey of literature in English

British literature to 1850 = ENGL 015 and ENGL 016

Either British lit from 1850 or survey of American lit = ENGL 030 and ENGL 031

Two years of one foreign language or a combination of courses in foreign language and foreign literature in translation = ENGL 44 and ENGL 45 + one year of foreign language

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

English voted to increase course offerings of specialty literature through a more condensed schedule that offers rotating in-person and online courses. It also voted for English 1 to be advisory, rather than a prerequisite for a 3-year trial period. We will need to gather data now on the effects of these decisions.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

09/07/2020

Status: Continue Action Next Year

Preliminary work on this issue began in AY 2019-20, and the English division now offers ENGL 30 (Fall) and ENGL 31 (Spring) every academic year, with ENGL 15 (Fall) and 16 (Spring) alternating academic years with ENGL 44 (Fall) and 45 (Spring). These survey courses are now filling quite quickly, leading to added sections: in Spring 2020, we added an extra section of ENGL 45 (online), and in Fall 2020, we added an extra section of ENGL 30 (online).

However, despite this achievement in scheduling our literature survey courses, further work on specialty literature course offerings and rotation was halted by COVID-19 and the statewide shift to remote instruction.

The English division will continue to investigate specialty literature course offerings and schedule rotations as part of its larger conversation about equity and access in 2020-21, and will consider issues such as the English 1 prerequisite for literature courses, as well as other curricular and institutional issues that might affect enrollment in specialty literature courses (e.g., overlap between our courses and topics in other disciplines; potential development of new specialty literature courses; rethinking scheduling based primarily on student demand).

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

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District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2020-2021--Review and revise SLO assessment cycles for literature courses to maintain course assessment currency and promote wider division buy-in

The Division will review current assessment practices for our literature courses and revise the structure of assessment as necessary to keep up with the regular assessment cycle.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes: Assessment of SLOs is necessary to maintain courses--external, institutional mandate.

Person(s) Responsible (Name and Position): English faculty teaching literature courses; English Outcomes and Assessment Lead; Joseph Teller (DC).

Rationale (With supporting data): Outcomes and assessment practices are vital for maintaining a culture of instructional improvement. This action will help maintain the academic quality of our courses and program, and will provide us with more up-to-date and relevant SLO assessment in English courses taught less frequently than English 1 or 2.

Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: SLO assessment is an external, institutional mandate.

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

COVID continued to impact our work on this action and we focused more on how to better serve students with our specialty literature courses. We still need to improve our assessment processes and training.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2021-2025

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: 2020-2021--Improve student support in English courses through more effective use of AI tutors

Program Review - English

Increase use of AI tutors in our English courses and streamline training of tutors for English courses.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: 1. Writing Effectively: At the end of this degree program, students can produce effective, meaningful writing for a variety of contexts, purposes, and audiences.

2. Reading Closely and Critically: At the end of this degree program, students can read literature and other texts closely and critically.

3. Critical and Creative Thinking: At the end of this degree program, students can think critically and creatively about issues and ideas.

Person(s) Responsible (Name and Position): Joseph Teller (DC); English faculty coordinating with AI program; Dean Angela Sanchez

Rationale (With supporting data): Although COS has effectively institutionalized the AI program, we have not made full use of AI tutors in the past academic year. More regular use of AI tutors, especially in courses such as English 301 and English 1, could be an effective way to improve student achievement rates in those courses.

Additionally, AI tutoring could benefit from a faculty "coordinator" who is paid hourly compensation to promote AI with faculty, conduct student and faculty training and offer other forms of support for this program. The work is projected to take 20 hours per semester, and Educational Support Services estimates an allocation of approximately \$2500 per academic year would cover the cost.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Action Discontinued

This effort is still a priority, but changes in the name of the tutor program and its focus will be continued in a new action, rather than here.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - As per Educational Support Services: although the AI tutoring program has been increasingly institutionalized during 2019-20 (see most recent update on last year's English action, "Formalize and Institutionalize the English AI Program"), there is still a need for a "faculty coordinator" for the AI program in English. A faculty coordinator would work approximately 20 hours per semester at an hourly rate to liaison with English faculty, train tutors, advise tutors and faculty of best practices, and otherwise support tutors' work. This approximately 40 hours per academic year would be paid at a faculty member's lecture rate. (Active) (Active)

Why is this resource required for this action?: In order to make tutoring more available and effective for English courses, the English division needs regular and predictable contact with the AI program. Additionally, AI tutors need to be aware of current pedagogical practices in the division, and relatively frequent turnover rate in tutors given the nature of a two-year institution means having a faculty coordinator to serve as a liaison and as a source of training is necessary for effective tutoring and increased use of AI tutors in English courses.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2500

Related Documents:

[Email for AI Coordinator Compensation.pdf](#)

Program Review - English

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

Action: 2016-2021--Streamline Writing Center Leadership

The Writing Center will reduce redundancy, create leadership stability, and increase efficiency by revising its leadership structure.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objectives 2.3, 4.2

Person(s) Responsible (Name and Position): Josh Geist, Writing Center Director; Writing Center Steering Committee (2020-21)

Rationale (With supporting data): 1. A request for a split-time faculty coordinator was made as part of our 2015-2016 Program Review, it was not funded. A request for a position under the Learning Assistance designation was made as a part of our 2016-2017 Program Review, but in Instructional Council we were asked to begin the process in Curriculum. The Learning Assistance designation was approved by the Curriculum Committee on Wednesday, October 3, 2018.

2. Faculty leadership is common and desirable in writing centers around the world. The International Writing Centers Association's "Position Statement on Two-Year College Writing Centers" notes that while "writing center administrators should be tenure-stream or continuing contract salaried employees, depending on local context," the Association prefers that "they have faculty status with a minimum of 50% release from their teaching responsibilities per semester to oversee the writing center." Many of our local Writing Centers, including Fresno City College and Fresno State, are helmed by faculty coordinators.

3. Our institution includes two similar positions that might be considered precedent positions for this assignment: Distance Education Coordinator and Curriculum Coordinator. A job description for a Writing Center Coordinator might be modeled on those positions.

4. As a program, the Writing Center is significant. It includes five individual courses, one certificate program, and is considered a unit for program review. Given that each of these entities requires qualified assessment, faculty leadership is appropriate.

5. As we've grown to serve more students and locations, our current faculty director's responsibilities and load have grown beyond what can reasonably be accomplished on top of a full-time faculty teaching schedule.

6. Moreover, the current faculty director's position was defunded in 2019, meaning that at present, all faculty leadership, including assessment, staff support, and Program Review contributions, are done on a volunteer basis.

7. Our current full-time classified coordinator position is funded through Student Success and not permanently; the Writing Center's leadership needs to be institutionalized.

8. The Tutorial Task Force Recommendations (See Document "Tutorial Task Force Recommendations.pdf") call for the establishment of a "Faculty Director" role, including a list of enumerated duties. The indicated position extends beyond the Writing Center alone, and "Director" may not be the desired term, but the Recommendations do call for a faculty position to engage in this work across Tutorial.

9. The Tutorial Task Force has included the responsibility of creating the job description for this "Faculty Director" role in its commission of the incipient Tutorial Work Group being convened in Fall 2020. For that reason, we are currently marking the resource request attached to this action as "Inactive." The need for this position still exists, and we anticipate requesting a full-time position for Tutorial Services more broadly in 2021, but our intention is to delay the request for that position until the Tutorial Work Group is able to more fully enumerate its details and duties.

Program Review - English

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/24/2021

Status: Continue Action Next Year

A number of external changes and the challenge of COVID has meant that while some progress has been made, the action still needs work. Currently the action serves to support efforts of the Tutorial Task Force to solidify faculty leadership in the Writing Center and other tutorial support services.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021

10/09/2020

Status: Continue Action Next Year

As a part of the ongoing restructuring of Tutorial Services, the Tutorial Task Force reconvened during AY 2019-20. District Objective 2.3.6 calls on the District to "integrate and align peer academic support programs" across the landscape of Tutorial Services. As a part of its recommendations, the Task Force called for the establishment of a "faculty director position," whose duties would include many of the responsibilities enumerated above. As such, we continue to work on this action this year by supporting the nascent Tutorial Workgroup in establishing a job description for that faculty position. This year, we are suspending our resource request for a full-time faculty position under the assumption that we will bring it forward with a broader purview next year.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2015-2018

District Objectives - 2.3 - Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

District Objectives: 2021-2025

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Improve student support in English using Embedded Tutors

Expand the use of Embedded Tutors in English 1 courses, not limited to just those courses with attached 301s

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Program Review - English

Person(s) Responsible (Name and Position): Division Chairs: Landon Spenser and David Hurst

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Chancellor's Call to Action to increase throughput and success in transfer-level English

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: Institutionalize the English Major Mentor Program

Provide a stipend for a faculty member to oversee and develop the English Major Mentor Program, including research into graduation rates, disaggregated groups, and providing student support in the program. Additionally, this person will handle PLO assessment.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Division Chairs: Landon Spenser and David Hurst

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Provide an annual stipend to a department faculty member to sustain the English Major Mentor program. (Active)
Why is this resource required for this action?: The program involves considerable time organizing mentor-student match-ups, activities, support, and follow-up. This person also manages the Program Outcomes assessment.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 7000
Related Documents: English Major Mentoring Recap.docx

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5%

Program Review - English

from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Perusall License

Purchase a license for the annotation software Perusall to protect student confidentiality and promote its use.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Division Chairs: Landon Spencer and David Hurst

Rationale (With supporting data): Perusall lets students comment/reply/question each other in real time, increasing shared knowledge and overall retention of core concepts throughout the class. Data privacy was one reason the department did not pursue the Hypothes.is annotation platform, but the free version of Perusall, which is gaining use in the department, has similar issues. According to a Canadian university library, the free version has “some significant drawbacks with respect to copyright, student surveillance, and data collection” and recommends other options. However, the paid version does allow for a data agreement to protect student privacy. It is unclear if a paid version of Hypothes.is would provide the same protection, but Hypothes.is is limited in other ways as well (Perusall allows embedded textbooks for example). What is clear is that Perusall annotation promotes reading and reading comprehension especially with online students, and supports student success in English.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Technology - Site License for the annotation cloud software, Perusall. (Active)

Why is this resource required for this action?: Purchasing a site license is the only way to use the software without the tacit agreement to share private student data with third parties. Note that this request will require ongoing funding and English expects that funding to come from the same sources as other departments' software licenses.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6000

Related Documents:

[Perusall Licensing Agreement-College of the Sequoias.docx](#)

[Engaging Diverse Voices with Social Annotation-2.pdf](#)

[Perusall Request Support Data.docx](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Program Review - English

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: Laptops Upgrade

Purchase 120 Chromebooks and 1 laptop storage cart

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Division Chairs: Landon Spencer and David Hurst

Rationale (With supporting data): Many of the current laptops in use in English classes (301s especially) need refreshing—some do not work at all. Additionally, Hanford English classes, if not directly scheduled into one of the two computer rooms, have no access to computers. Accordingly, English is requesting to purchase a cart and 30 Chromebooks for Hanford, and 90 more Chromebooks to refresh the computers in each of the 301 support rooms in Alpine, Lodgepole, and Tule. We are requesting Chromebooks to reduce costs as well as to provide students a slimmer, lighter laptop for use in the smaller desks that have been installed because of COVID.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - We need a laptop cart and 30 laptops for the Hanford campus. In addition to that, we need to refresh the 90 laptops currently in use in Visalia. (Active)

Why is this resource required for this action?: Most of the laptops in use in the 301 support classes have severe issues either booting up or running and in Hanford, no laptops are available at all if we happen to be assigned rooms without computers.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 160000

Related Documents:

[Computer Resource Request Quote.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

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District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.