



## Public Program Review Report

English (2023/2024)

### Cover

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**Program Review Title** English (2023/2024)

**Semester Assessed** Spring 2024

**Area Description:**

The SBVC English Department offers a comprehensive program of classes designed to help a diverse community of students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate (ESL), basic skills students, AA-T English Degree majors, and ESL students. Our courses foster practical and academic writing, critical thinking, comprehension skills, and communication skills. Courses are offered in composition, literature, journalism, literary magazine production, creative writing, English as a Second Language, and pre-college writing. The department regularly reviews courses through the content review process to ensure they are addressing the needs of our students. In addition, with the implementation of AB705 and AB1705 guidelines and curriculum, culturally responsive teaching, and with the increase in the distance learning format, the department continues to promote course effectiveness through dialogues in its Community of Practice. The Writing Center, under the pedagogical guidance of the English Department, continues to provide support services to students across the department and provides embedded tutors for all co-requisite courses.

**Mission, Vision, and Values:**

The English Department aligns its curriculum and services to students with the college's mission, vision, and values in various ways, providing access to courses and services that promote student pathways to success and engage students in curriculum that reflects culturally responsive teaching and learning.

With the implementation of AB 705 and AB 1705, the English Department was put in the unique position of revising its curriculum and providing supplemental support to meet student needs through the equity lens, ensuring that inclusivity creates a pathway for student success by placing all students in transfer-level English (with the exception of students who have self-identified as ESL). The department developed corequisite curriculum for its English 101 course to provide equity to students at all skill levels, taking into consideration its alignment with SBVC culture and structure, including the identification of relevant support services that would assist in promoting the effectiveness of this model and provide access and inclusivity to a diverse community of learners. To address the newly developed curriculum, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training on best practices, with a major focus on teaching the new curriculum. An embedded tutoring program was implemented for all corequisite courses to provide students with additional support and promote connections with the Writing Center support services. In addition, the department is engaging in content review for all its composition and literature courses, using a culturally mindfulness lens.

The department also prepares students to meet their transfer goals. The department completed Guided Pathways' maps for English majors: AAT (CSU) and AAT (IGETC). In addition to English 101 being a requirement for the college's associate degrees, English courses are also a component of the IGETC certificate and transfer requirements to the CSUs and UCs. Effective Fall 2021, the CSU General Education-Breadth requirements included the newly established Area F-Ethnic Studies and Core Competencies. SBVC added a mirrored Area F- Ethnic Studies, to our GE pattern /Graduation requirements (Category VI). The department responded to that with the curriculum changes to African American and Chicano literature—now courses that are also offered with the Ethnic Studies prefix.

The department has placed the surrounding community's need for English as a second language as a high priority—expanding course offerings on campus and on sites within the surrounding community. The ESL program is designed for individuals whose first language is not English and who have not yet acquired the English skills necessary to succeed in an English-speaking workplace or in college-level classes. The program consists of two types of courses: credit and noncredit. The credit ESL courses are designed for English language learners who already have some ability to speak, read, and understand the English language to increase their English writing skills to the basic level necessary for success in mainstream English courses. The noncredit ESL courses are designed for individuals who are learning English for the first time or who have had little exposure to the English language. These courses are designed to develop students' skills in listening, reading, speaking, and basic writing in the English language.

In addition, the department also collaborates with other college areas to provide learning communities that promote student success in underserved populations—Puente, Umoja/Tumaini, Asian & Pacific Islander (Taytayan), and the Athletics Program. The English Department contributed to the college's Student Equity Plan with its goals to support the learning and success of our African American students in the English classes.

## SWOT Micro-Efficiency Program Overview

	Positive	Negative
Internal	<p><b>Strengths</b> What are you already particularly good at? What are your advantages?</p>	<p><b>Weaknesses</b> What areas do you need to improve? What are your disadvantages?</p>
External	<p><b>Opportunities</b> What are the factors that can contribute to your success?</p>	<p><b>Threats</b> What are the potential problems or risk you face?</p>

### Strengths:

Active, full-time and part-time faculty members who participate across the campus in committees and in activities and who collaborate with other departments/disciplines provide a global look at the campus that allows the department to continuously evaluate student needs and impact student learning. The department

also collaborates with other college areas to provide learning communities that promote student success in underserved populations—Puente, Umoja/Tumaini, Asian-Pacific Islanders (Taytayan), and the Athletics Program. And the English Department contributed to the college's Student Equity Plan with its goals to support the learning and success of our African American students in the English classes.

The Community of Practice has brought, and continues to bring, English Department faculty together to address the needs of the students in our courses, with particular attention on evaluating corequisite pedagogies and strategies for teaching and learning. Along these lines, the department implemented embedded tutoring for all corequisite courses to support students' needs at all skill levels.

The ESL Program has been expanded to satellite locations in our surrounding area, where non-credit courses are being offered—Urbita Elementary School, Feldhym Library, Our Lady of Guadalupe Catholic Church. The program has expanded its outreach through advertising in the community and having a team of counselors and clerical support that provide direct contact with each student and work directly with the full-time ESL faculty member. In 2019-20, the ESL headcount was at 193 but dipped in 2020-21 to 134 as a result of the pandemic and the switch from the in-person to the online modality. That headcount has been increasing and was at 353 for the beginning of the 2023-24 academic year.

The department has continuously engaged in discussions of expanding equity through the incorporation of a cultural mindfulness lens, and the department remains sensitive to the needs of our students, continuing a culture of inclusivity. Along these lines, the department is conducting content review for all composition and literature courses to ensure DEIA.

The Writing Center provides support services for students across the disciplines, and it is an integral part of the English Department and the English curriculum. It services students in a variety of modalities—providing one-on-one appointments for students on campus, online via email and Zoom--and it provides group workshops on a variety of topics related to writing. The tutors in the Writing Center also provide direct support for students in the corequisite courses, attending those classes and supporting the curriculum.

Census fill rates for English courses continue to exceed the college average. Fill rates for English: 2019-2020=87%, 2020-21=83.1%, 2021-22=78.7%, 2022-23=80.7%, and 2023-24=78.4%.

Course completion rates overall for English decreased from 2019-2020 (86.5%) to 80.3 % in 2020-21, 80.2% in 2021-22, 81.3% in 2022-23, and 82.8% in 2023-24. Although these are slightly below the college rates, this trend does reflect the overall course completion trend for the campus.

**Weaknesses:**

In 2019-2020 the AB 705 curriculum was implemented along with the change to the placement process and then the pandemic occurred. In 2019-20 the success rate was 63% but declined to 53.3% in 2020-21, and to 51.2% in 2021-22. In 2022-23, the success rate increased to 54.3% and to 55.5% in 2023-24. The department's on-going Community of Practice (professional development opportunities), outreach to PT faculty, implementation of embedded tutors in co-requisite courses, online training for faculty, and the continued promotion and use of Writing Center services, may be contributing to the increase. The department will continue to evaluate those factors.

The total number of students who completed transfer-level English within one year declined from 2019-20 (52.4%) to 2021-22 (48.4%) with an increase in 2022-23 (50.2%). This also reflects the declining enrollment

from 3,000 in 2019-20 to 2,519 in 2022-23 (2023-24: only one semester has the completion data, so it was not included here).

AB705 data (stand-alone English 101 versus English 101 with 086 or 087 corequisite indicates a slight difference in transfer-level completion rates within one year. Students who entered the transfer level without the corequisite completed as follows: 2019-20=55%, 2020-21=52.7%, 2021-22=51.1%, 2022-23=53.3%. Students who entered the transfer level with a corequisite and completed the transfer course within one year—2019-20=52%, 2020-21=44%, 2021-22=49.2, 2022-23=49.9% (2023-24: only one semester has the data completion data, so it was not included here). Although there was a decrease from 2019-20 in each group, both are again trending upward. With the department's continuing dialogues and training through the Community of Practice, those numbers should continue to rise.

#### **Opportunities:**

The department continues to evaluate the needs of the students and the curriculum and is currently assessing the effectiveness of AB705 co-requisite courses and assessing the effectiveness of recommended placement categories for English courses to ensure student preparedness. First-time Black/African American students enrolled in all ENGL-101 courses at lower rates than they enrolled in courses campus-wide. This helps to explain the state-reported Student Equity data which shows that first-time Black/African American students at Valley are not completing transfer-level English within their first year of enrollment – they cannot complete courses for which they are not enrolling. The department has contributed to the current Student Equity Plan and has committed to a plan that will address the impact of the corequisites on African-American students.

The department is continuing to rely on funding through Basic Skills for its embedded tutoring program, professional development for English faculty, extended oversight of the Writing Center Services, ESL Counselor, ESL support staff. The department will continue to apply for general funding through the ASPIRE process for institutionalization of the funding needs.

The department will continue to evaluate and make decisions regarding improvements to curriculum based on the disaggregated data.

#### **Threats:**

Lack of institutionalized funding to accommodate the needs to the department for embedded tutoring, ESL program components, professional development opportunities for English faculty, and Writing Center oversight provides the greatest threat to the department and its students. The department and the Writing Center have relied on Basic Skills funding to expand its programs. This funding is tenuous. In addition, growth can occur, but it is limited by the source of funding.

## **Goals and Planning**

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### **5-year goals and planning**

Department goals include the following:

- Apply for Basic Skills funding and continue the Community of Practice (professional development for English faculty) for 2024-25
- Continue to move forward with Student Equity Plan commitments
- Develop additional courses for English majors
- Advocate for hard data from high schools to promote accurate placement in English courses

- Continue assessing effectiveness of AB705 co-requisite courses through qualitative and quantitative data
- Assess effectiveness of recommended placement categories for English courses now that they are required
- Assess SLOs with disaggregated data
- Continue to evaluate courses through culturally responsive curriculum
- Continue to promote campus initiatives (OER, OEI, Guided Pathways, etc.)
- Advocate for full-time faculty growth positions through Program Review process
- Continue outreach to English majors
- Continue to foster partnerships with organizations in the college's service area to offer ESL classes
- Expand the use of Writing Center services with a particular focus on impacting the African-American student population

### Master Planning

- Continue to enlist faculty to provide professional development opportunities that focus on best practices to improve student success and retention
- Continue to apply for general funding to ensure that corequisite support, the Writing Center Services, and the ESL Program funding is institutionalized
- Continue to establish connections with other campus areas to promote student success in underserved populations
- Continue to advocate for full-time faculty members—with expertise specifically in African-American Literature and ESL

### Attestations

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SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

### Supporting Documents

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Attached File

[Calculations for line of sight and embedded tutors for academic year.docx](#)

### Codes and Dates

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