Instructional Comprehensive Program Review: English Comprehensive Program Review--2023

Cover

Overview

Program Review Year 2024

Title English Comprehensive Program Review--2023

Year of Last Comprehensive Review Fall 2017

Year of Last Mini Update, if applicable

Originator Kramer, Elizabeth

Area Dean Robert Gutierrez

Division

Language Arts

Department

English

Subject

- ENGL - English

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- ENGL 001A - English Composition - Active
- ENGL 001B - English Composition - Active
- ENGL 001C - Critical Thinking/Composition - Active
- ENGL 028 - Introduction to World Mythology - Historical
- ENGL 032 - Gender in Literature - Active
- ENGL 052 - Children's/Adolescent Literature - Active
- ENGL 062 - Asian/Asian-American Literature - Active
- ENGL 072 - Fundamentals of Creative Writing - Active
- ENGL 073 - Introduction to Shakespeare - Active
- ENGL 080 - Mexican-American Literature - Active
- ENGL 082A - African-American Literature - Active
- ENGL 084A - Survey of American Literature I - Active
- ENGL 084B - Survey of American Literature II - Active
- ENGL 086A - Survey of English Literature I - Active
- ENGL 086B - Survey of English Literature II - Active
- ENGL 105 - English Support Course - Historical
- ENGL 500 - Sentence/Paragraph Development - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Banerjee, Sravani

- Eckford, Elizabeth

- Gutierrez, Robert

- Lim, Sherryanne

- Marvin, Todd

- Mentor, Steven

- Ramirez, Susana

- Rojas, Raquel

- Saleem, Huma

- Wilson, Scott

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
  - **Access**
  - **Curriculum and programs**
  - **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
  - **Increase visibility**
  - **Develop strategic partnerships**
  - **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
  - **Communication**
  - **Employee development**
  - **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The English department is proud of the breadth, depth, and vigor of our program, and the courses, resources, and activities we have developed in recent years to help advance Evergreen Valley College toward our Strategic Goals of shortening students' time to educational goal completion and eliminating equity gaps in goal achievement.

Central to those efforts has been immediate placement of all students into English 1A, the foundational course for building the analytical reading and writing, as well as critical thinking skills required for their future studies across disciplines and careers, and the creation particularly the English 105 Support Courses to help them succeed in this demanding class the first time they take it. we have dedicated considerable time, energy, and resources to developing the English 105 Support Course (also not included in the Program) and a Community of Practice faculty working group to reconceive our teaching practices for the 1A course, the foundation for building student communication, inquiry and reasoning, and information competency skills across the curriculum.

Our English 105 (Support Course) Communities of Practice group, formed in fall 2022, meets once per month to work collaboratively with each other and counselors to develop and share best practices for enabling student success in English 1A, 1B, and 1C.

A number of faculty in the department have participated in California Acceleration Project conferences both before the pandemic and since, and many of us also have participated in our college's Humanizing Curriculum and Instruction workshops--including having applied for and secured funding for discipline-specific HCI workshops in our division in Fall 2021. We are re-envisioning our courses to be more inviting and inclusive in terms of interpersonal and community connection, instructional methods, and materials used.

These efforts, along with the creation of an OER English 1A textbook, launched in Fall 2023, and the pilot Dual Enrollment 1A course with Yerba Buena High School, launched in Spring 2023, all promise that we will be able to build on the current successes. Those are reflected in the California Community Colleges Transfer-Level Gateway Completion Dashboard, which shows that we have improved our one-year successful transfer-level completion rate from 41% in 2016-17 (the year of our last comprehensive Program Review) to 69% in 2021-22, exceeding the overall state's rate of 66% for the same year.

While we do still have work to do to eliminate the almost 20% gap in those successful completion rates for Black and Latinx vs. Asian and whites, we are hopeful that our current work and some of the projects we have requested funds for will help us diminish and eliminate those gaps.

**our last comprehensive Program Review was conducted in 2016-17, and has been rendered almost obsolete by the changes demanded byAB705.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

  The English Program has been radically transformed since our last Program Review in 2016-17 both by the advent of AB 705 and by the COVID pandemic. In 2016-17, many of our courses were Basic Skills classes and we had just completed design of our AA-T. At that time the goals of the program were to "promote curriculum that prepares students with reading and writing skills across the curriculum" for transfer to 4-year colleges and universities and for entering the workforce--and also to promote the AA degree.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

We have numerous recent accomplishments that contribute to EVC's College Mission and Success:

- Development of Eng. 105 Support course supports EVC's equity-centered academic pathway for students in achieving their educational goals through increasing one-year success rates in Eng. 1A and shortening students' time to educational goal completion.
- OER English 1A textbook (ZTC) launched in Fall 2023. The OER textbook eliminates equity gaps in goal achievement because it enables all students to participate and prosper in our English 1A courses, despite socioeconomic status.
- A number of faculty participated in our college's Humanizing Curriculum and Instruction workshops that focus on eliminating structural barriers and racial hierarchies to ensure fair access to resources and opportunities and demonstrates a departmental commitment to a culture of inquiry, growth, and respect.
- We are in process of hiring a new full-time faculty member. Having a new full-time faculty member will enable students to complete courses they need to graduate and/or transfer.
- All SLO and COR cleaned up and this contributes to the achievement of program with set standard(s) for student success.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

  In response to last year's Annual Update and Resource Request, the English department received $2100 to publish and promote *Leaf by Leaf*, the college's literary magazine, which is now entirely online. *Leaf by Leaf* is linked to the Creative Writing course taught each spring and also accepts submissions of stories, poetry, essays, photography, and other art work by students, faculty, and staff. Both the publication and the open mic poetry reading hosted by the instructors who teach creative writing and edit the magazine, are an inspiration to all about the powers of creative self-expression, the essence of our program (as much as that may be obscured by students' anxiety about academic writing).

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

  We would like to fortify our English 1C program through creation of an OER text for this level class, modeled on our 1A OER text, as well as a Community of Practice for instructors of 1C modeled on the English 105 Communities of Practice. As English 1C becomes integral to the upcoming California General Education Transfer Curriculum (Cal-GETC), we're ensuring we are continually creating conditions that allow historically marginalized and underrepresented students to achieve their educational goals successfully through offering OER/ZTC/LTC textbooks and intentionally reviewing, changing, and addressing our programs, procedures, and practices. OER text and Communities of Practice for English 1C speaks to EVC's mission of creating equity-centered, innovative academic programs and support services.

Another goal would be to revitalize enrollment in our literature courses, which have seen a drop in enrollment since the pandemic. These courses are especially committed to EVC's mission fostering a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper. Sample literature courses: Gender in Literature, Asian/Asian-American Literature, Mexican American and African American Literature.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Courses with no Degree or Certification

ENGL 001A - English Composition	Created: 07/29/2022
Modify Course	Originator: Todd Marvin
ENGL 001B - English Composition	Created: 08/24/2022
Create / Modify DE Course	Originator: Scott Wilson
ENGL 001C - Critical Thinking/Composition	Created: 02/02/2016
Modify Course	Originator: Robin Hahn
ENGL 028 - Introduction to World Mythology	Created: 11/05/2022
Create / Modify DE Course	Originator: Brian Gott
ENGL 032 - Gender in Literature	Created: 08/08/2022
Modify Course	Originator: Robin Hahn
ENGL 052 - Children's/Adolescent Literature	Created: 09/30/2018
Modify Course	Originator: Robin Hahn
ENGL 062 - Asian/Asian-American Literature	Created: 09/19/2016
Modify Course	Originator: Sravani Banerjee
ENGL 072 - Fundamentals of Creative Writing	Created: 11/05/2022
Create / Modify DE Course	Originator: Brian Gott
ENGL 073 - Introduction to Shakespeare	Created: 11/05/2022
Create / Modify DE Course	Originator: Brian Gott
ENGL 080 - Mexican-American Literature	Created: 10/01/2018
Modify Course	Originator: Raquel Rojas
ENGL 082A - African-American Literature	Created: 04/14/2022
Modify Course	Originator: Elizabeth Eckford
ENGL 084A - Survey of American Literature I	Created: 09/16/2016
Modify Course	Originator: Steven Mentor
ENGL 084B - Survey of American Literature II	Created: 09/16/2016
Modify Course	Originator: Steven Mentor
ENGL 086A - Survey of English Literature I	Created: 09/16/2016
Modify Course	Originator: Steven Mentor
ENGL 086B - Survey of English Literature II	Created: 09/16/2016
Modify Course	Originator: Steven Mentor
ENGL 105 - English Support Course	Created: 04/07/2022
Create / Modify DE Course	Originator: Elizabeth Eckford

ENGL 500 - Sentence/Paragraph Development   Created: 01/26/2021
Modify Course   Originator: Huma Saleem

Program Success Rate 63.01%

Program Set Standard : **It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 57%

Recommendation: **90% of the 6 year average success rate could be your program standard (average x 0.9).**

Program Success Goal : **It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 65%

- **Is your program success rate higher or lower than the campus?**

  lower

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

  Our success rate is about 9% lower than the campus's, likely reflecting the fact that our core courses (English 1A, 1B, and 1C) are quite demanding, requiring students to learn and demonstrate high levels of analytical reading and writing, as well as critical thinking and research skills.

  In light of AB 705's elimination of pre-transfer level classes, we created English 105 to give students extra instruction and practice with these skills while they are enrolled in English 1A (or 1B or 1C). We are also planning to extend the successful Enlace Summer English Academy (bridge) program to all community-centered English 1A classes in summer 2024 to help incoming college students feel more familiar and comfortable with the college setting and the expectations of these English classes.

- **Is the current program success rate higher than the program set standard?**

  Yes!

- **How close is the program to meeting the program success goal?**

  Our program is close to meeting our program success goal (just 2% short). But we are being cautious, as it is difficult to tell when each of our new efforts individually and/or in combination will start to provide more substantial increases in success rates.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  Yes.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**

  Program Average Total Enrolled
  6.000

  Program Success Rate
  48.170

- **Asian: 9182 - 79.970%**

  Program Average Total Enrolled
  749.000

  Program Success Rate
  71.440

- **Black or African American: 455 - 61.770%**

  Program Average Total Enrolled
  57.000

  Program Success Rate
  57.300

- **Hawaiian/Pacific Islander: 85 - 62.970%**

  Program Average Total Enrolled
  12.000

  Program Success Rate
  53.280

- **Latinx: 8952 - 64.890%**

  Program Average Total Enrolled
  1269.000

  Program Success Rate
  57.510

- **Two or More Races: 609 - 70.560%**

  Program Average Total Enrolled
  73.000

  Program Success Rate
  66.220

- **Unknown: 1397 - 72.850%**

  Program Average Total Enrolled
  144.000

  Program Success Rate
  64.410

- **White: 1207 - 73.590%**

  Program Average Total Enrolled
  111.000

  Program Success Rate

69.840

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**

  Program Average Total Enrolled
  1302.000

  Program Success Rate
  65.210

- **Male: 9868 - 70.160%**

  Program Average Total Enrolled
  1112.000

  Program Success Rate
  60.450

- **No Value Entered: 76 - 72.420%**

  Program Average Total Enrolled
  7.000

  Program Success Rate
  64.900

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**

  Program Average Total Enrolled
  24.000

  Program Success Rate
  84.860

- **18-24: 14936 - 69.850%**

  Program Average Total Enrolled
  2042.000

  Program Success Rate
  62.620

- **25-39: 4313 - 75.310%**

  Program Average Total Enrolled
  292.000

  Program Success Rate
  63.660

- **40 & Over: 1929 - 78.380%**

  Program Average Total Enrolled
  61.000

  Program Success Rate

64.240

- **Unknown: 11 - 65.690%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  62.240

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

  Two of the largest groups with lower success rates are Black or African American (57.3%) and Latino (57.5%) both about 13% below white and Asian success rates. Hawaiian/Pacific Islanders, though a smaller group in absolute numbers, have a similarly lower success rate (53.3%), and the success rate for American Indians, though based on only six individual students, is a very concerning 48.2%.

  An intervention the program is already implementing--and hopes to expand--to address these and other equity gaps are the community-centered English 1A courses, in which this entry-level composition class is paired with a support course (ENGL 105) that meets for an equal number of hours per week but with half the number of students, so all can get hands-on practice with research, critical reading and writing skills with support from the 1A instructor. Faculty who teach community-centered courses participate in monthly collaborative work, Communities of Practice, in which we share best practices, posting assignments, activities, and resources/handouts to a shared faculty Canvas page, and work closely with a counselor assigned to our division who is also the Co-Chair American Indian Council for Higher Education (AICHE). Enlace and Umoja faculty are part of the Communities of Practice and help us maintain active connection and dialog with these special programs serving the largest disproportionately impacted groups. Participating with the Early Alert Team is another continued intervention. Finally, in early Spring 2024, there is a plan for a full department meeting to review and discuss transfer level English completion for Latino students. EVC has been issued funds from the State Chancellor's Office for 2023-2025.

  The timeline to implement described interventions will vary since some items are ongoing and others have specific timelines like funds from State Chancellor's Office. We will reassess 4-6 years with the next program review.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

  Ethnicity/race: Although the 57% success rates mentioned above for Black or African American and Latino students do meet the program set standard, they are short of our program success goal, and below the success rates of other groups. Please refer to narrative above in section a.

  In the breakdowns by gender and age, all groups are meeting the program set standard and most are close to the program success goal--with the exception of males with a success rate of only 60%. Our dean's current and previous leadership in Closing the Equity Gap for Latinx Students, now by connecting the department with strategies through the Excelencia Project should be very helpful. We

could also initiate a series of guest speakers—specifically male authors sharing their educational experiences/journeys--to inspire male students to identify more with academic achievement and the paths it can open up.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Per distance education regulation, a fully asynchronous course is designed with no scheduled class meetings (whether online or in person) and/or face-to-face exams. In the English department, so far, we have a limited number of fully asynchronous courses, which are literature courses. For the fall 2021 semester, we had one section of asynchronous course. For the fall 2022 semester, we had two sections of asynchronous courses. Within one year, the seat count doubled (14 to 29); remarkably, the seat count of male students dramatically increased from 3 to 11. Another noticeable trend is the completion rate of these literature courses:

Fall 2021: 100% of Black/African American and 75% of Hispanic/Mexican American

Fall 2022: 100% Black/African American and 90% of Hispanic/Mexican American

Even though the literature courses mentioned above are the only fully asynchronous courses, our department does offer a significant number of sections of composition courses (1A, 1B, and 1C) have been identified as asynchronous hybrid due to the fact of a single required face-to-face meeting for the on-campus final exam. These sections of composition classes meet in asynchronous format for the entirety of the semester yet meet in person for the one required final exam. For the Fall 2022 semester, the English department offered 20 sections of this asynchronous hybrid format compared with 32 sections offered in traditional format—face-to-face on campus. The average success rate for asynchronous hybrid format was 57.8% compared to 62.8% for fully in-person--a 5% difference.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AA**

  Number of Awards (Examine 2018-19, 2019-120 data, 2020-21 data and 2021-22 data)
  7
  Discussion

2 (2016-2017 data); 1 (2017-2018 data); 1 (2018-2019 data); 1 (2019-2020 data); 2 (2020-2021 data)

The AA degree was being phased out once the AA-T degree was in place (see below).

- **AA-T**

  Number of Awards (Examine 2018-19, 2019-120 data, 2020-21 data and 2021-22 data)
  57

  Discussion
  9 (2016-2017 data); 11 (2017-2018 data); 2 (2018-2019 data); 11 (2019-2020 data); 15 (2020-2021 data); 9 (2021-2022 data)

  The highest number of AA-T degrees were awarded in 2020-2021. This may be attributed to the literature classes being offered online due to the pandemic, allowing students in the English program to complete their AA-T with ease and flexibility with their schedules.

  Note that the vast majority of sections the English department offers each semester are the composition courses (English 1A, 1B, and 1C), which serve almost all students, and transfer students in particular, as most are required to take one or two of these courses no matter what their intended major. The relatively small number of AA-T degrees is a reflection of the fact that not nearly as many students major in English.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

  Program Average Headcount
  1344.000

  Program Percentage of Total
  64.100

- **Day & Evening: 2656 - 29.800%**

  Program Average Headcount
  586.000

  Program Percentage of Total
  27.900

- **Evening: 951 - 10.700%**

  Program Average Headcount
  85.000

  Program Percentage of Total
  4.000

- **Unknown: 807 - 9.000%**

  Program Average Headcount
  83.000

  Program Percentage of Total

3.900

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

  Program Average Headcount
  1086.000

  Program Percentage of Total
  51.000

- **Half Time or less than half time: 5843 - 65.500%**

  Program Average Headcount
  992.000

  Program Percentage of Total
  46.600

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  Since our last program review in 2016-17, the percentage of day only students has increased from 58% to 64% (though in the last PR, English students were divided into three categories: Basic Skills (a category that no longer exists), Transfer (the majority of students), and Literature). The 58% was based on transfer students exclusively, so the increase to 64% may reflect the fact that more students are being integrated into a more serious and sustained/sustainable academic program as a result of the elimination of basic skills classes. The previous program review did not provide a specific number for evening-only students, but we have noticed a decline in enrollment in evening classes--and a corresponding increase in enrollment in hybrid/online classes, which may be meeting the needs of students who are working during the day.

  Full-time student enrollment has fallen from 58% in 2015 to 51% for the 2016-2022 period, likely reflecting the demands on students to work more hours to make ends meet as cost of living has continued to rise in our area.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  Both our Day and Full-time enrollments are higher than the college's--our Day enrollment by about 14% and our full-time enrollment by 18%, perhaps reflecting that our courses are central to transfer students' academic programs.

- **c. Based on the data, would you recommend any changes?**

  No.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**

  Program Headcount
  1125.000

  Program Percentage of Total
  53.680

- **Male: 3965 - 44.400%**

  Program Headcount
  965.000

  Program Percentage of Total
  46.020

- **No Value Entered: 38 - 0.430%**

  Program Headcount
  6.000

  Program Percentage of Total
  0.300

Student Demographic: Age

- **17 & Below: 517 - 5.810%**

  Program Headcount
  24.000

  Program Percentage of Total
  1.130

- **18-24: 5364 - 60.090%**

  Program Headcount
  1766.000

  Program Percentage of Total
  84.130

- **25-39: 2101 - 23.600%**

  Program Headcount
  256.000

  Program Percentage of Total
  12.250

- **40 & Over: 931 - 10.440%**

  Program Headcount
  51.000

  Program Percentage of Total
  2.450

- **Unknown: 6 - 0.060%**

Program Headcount
2.000

Program Percentage of Total
0.080

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

  Program Headcount
  6.000

  Program Percentage of Total
  0.260

- **Asian: 3634 - 40.800%**

  Program Headcount
  654.000

  Program Percentage of Total
  31.340

- **Black or African American: 205 - 2.310%**

  Program Headcount
  48.000

  Program Percentage of Total
  2.320

- **Hawaiian/Pacific Islander: 33 - 0.360%**

  Program Headcount
  10.000

  Program Percentage of Total
  0.450

- **Latinx: 3608 - 40.490%**

  Program Headcount
  1094.000

  Program Percentage of Total
  52.290

- **Two or More Races: 248 - 2.800%**

  Program Headcount
  63.000

  Program Percentage of Total
  3.010

- **Unknown: 598 - 6.590%**

  Program Headcount
  125.000

Program Percentage of Total
5.680

- **White: 556 - 6.260%**

  Program Headcount
  98.000

  Program Percentage of Total
  4.650

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

  We had a very significant decline in total headcount from Fall 2016 to Fall 2022: from 2,652 in Fall 2016 to 1,398 in Fall 2022. This dramatic drop in enrollment was likely due to the combined effect of the COVID-19 pandemic beginning in Spring 2020, just following the full implementation of AB705 in Fall 2019. The English department has already addressed this issue by offering a greater variety of modalities, including hybrid, asynchronous, and synchronous, both online and face-to-face, as well as late-start and some accelerated classes. The college's and our own outreach efforts to local school districts—including our department's dual-enrollment pilot program with Yerba Buena High School—have already resulted in big gains in enrollment in Fall 2023, though those figures are not included in the statistics above.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

  The English Department and the college share similar figures along gender lines, though the **gap** between female and male enrollment in the English Department is 3% lower than the gap for the college. When comparing figures for age groups, the English Department has lower numbers than the college in certain areas. In the 17 and younger group, the English Department is at 1.13%, which is proportionally smaller than the campus at 5.81%. In the 25-39 age group, the English Department is at 12.25%, which is proportionally smaller than the campus at 23.60%. In the 40 and over age group, the English Department is at 2.45%, which is proportionally smaller than the campus at 10.44%. In terms of race/ethnicity, the English Department's proportion of Asian students (31.34%) is smaller than the campus (40.80%).

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

  To increase the enrollment of students in the 17 and younger age group, we can extend our dual enrollment program from Yerba Buena High School to others in our district. To increase enrollment of Asian students, the department can work more closely with the ASPIRE program, Counseling and Outreach to attract students from local area high schools, and also collaborate with the ESL department to facilitate the transition of students into English classes.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity
51.46%

Program Productivity
10.98

Is your capacity rate higher or lower then the campus?
lower

Is your productivity goal higher or lower than the campus?
lower

If the program capacity and/or productivity is lower than the campus, please provide rationale
Both the figures for capacity and productivity are lower than the campus' due to the compounded effects of the implementation of AB705 and the COVID-19 pandemic. Productivity numbers for English will always be lower, as our classes have lower enrollment caps to insure student learning of complex and foundational skills of analytical, reading, writing, critical thinking and research.

Curriculum

Related Assessments
English 001A-213 Fall 2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Sherryanne Lim (/Form/Module/Index/5415)
1A- Created: 02/07/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5274)
1A- Created: 02/16/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5283)
English 1A SLO Assessment- Created: 06/13/2023 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/3552)
104- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Elizabeth Kramer (/Form/Module/Index/2209)
ENGL 001C - Critical Thinking/Composition- Created: 02/07/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2254)
ENGL 001C - Critical Thinking/Composition- Created: 02/07/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2255)
ENGL 001C - Critical Thinking/Composition- Created: 06/13/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2635)
ENGL 001C - Critical Thinking/Composition- Created: 11/09/2021 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/1824)
ENGL 001C - Critical Thinking/Composition- Created: 11/09/2021 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/1825)
Engl 01C Fall 2023- Created: 03/04/2024 New Section Level SLO Assessment Report Originator: Steven Mentor (/Form/Module/Index/5378)
SLO update- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Steven Mentor (/Form/Module/Index/3823)
English 1C- Created: 10/14/2020 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/927)

English 1C- Created: 10/14/2020 New Section Level SLO Assessment Report Originator: Robin Hahn
(/Form/Module/Index/928)

English 1C- Created: 10/19/2020 New Section Level SLO Assessment Report Originator: Robin Hahn
(/Form/Module/Index/955)

ENGL 032 Fall 2022- Created: 01/26/2023 New Section Level SLO Assessment Report Originator: Elizabeth
Kramer (/Form/Module/Index/3134)

ENGL 062-Asian and Asian/American Literature- Created: 09/11/2022 New Section Level SLO Assessment
Report Originator: Sravani Banerjee (/Form/Module/Index/2822)

Test- Created: 05/03/2022 New Section Level SLO Assessment Report Originator: Grace Estrada
(/Form/Module/Index/2472)

English 072 Spring 2023- Created: 09/22/2023 New Section Level SLO Assessment Report Originator:
Susana Ramirez (/Form/Module/Index/3935)

ENGL 080 Fall 2021- Created: 03/18/2022 New Section Level SLO Assessment Report Originator: Raquel
Rojas (/Form/Module/Index/2366)

ENGL 080 Fall 2021- Created: 03/18/2022 New Section Level SLO Assessment Report Originator: Raquel
Rojas (/Form/Module/Index/2367)

ENGL 080 Fall 2021- Created: 03/18/2022 New Section Level SLO Assessment Report Originator: Raquel
Rojas (/Form/Module/Index/2368)

ENGL 080 Fall 2021- Created: 03/18/2022 New Section Level SLO Assessment Report Originator: Raquel
Rojas (/Form/Module/Index/2364)

English 82A- Created: 08/26/2022 New Section Level SLO Assessment Report Originator: Elizabeth Eckford
(/Form/Module/Index/2781)

Survey of American Literature I- Created: 09/13/2023 New Section Level SLO Assessment Report Originator:
Sherryanne Lim (/Form/Module/Index/3815)

ENGL 084B Spring 2023- Created: 09/23/2023 New Section Level SLO Assessment Report Originator:
Elizabeth Kramer (/Form/Module/Index/3941)

Engl 86A Fall 2021- Created: 03/10/2022 New Section Level SLO Assessment Report Originator: Steven
Mentor (/Form/Module/Index/2344)

86 B-Survey of English Literature II- Created: 09/24/2023 New Section Level SLO Assessment Report
Originator: Sravani Banerjee (/Form/Module/Index/3952)

ENG 105 SLO assessmt- Created: 09/17/2023 New Section Level SLO Assessment Report Originator:
Elizabeth Kramer (/Form/Module/Index/3888)

- **1. Identify and updates to curriculum since the last comprehensive program review, including
  and new programs and indicate the 6-year timeline for scheduled course outline revision. For
  CTE, the time line is 2 year.**

  The implementation of AB705 has led to major restructuring of our program since the last
  comprehensive program review in 2016-17.

  - Elimination of four pre-transfer level courses:
    - English 341: Sentence/Paragraph Development was eliminated before Fall 2019 (start of
      AB 705) in response to our own early adaptation of multiple measures
    - English 330: Improvement of Writing (discontinued around Fall 2019 if not earlier)
    - English 104: Fundamentals of Composition (discontinued around 2020, temporarily
      replaced by English 106 (see below)
    - English 106: Reading and Writing Connections
  - Development and implementation of English 106: Reading and Writing Connections, an
    integrated reading and writing course developed over Summer 2018 in response to AB 705 and

elimination of the separate Reading department. Best practices in English call for integrating reading and writing, but only some of our faculty have specialized training in teaching post-secondary reading skills. A few sections of this course were offered between Fall 2018 and Fall 2020, after which it too was also eliminated (as a pre-transfer level class that created a barrier to students' one-year successful completion of transfer-level English).

- Development of English 105 Support Course, a 1-unit "co-requisite" (it is offered to but not required of all students) to help students build reading, writing, critical thinking, and research skills while they are enrolled in English 1A (or sometimes 1B or 1C--or even a non-English course for which they could use extra support).

While not all students do pass English 1A in the first semester they take it, overall, as mentioned in the Overview section above, these curricular changes have led to a significant increase in our students' one-year successful transfer-level completion rate from 41% in 2016-17 (the year of our last comprehensive Program Review) to 69% in 2021-22.

Most of our courses have recently been reviewed and updated, especially to remove "basic skills" or ESL prerequisites, in response to AB705. For future curriculum updates, English 28/52 courses are in review for updating (course proposals already launched) and English 104/106 are in process of deactivation (course proposals already launched). We have no plans to develop new courses or develop another program before the next Program Review. However, we are contributing courses to the online General Education certificate soon to be offered by EVC as part of the state's Online Educational Initiative (please see Curriculum #5 below).

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

ENGL 001A   English Composition   3 Units

This is the first course in a transfer level sequence designed to equip students with the skills necessary for writing college level compositions. The course emphasizes expository writing, critical reading, and research techniques. Students are required to produce a series of academic essays including a documented research paper in conventional format. Analysis of readings and the practice of writing processes create the basis for student essays.

ENGL 001B   English Composition   3 Units

This is a second semester college composition course, emphasizing expository and argumentative writing directed toward an analysis of ideas and concepts from a wide variety of literature; this includes discussion of fiction, drama, poetry, the essay, and other expository prose-- stressing critical reading in these genres. All English 001B students will take a Department Final which will be holistically scored by at least two faculty members and will represent 20% of their course grade.

ENGL 001C   Critical Thinking/Composition   3 Units

This course presents the elements of critical reasoning and logic. Students will learn to identify the basic structures of arguments and the ways people use language to fortify or to falsify arguments. Students will analyze and demonstrate these techniques by writing and critiquing essays and using research strategies.

ENGL 028   Introduction to World Mythology   3 Units

The course investigates cross-cultural patterns of myths: gods and goddesses of earth and sky, hunt and harvest; the cycle of the hero; the creation, destruction, and renewal of the world; myths as potent forces today in literature and the arts as well as in everyday life.

ENGL 032   Gender in Literature   3 Units

This introductory survey of literature focuses on the stereotyped and individualized characterizations of gender in multicultural literature, including fiction, nonfiction, poetry, drama, and film. Students will read, discuss, and write about literary images of men and women, representations of gender in literature, portrayals of gender-based attitudes and values, and the ways in which writing can change conventional views of gender.

ENGL 052   Children's/Adolescent Literature   3 Units*

This course traces the historical and cultural development of global literature for both children and adolescents, including its multiple origins and relationships from the oral tradition, myth, nursery rhymes, poetry, fables, folk tales, sacred literature, novels, and literature-related arts such as music, theater, games, film, pictorial arts, and television. The course stresses multicultural elements and ethnic writers as it emphasizes the importance of diverse literature on psychological, sociological, and cultural growth of American college students and children/adolescents in general.

*Not offered in last two years: The COR has been revised and is expected to be offered in Spring '25.

ENGL 062   Asian/Asian-American Literature   3 Units

This course introduces students to a variety of literary works from the Asian and Asian-American culture which are significant in illuminating the cultural experience of Asian Americans. It is designed to provide an awareness and understanding of the experiences and literary contributions of Asians and Asian-Americans by examining literary works from countries such as China, The Philippines, India, Japan, Korea, and Vietnam.

ENGL 072   Fundamentals of Creative Writing   3 Units

Students will learn to create and analyze lucid, well-developed pieces of fiction, short dramatic treatments and poetry. This course will focus on creative writing as a living art form through publication of student work in a literary magazine and performance of student writings through oral interpretation.

ENGL 073   Introduction to Shakespeare   3 Units

Students will study representative Shakespeare as a major figure in our literary heritage and will read selected works, including represented plays, sonnets and poems. Contributions of the Elizabethan era to Western Culture will be explored. The course is designed to heighten awareness of Shakespeare's literary contribution to society and the relationship of the student to his work.

ENGL 080   Mexican American Literature   3 Units

This course surveys selected Mexican American authors to develop an awareness of the experiences and literary contributions of Mexican Americans living in the United States. The course is designed to heighten critical awareness of the image of the Mexican American in distinct genres of literature. The focus will be on works written from the mid 20th century to the present.

ENGL 082A   African American Literature   3 Units

Students study the African American experience in America as viewed through the literary works of African American authors from slavery to 1930. The course is designed to analyze the various and unique social scientific approaches - namely the historical, the psychological, the sociological, the artistic and the philosophical - that African American authors employ in exposing, exploring and, in general, informing an oftentimes unreceptive reading audience.

ENGL 084A   Survey of American Literature I   3 Units

This course includes representative American literature from its beginning to 1865, including works of writers of the Colonial, Revolutionary, and Romantic periods, with some emphasis on social and cultural backgrounds.

ENGL 084B   Survey of American Literature II   3 Units

This course includes representative American literature from the late 19th Century to the present, including works of writers of the Realist, Naturalist, Modernist, and Contemporary movements, with some emphasis on social and cultural backgrounds.

ENGL 086A   Survey of English Literature I   3 Units

This is the first part of a two-part series surveying the development of English (Anglophone) Literature from the earliest writings in English to the Restoration and 18th Century. Students will read and discuss significant examples of epic, lyric, drama and prose writings of the finest authors writing in England and the British Empire from the Anglo Saxon, Anglo-Norman, Middle English, Renaissance, Restoration and 18th Century periods. The course will contain lectures, discussions, group work, and other student-centered learning activities. Evaluations will be based on in- and out-of-class analytical essays, exams, research reports, and class work.

ENGL 086B   Survey of English Literature II   3 Units

This is the second part of a two-part series surveying the development of English (Anglophone) Literature from the 18th Century to the present. Students will read and discuss significant examples of epic, lyric, drama and prose writings of the finest authors writing in England and the British Empire from the Romantic, Victorian, Edwardian, Modern and Postmodern periods. The course will contain lectures, discussions, group work, and other student-centered learning activities. Evaluations will be based on in- and out-of-class analytical essays, examinations, research reports, and class work.

ENGL 105   English Support Course   1 Unit

Students will learn and use critical thinking, analytical reading, and writing skills needed for success in transfer level composition, including paraphrasing, summarizing, development of complex content, revision, sentence techniques, research, evaluation, synthesis, and documentation of sources.

All courses—with the exception of the Eng. 105 Support Course--are articulated with CSUs and UCs.

Linked here is the English AA-T Major Sheet (https://catalog.evc.edu/degrees-certificates/english/english-associate-arts-transfer/english-associate-arts-transfer.pdf)

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

The following link provides a description of our AA-T, program learning outcomes, salary, growth and careers. The link also provides a program map:

AA-T Program Map (https://programmap.evc.edu/academics/interest-clusters/a33a39f1-989f-41fb-a7a1-f1258e3b654c/programs/ec3794cf-d861-d26b-6d63-585f60f72eed)

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

In addition to the strategies and pedagogies discussed in other sections, a tremendous accomplishment of our department was the creation of an Online Educational Resource textbook for English 1A: *Integrated Reading and Writing*. A group of five English faculty, several of whom had participated in the Humanizing Curriculum and Instruction and/or Open for Anti-Racism workshops, labored through 2022-23 to create this innovative and relevant text that is now available for any English 1A instructor to use in whole or in part to provide instructional materials that are free and easily accessible for all students.

The writing of the text, supported by the college's OER initiative to support EVC's mission of equity, opportunity, and social justice, is organized into chapters with the following areas of focus:

- Critical reading strategies- summarizing, annotating, journal response

- Critical connection between reading and writing

- Thesis Statements, topic sentences and transitions

- Sentence construction, mechanics, and punctuation

- Using syntax and diction to explain ideas clearly

- Building an essay-paragraph structure and outlining

- Introductions and conclusions

- Exploring a variety of rhetorical strategies

- Researching and documenting Sources

- Researching our library databases

- Constructing an argument

- Presenting an argument (Could be multimedia and in MLA format)

- Reflection activities at the end of each chapter

- Revising and editing

- Writing Across the Curriculum and beyond (such as cover letters)

- A variety of fiction and non-fiction readings from diverse perspectives at the end of the textbook.

and integrates the following engaging and inclusive practices:

- Culturally responsive pedagogy to make students feel socially, emotionally and intellectually safe by including a welcoming message stating our inclusive teaching philosophy and a guide to navigating the text.

- Readings and topics on social justice issues relevant to students' lives such as student debt, housing issues, gender discrimination, access to health care, race relations, and anti-racist student issues.

- Non-fiction readings from a variety of genres and sources, including literary essays, multimedia news and editorial pieces, entertainment and social media, advertisements, and academic research.

- Individual and collaborative activities in each chapter that give students agency and empower them to become confident writers.

- Variety of perspectives from diverse writers, including writers of color, LGBTQ+ writers, student writers, and global writers.

- Variety of modalities to cater to diverse learning styles such as a short video to introduce a new chapter or a new concept.

- Brief reflection activities to reinforce learning.

- Antiracist language throughout the text such as in the introduction, in the discussions of various topics and activities, and in the perspectives of diverse writers including student writers. Examples of language could be, but are not limited to, "inclusion, equity and diversity", "Black, Indigenous, People of Color (BIPOC)", "People/Students of Color (POC, SOC)", "Microaggressions" "Implicit Bias", "White Privilege and Fragility", "Intersectionality", "Ally", etc. The language can be found in the non-fiction and social justice readings.

- Assignments that will benefit students beyond the confines of the textbook.

- Language that speaks directly to the student, that does not exclude, vilify, or otherwise belittle.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

  The English department is slated to contribute core courses to the fully online General Education certificate soon to be offered by EVC as part of the state's Online Educational Initiative. We will have one English instructor each take their English 1A and 1C Canvas courses through Peer Online Course Review this Spring semester and hope to add Mexican American Literature (Eng. 80) and African American Literature (Eng. 82A), both of which have already been offered in fully online format, through the POCR process to be added in the near future as options for fulfilling Humanities requirements for that certificate.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

  The English department piloted a dual-enrollment program with Yerba Buena High School last spring to allow high school seniors to take English 1A. This successful program is continuing this spring and we hope to expand it to more sections and high schools in the future.

  Our AA-T degree allows students to easily transfer to CSU's and UC's with the foundation of an English major already in place.

We have been ramping up our English 1C offerings in preparation for the new CalGETC standard, which will be implemented in Fall 2025 with this course being the preferred critical thinking course because it incorporates advanced level composition skills as well.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

Not applicable.

Student Learning Outcome and Assessment

Related Assessments

English 001A-213 Fall 2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Sherryanne Lim (/Form/Module/Index/5415)

1A- Created: 02/07/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5274)

1A- Created: 02/16/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5283)

English 1A SLO Assessment- Created: 06/13/2023 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/3552)

104- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Elizabeth Kramer (/Form/Module/Index/2209)

ENGL 001C - Critical Thinking/Composition- Created: 02/07/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2254)

ENGL 001C - Critical Thinking/Composition- Created: 02/07/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2255)

ENGL 001C - Critical Thinking/Composition- Created: 06/13/2022 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/2635)

ENGL 001C - Critical Thinking/Composition- Created: 11/09/2021 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/1824)

ENGL 001C - Critical Thinking/Composition- Created: 11/09/2021 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/1825)

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ENG 105 SLO assessmt- Created: 09/17/2023 New Section Level SLO Assessment Report Originator: Elizabeth Kramer (/Form/Module/Index/3888)

Student Learning Outcomes

ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

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ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize paragraphs into a logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion. (Active)

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ENGL 001A - English Composition - Write and revise critical essays at the thesis, paragraph, and sentence levels, including a research essay, of at least 1500 words using MLA style. (Active)

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ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

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ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

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ENGL 001B - English Composition - Read and respond actively and critically to various works of literature. (Active)

ENGL 001B - English Composition - Assess the impact of literary devices such as symbolism, figurative language, irony, tone, rhythm, rhyme, etc. (Active)

ENGL 001B - English Composition - Write and revise critical essays totaling at least 8,000 words that analyze various works of literature, document research sources of both primary and secondary sources without plagiarism, and demonstrate a command of college-level essay writing. (Active)

ENGL 001B - English Composition - Evaluate and make appropriate inferences about literature from diverse cultural and historical contexts. (Active)

ENGL 001C - Critical Thinking/Composition - Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. (Active)

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ENGL 001C - Critical Thinking/Composition - Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. (Draft)

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ENGL 001C - Critical Thinking/Composition - Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. (Active)

ENGL 001C - Critical Thinking/Composition - Evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and exploring literary devices such as irony, overstatement, and paradox. (Draft)

ENGL 001C - Critical Thinking/Composition - Evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and exploring literary devices such as irony, overstatement, and paradox. (Active)

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ENGL 001C - Critical Thinking/Composition - Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument. (Active)

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ENGL 001C - Critical Thinking/Composition - Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument. (Draft)

ENGL 001C - Critical Thinking/Composition - Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument. (Active)

ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Draft)

ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

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ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

ENGL 028 - Introduction to World Mythology - Compare and contrast creation, fertility, and hero myths across cultures. (In Review)

ENGL 028 - Introduction to World Mythology - Analyze, interpret, and critique world myths from different historical periods and cultures through systematic reading, writing and discussion assignments. (In Review)
ENGL 028 - Introduction to World Mythology - Identify and assess the significance of the four major functions of global myths. (In Review)
ENGL 028 - Introduction to World Mythology - Explain the value and purpose of global mythic archetypes and recognize allusions to key mythological characters and episodes in world mythology. (In Review)
ENGL 032 - Gender in Literature - Describe images of gender in literature by defining, comparing, and contrasting gender, ethnic, and age-based stereotypes and assessing significance of religion, social class, setting, marital status, and sexual orientation. (Active)
ENGL 032 - Gender in Literature - Analyze the relationship of gender in literature to society. (Active)
ENGL 032 - Gender in Literature - Analyze the relationship of the individual reader to gender in literature by comparing readers' experiences with those of characters in literature and assessing readers' reaction to the themes conveyed about gender in literature. (Active)
ENGL 032 - Gender in Literature - Compare and contrast images of gender in distinct genres of literature. (Active)
ENGL 062 - Asian/Asian-American Literature - Demonstrate comprehension and evaluate the literary merits of Asian and Asian-American literature. (Historical)
ENGL 062 - Asian/Asian-American Literature - Recognize the universality of human experiences (Eastern/Western alike) reflected in these works. (Historical)
ENGL 062 - Asian/Asian-American Literature - Analyze elements of literature such as imagery, theme, motifs, style, tone etc. and explain how these elements contribute to the overall effect of the work. (Historical)
ENGL 062 - Asian/Asian-American Literature - Compare and contrast Asian and Asian-American authors of different cultural backgrounds. (Historical)
ENGL 062 - Asian/Asian-American Literature - Demonstrate improvement in critical writing and thinking skills through interpretation and comparative analysis of literary texts (Historical)
ENGL 072 - Fundamentals of Creative Writing - Demonstrate use of literary techniques in the production of original works in different genres (Active)
ENGL 072 - Fundamentals of Creative Writing - Recognize the function of literary techniques in professional and student texts (Active)
ENGL 072 - Fundamentals of Creative Writing - Use the writers' workshop and/or peer and instructor feedback to evaluate and revise their own manuscripts as well as the manuscripts of others (Active)
ENGL 072 - Fundamentals of Creative Writing - Participate in a community of writers by submitting work to a publisher for a finished manuscript (Active)
ENGL 080 - Mexican-American Literature - Describe, compare, and contrast the major periods of Mexican-American Literature. (Rejected)
ENGL 080 - Mexican-American Literature - Describe, compare, and contrast the major periods of Mexican-American Literature. (Rejected)
ENGL 080 - Mexican-American Literature - Describe, compare, and contrast the major periods of Mexican-American Literature. (Rejected)
ENGL 080 - Mexican-American Literature - Describe, compare, and contrast the major periods of Mexican-American Literature. (Active)
ENGL 080 - Mexican-American Literature - Analyze the major themes and elements contained in Mexican-American Literature. (Active)
ENGL 080 - Mexican-American Literature - Analyze the major themes and elements contained in Mexican-American Literature. (Rejected)
ENGL 080 - Mexican-American Literature - Analyze the major themes and elements contained in Mexican-American Literature. (Rejected)
ENGL 080 - Mexican-American Literature - Analyze the major themes and elements contained in Mexican-American Literature. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and explain the key historical, social, and cultural issues of Mexican-American Literature. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and explain the key historical, social, and cultural issues of Mexican-American Literature. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and explain the key historical, social, and cultural issues of Mexican-American Literature. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and explain the key historical, social, and cultural issues of Mexican-American Literature. (Active)

ENGL 080 - Mexican-American Literature - Examine and interpret Mexican-American Literature in different literary genres. (Active)

ENGL 080 - Mexican-American Literature - Examine and interpret Mexican-American Literature in different literary genres. (Rejected)

ENGL 080 - Mexican-American Literature - Examine and interpret Mexican-American Literature in different literary genres. (Rejected)

ENGL 080 - Mexican-American Literature - Examine and interpret Mexican-American Literature in different literary genres. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and evaluate patterns of ethnic relations and integration theories between the dominant American community and the Mexican-American community. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and evaluate patterns of ethnic relations and integration theories between the dominant American community and the Mexican-American community. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and evaluate patterns of ethnic relations and integration theories between the dominant American community and the Mexican-American community. (Rejected)

ENGL 080 - Mexican-American Literature - Identify and evaluate patterns of ethnic relations and integration theories between the dominant American community and the Mexican-American community. (Active)

ENGL 082A - African-American Literature - Analyze the relationship of African-American writers and their works, the role of African American literature as a vehicle to the prevailing literary philosophy of specific time periods, and the prevailing notions surrounding the aesthetic value of literature and the literary offerings of African-American authors. (Active)

ENGL 082A - African-American Literature - Evaluate the role of sociology as it explains and interprets plot, theme, and characterization in African-American literary works, and Interpret and identify the psychological behavior of characters in African-American literature as this behavior is reflective of the pressures of racism. (Active)

ENGL 082A - African-American Literature - Identify and analyze the role of major American historical occurrences upon the plot, theme, and characterization in African-American literary works (Active)

ENGL 082A - African-American Literature - Identify and define the role of African-American folklore in the development of African-American writers and their works. (Active)

ENGL 082A - African-American Literature - Compare and contrast the various African-American writers and interpret and evaluate the role of African-American literature as a vehicle in influencing social and emotional change. (Active)

ENGL 084A - Survey of American Literature I - Use appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms and motifs in representative American literature from its beginnings to 1865. (Active)

ENGL 084A - Survey of American Literature I - Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. (Active)

ENGL 084A - Survey of American Literature I - Discuss personal insights into the literature and relate the social and cultural contexts to their own lives. (Active)

ENGL 084B - Survey of American Literature II - Use appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms, and motifs in representative American literature from 1865 to

the present. (Active)

ENGL 084B - Survey of American Literature II - Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. (Active)

ENGL 084B - Survey of American Literature II - Discuss personal insights into the literature and relate the social and cultural contexts to their own lives. (Active)

ENGL 086A - Survey of English Literature I - Use appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic),forms and motifs in representative English literature from its beginnings to the 18th Century. (Active)

ENGL 086A - Survey of English Literature I - Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural,Marxist, deconstructive) to analyze the relationship between cultural context and literary form. (Active)

ENGL 086A - Survey of English Literature I - Discuss personal insights into the literature, and relate the social and cultural contexts to their own lives. (Active)

ENGL 086B - Survey of English Literature II - Using appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms, and motifs in representative American literature from 1865 to the present.ILO - Inquiry and Reasoning (Active)

ENGL 086B - Survey of English Literature II - Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. (Active)

ENGL 086B - Survey of English Literature II - Discuss personal insights into the literature and relate the social and cultural contexts to their own lives. (Active)

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

  The Program Learning Outcomes (PLOs) for the Evergreen Valley College AA-T Degree in English and how they relate to the GE/ILOs are:

  - PLO #1: Demonstrate knowledge of the methods of interpreting literature across traditional and multi-cultural works/writers. PLO #1/GE-ILO Relationship: ILO #1 Communication and ILO #5 Personal Development

  - PLO #2: Assess, evaluate, and analyze ideas expressed in text or in spoken language. PLO #2/ GE-ILO Relationship: ILO #2 Inquiry and Reasoning

  - PLO #3: Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge. PLO #3/ GE-ILO Relationship: ILO #1 Communication and #3 Information Competency

  There are 16 courses in the department, fourteen of which contribute to the AA-T.

  Please see the attached English Program Review_ SLO_PLO_ ILO Mapping document.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All SLOs for all courses offered in the department have been assessed as of Oct. 2023. The one exception is English 52: Children's/Adolescent Literature, which has not been offered in several years, but which has been revised and will be offered in Spring 2025.

The PLO assessment was submitted in Jan. 2024 and is in review.

The following documents are attached as evidence of discussion of SLO assessment:

- English Department SLOs and Curriculum Checklist of Leads (evidence that each course has a "lead" for collecting SLO data and bringing that information to the department as a whole).

- English Department Meeting Agendas for March and December 2023, showing regular reporting of SLO assessment updates from our department SLOAC representative, Susana Ramirez, especially as we approached Program Review, as well as discussion of collection of SLO data on Research Papers for English 1A, the course in the department for which we offer the most sections (~30 per semester) and which is foundational for all students at EVC.

- Notes for discussion in the English 105 Support Course Communities of Practice about revising SLO's from eight to two to make them more manageable and on collection and reflection on first set of data collected.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

As reported elsewhere in this document, the main challenge in our program/department has been helping all students succeed in the foundational transfer-level class of English 1A within one year, according to the principles of AB705 and EVC's strategic goal of shortening students' time to educational goal completion. To this end, we created English 105 as an optional but recommended Support Course particularly for incoming students with low GPA's to get additional support in a smaller class (15 students rather than the 30 in the 1A "lecture" courses) in building analytical reading, writing, critical thinking, and research skills. In Fall 2022, we began the English 105 Communities of Practice for the instructors of these support courses to collaborate on best practices especially for eliminating barriers to success for disproportionately impacted groups. This work is ongoing and we hope to extend it both by expanding the English Summer Academy bridge program piloted by the Enlace program to all community-centered English 1A classes leading up to fall 2024 and by forming an English 1C Communities of Practice group to collaborate on best practices for that more advanced-level critical thinking course that will be the preferred critical thinking class under the new CalGETC framework beginning in Fall 2025.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Yvette Abelow, Associate Faculty, English

Education: A.A. Liberal Arts, De Anza College B.A. English, San Jose State University M.A. English, San Jose State University Certificate, Online Teaching & Educational Technology, Evergreen Valley College

Areas of Expertise: Teaching basic skills, developmental, and transfer-level composition and literature English courses, including English 105, English 1A, English 1B, and English 1C in various modalities, including in-person, asynchronous online, and hybrid courses.

How My Position Contributes to Program Success:

- Teach a variety of English course levels

- Teach in the classroom and online via the Canvas LMS

- Participate in holistic scoring each semester for the English Departmental Final Exam

- Attend semester professional development days

- Consider the varied backgrounds and learning styles of the student population to incorporate a variety of teaching methods and activities promoting a safe and educational environment

- Acknowledge and understand the needs of the community college student to achieve success

- Strive to help students not only reach their overall educational goals, but to also help them feel more confident with their reading and writing skills

- Participate in the "Communities of Practice" meetings in support of English 105

- Collaborate with the Women and Gender Studies Department

- Member of the HERStory Book committee

Sravani Banerjee, English/ASPIRE Faculty

Education: B.A. English Literature, Saint Xavier's College, Calcutta, India, M.A. English Literature, San Jose State University, Certificate in Teaching Post Secondary Reading, San Francisco State University, EPIC Community College Fellowship-Stanford Global Studies Program

Areas of Expertise: All levels of Composition including the ASPIRE composition courses, Asian and Asian American literature, British Literature, Holistic Scoring.

How My Position Contributes to Program Success:

- Served as the faculty lead for an OER project in successfully creating an OER textbook, Integrated Reading and Writing for our freshman composition students.

- Teach all levels of English Composition.

- Teach in the ASPIRE (Asian and South Pacific Islander Resources for Excellence) Program which focuses on the academic success of the Asian and South Pacific Islander community at Evergreen Valley College.

- Participated in the Humanizing Curriculum and instruction initiatives at EVC to create culturally responsive pedagogy.

- Serve as the Chief Reader for English 1B during the English Department's final exam

- Represent Language Arts Division at DAC (Diversity Action Council)

- Serve on full-time faculty screening committees and TRC's.

- Conduct classroom observations for associate faculty and peer reviews for full time faculty

- Served as the Writing center coordinator.

- Incorporate Service Learning in my classes.

- Mentor ASPIRE students and new faculty members.

- Serve as the chair for the 1B final exam topic selection committee.

- Chair the Book Discussion Committee during Womyn's History Month

- Create and update curriculum for Asian and Asian-American literature and the English 105 support course

Professional Memberships:

- National Council of Teachers of English

- TYCA/Pacific Coast (served as the National TYCA Rep for 7 years)

- CCCC's (Conference on College Composition and Communication)

Tina Chen, Associate Faculty, English

Education: BA and MA in English from California State University, East Bay.

Areas of Expertise: Specializing in Writing Composition, American Literature up to 1900, and Jane Austen.

How My Position Contributes to Program Success:

- Participate in Curriculum Development for ENGL 105 and Professional Development

- Qualified to teach Online from completing and passing EDIT 22

- Work closely with DSP&S

Elizabeth A. Eckford, English Faculty

Education: B.A., U.C. Berkeley/ M.A., National University

Areas of Expertise: English with emphasis in African American Literature/Harlem Renaissance; taught English Composition and various Literature courses at Evergreen Valley College and other Bay Area institutions to promote excellence and equity for all students.

How My Position Contributes to Program Success:

- Serve as an Umoja/AFFIRM English Professor, providing equitable and diversified instruction

- Participate in the Open Education Resource Textbook which available to students nationwide

- Serve as a Zero Cost Textbook Professor for students

- Representative of EVC Educators Taking Action: Humanizing Curriculum and Instruction to improve student success and retention by disrupting the disparities in traditionally underrepresented students on the EVC campus.

- Foster respect for equity, inclusion and diversity for students through participation in the Open For Antiracism initiative.

- Participation in the revised English AA-T degree

- Active in online instruction of various modalities (synchronous, asynchronous and hybrid)

- Currently serving in the Division Curriculum Committee, the Umoja Advisory Committee, and as a member of the TABE (Association of Black Employees) committee.

Professional Memberships

- Membership in National Council of Teachers of English

- International Society of Female Professionals

Judith S. Girardi English Faculty; Librarian

Education: PhD (British Literature) Claremont Graduate University; Dual Degree Coursework for MBA Drucker School of Management; MLS Library Science San Jose State; BA Biological Sciences

Areas of Expertise: Literary Theory, Victorian Literature, Narrative Studies; Academic Librarianship, Curriculum-Instructional Librarianship.

How My Position Contributes to Program Success:

- Breadth of Academic Disciplines allows for multiple touchpoints for students who are deciding on a major

- Library research background gives a strong anchor for teaching academic writing

- Choosing and promoting DEI resources creates a more inclusive and personal experience for EVC students

- Coordination between Library and English provides a more cohesive EVC experience for students

Professional Organizations

- American Literature Association

- Friends of Lorine Niedecker Poetry Association

- American Library Association

- Community College League of California: Instruction Workgroup LSP

Nicholas G. Goodwin, Associate Professor of English

Education: MFA, Creative Writing, San José State University

Areas of Expertise: Composition, basic skills, creative writing, rhetoric, distance learning.

How My Position Contributes to Program Success:

- Serve as co-editor and coordinator of campus literary magazine, Leaf by Leaf

- Teach community-centered composition courses

- Design low-cost and no-cost transfer-level courses

- Create and share digital, zero-cost, open-source teaching materials

- Mentor instructors to use novel distance education applications, approaches, and methods

- Align approaches with departmental standards in communities of practice

- Curate perpetually online materials

- Promote student life as a club advisor

- Facilitate workshops for campus personnel on LGBTQI+ interactions and terminology as a Safe Zone trainer

- Steer decisions on committees, such as the Writing Center Redesign Committee

Professional Memberships:

- Sigma Tau Delta English Honors Society

- Modern Language Association (MLA)

- Association of Writers and Poets (AWP)

Helen Han, ESL/English Faculty

Education: B.A. NYU 1982, M.A. NYU 1987

Areas of expertise: B.A. in English Literature, M.A. in TESOL, Full-time ESL instructor and part-time British and American Literature lecturer

How My Position Contributes to Program Success:

- Active in division and department meetings, retreats and initiatives

- Member of numerous committees and actions of the language arts division, ESL department and EVC campus for the past 30 years

Professional memberships:

TESOL, CATESOL

Janiece R. Johnson, Instructional Support Assistant, Lab Lead

Education: B.A., CSU Dominguez Hills; M.A., CSU Dominguez Hills, Single Subject Teaching Credential, San Jose State University

Areas of Expertise: Provides support for lab activities for ESL and Composition in the Learning Center and provides support for students in Umoja's English 1A course

How my position contributes to program success:

- Provide administrative support for lab activities in addition to providing one on one assistance to students in a lab setting.

- Assist and/or collaborate with instructors in developing and delivering workshops created to curriculum content.

- Facilitate group and class discussions to help students with critical thinking skills and strategies.

- Provide a variety of technologies and resources for students.

- Consult reference works and/or perform internet searches to research concepts related to student assignments. Conduct searches as necessary for learning materials in subject area.

- Tutor and instruct students in learning and test-taking strategies.

- Participates in screening committees for hiring Evergreen Valley personnel.

- Participated in College's Day on the Green, First Year Event for new first time college students coming from local area high schools.

- Participates in other campus events to promote Language Arts.

Liza (Elizabeth) Kramer, English Faculty

Education: B.A. English, Yale University; M.A. English Mills College; Ph.D. English, U.C. Berkeley

Areas of Expertise: Composition, critical thinking, integrated reading and writing; African American literature and history; American Literature, gender and feminism.

How my position contributes to Program Success:

- Advocated for creation of English department Coordinator position and have served in this role 2022-23 and Fall 2023, presenting successful application for new full-time English hire, writing first AURR for the department, helping us complete COR updates/revisions for all courses, as well as SLO and PLO assessments, and coordinating this current Program Review.

- Teach all levels of composition and critical thinking, accelerated (8-week) composition courses, Community-Centered English 1A with 105 Support Course

- Teach Survey of American Literature II (post-Civil War) and Gender in Literature

- Participant in first Humanizing Curriculum and Instruction series of workshops and wrote application to bring authors of Curriculum Trauma article to work with Language Arts faculty in series of workshops in Fall 2021. Principles of humanizing, trauma-reduction, and anti-racism/anti-sexism inform my course design and classes.

- Co-facilitate with Dean Gutierrez English 105 Communities of Practice collaborative group to improve success rates and reduce/eliminate disparities in success rates of students in composition courses.

- Language Arts division representative to College Budget Committee March 2020-May 2023. Helped implement college's first Resource Allocation Model.

- Member of organizing committee for annual Womyn's Herstory Book Discussion and Tea in March, celebrating struggles and achievements of women and engaging students with new books.

- Member of EVC Votes Civic Engagement Steering Committee Spring-Fall 2020 and Fall 2022 organizing and promoting activities to raise political consciousness and voting rates among our students.

- Member of Women and Gender Studies Advisory Board

- Serve on full-time faculty screening committees and TRC's.

- Conduct classroom observations for associate faculty and peer reviews for full time faculty

- Participate in Departmental final exam leadership, preparing topics, evaluating and selecting student essays for norming, helping to lead norming and scoring sessions.

Professional Membership: American Studies Association

Roxane L. Leaf, Instructional Support Assistant, Lab Lead

Education: B.S., San Jose State University

Areas of Expertise: Provides support for lab activities for ESL, Reading, and Composition in the Learning Center at Evergreen Valley College as an Instructional Support Assistant, Lab Lead.

How my position contributes to Program Success:

- Provide administrative support for lab activities in addition to providing one on one assistance to students in a lab setting

- Work with instructors developing and delivering workshops created to curriculum content

- Work closely with a variety of campus service designed to support and enhance learning opportunities for students

- Verify completion of student assignments and monitor student progress

- Serve as a liaison between student and instructors. Keep instructors appraised of student progress

- Participated in College's Day on the Green, First Year Event for new first time college students coming from local area high schools.

- Participate in other campus events to promote Language Arts

- Participate in screening committees for hiring Evergreen Valley personnel

- Foster respect for cultural diversity by recognizing differing experiences

Sherryanne B. Lim, English Faculty

Education: B.A. English (Cal Poly Pomona), B.S. Organizational Leadership (Biola University), M.S. Education with a Reading Emphasis (CSU Fullerton), Health and Human Development Certificate (University of La Verne).

Areas of Expertise: Composition, American/Modern Literature, Holistic Scoring, Reading Comprehension, Study Skills, and Vocabulary Development.

How My Position Contributes to Program Success:

- Co-authored with two other English faculty a new English course—English 106.

- Co-designed with two other English faculty a Canvas course for English 105 instructors' use

- FSA in Reading.

- Experiences in campus and division committees such as ACCC, Curriculum, IEC, and SLOAC.

- Experience and training in teaching asynchronous and hybrid classes.

- Experience and training in formative and summative assessments.

- Experience and training in revising/updating CORs and assessing SLOs.

- Served as primary editor and researcher for the Reading Department's program review.

Professional Organizations:

- CRLA

- NCTE

Todd Marvin, English Faculty

Education: B.A. English Literature, San Jose State University, M.A. English (Concentration in Writing), San Jose State University

Areas of Expertise: College-level Expository Prose, Creative Writing, Holistic Scoring,

Advanced Grammar, Survey of Early American Literature

How My Position Contributes to Program Success:

- Serve as Language Arts Division Final Exam Coordinator (reassigned time), duties including coordination of English composition topics, selection of reading committees, scheduling of final exam rooms and supervising the grade discrepancy process.

- Advise students on submitting creative writing projects to commercial and literary publishers.

- Teach all levels of English Composition.

- Teach portions of the transferable American Literature survey cycle for English Transfer AA.

- Develop extensive curriculum supporting the English Department's holistically scored final exams; primarily this consists of assembling and editing scored sample student writing then sharing with composition faculty for classroom use.

- Serve as a Chief Reader and Table Leader for the English Department's final exam 1993 to present.

- Collect and assess information for English 1A Student Learning Outcomes (approx. 60 sections per academic year).

- Serve on full-time faculty screening committees.

- Conduct classroom observations for associate faculty as part of the Seniority Rehiring Preference process.

Professional Membership:

- National Council of Teachers of English

Steven Mentor, English Faculty

Education: Ph.D. English and Technology Studies, University of Washington; MA Composition and Rhetoric, San Francisco State University

Areas of Expertise: English and American Literature; Critical Thinking; Composition Theory and Pedagogy; Climate Change and the Humanities

How My Position Contributes to Program Success:

- Brings knowledge of best practices in composition to bear on writing classes since 1996

- Committed to creating a safe, respectful, and tolerant classroom environment

- Fosters a respect for cultural diversity through collaborative research project which promotes and develops writing skills.

- Offered first online English 1A class at EVC and continues to be very involved in Distance Education

- Early member of the 1C Critical Thinking group in English that ensures high standards of pedagogy and student success

- Advocate for the English Department at important committees including the College Council and the Campus Technology Committee

- Liaison with Librarians to inform and improve Library workshops on research and critical thinking

Susana N. Ramírez, English/Enlace Faculty

Education: BA UCLA; MA Texas Woman's University; and PhD University of Texas at San Antonio

Areas of Expertise: Composition, Literature, and Critical Thinking. Specialized courses: Multicultural children's/adolescent literature.

How my position contributes to program success:

- In the classroom, support students' educational and career goals through equity-centered curriculum, mentorship, and cross-campus collaborations with EVC's library, wellness center, OASISS, and more.

- Serve in the Enlace Program and revitalized the Enlace Mentor Project with 50+ mentors, which is an academic program serving underrepresented Chicanx and Latinx students in higher education

- Teach Enlace English Academy, which is an intensive week-long summer academy for incoming freshmen Chicanx and Latinx students to enhance their college reading and writing skills

- Participate in Communities of Practice committee which addresses AB 705 equity gaps

- Served as Language Arts division representative in the SLOAC committee, 2022-2023

- Attend AB 540 Regional Training @ EVC

- Integrate OER, LTC, and FTC curriculum

- Teach all levels of Composition courses

- Served as English 1C Final Exam lead, Spring 2023

- Recipient of Bridge to Equity Award, Spring 2023

Professional Memberships:

- Reviewer, Regeneración: A Xicanacimiento Studies Journal, March 2023-present

- Mujeres Activas en Letras y Cambio Social (MALCS)

Raquel C. Rojas, English Faculty

Education: M.A., San Diego State University, B.A., San Francisco State University, Certificates in Teaching Composition and Post-Secondary Reading, San Francisco State University

Areas of expertise: Mexican American/Latino Literature and History, integrated reading and writing curriculum for first year composition, community centered partnership with first year composition and support lab, online teaching and learning pedagogy.

How my position contributes to program success:

- Member of Communities of Practice for first year composition course (ENGL 1A/105 Community Centered)

- Division representative for Distance Education Committee

- Peer Online Course Reviewer (POCR)

- Certified for teaching distance education

- faculty member for First Year Experience (FYE) and Special Programs

- Member of faculty hiring and tenure review committees.

Huma Saleem, English Faculty

Education: B.A., English Literature, San Jose State University, M.A., English Literature, San Jose State University and English Teaching Credential, San Jose State University

Areas of expertise: English composition, English literature with a focus on immigrant identities, developmental English instruction, equity-based teaching, and technology enriched teaching

How my position contributes to program success:

- teach English 1A and 1B sections in-person and online, asynchronous modalities

- utilize OER course materials to decrease educational costs for students

- focus instruction on students' personalized writing goals based on course SLOs

- celebrate classroom diversity through the completion and sharing of introspective writing and team-based assignments

- humanize curriculum and strive to eliminate curriculum trauma and anxieties related to negative writing experiences

- equitize instruction through equitable learning and grading practices

- provide extra developmental learning materials and mentoring for students who need it

- work with librarians to build students' research confidence and skills

- provide references and letters of recommendations for students and colleagues

- complete faculty evaluations and serve on Tenure Review Committees to mentor and collaborate with colleagues

- promote departmental treasures like our Writing Center, literature courses, and the Leaf by Leaf magazine and annual event

- serve as a table leader on departmental final exam scoring days

- update curriculum for English 500, English 28, English 72, English 73, and Humanities 2

- collaborate on collecting and analyzing SLO assessment data for English 500, English 28, English 72, English 73, and Humanities 2 with Brian Gott

- advise students in the Journalism Club

- volunteer as a reader for college scholarships

- partner with the Women and Gender Studies Department to organize/plan and host the annual Women's History Month Book Discussion

- work with adult education allies (from the South Bay Consortium of Adult Education) to encourage students to enroll in our college and English courses

- serve on the Guided Pathways Committee

- serve on hiring committees for departmental positions

- participate in professional development for composition pedagogy

- participate in professional development for instructional technology

Professional Memberships:

- National Council of Teachers of English (NCTE)

- The Online Network of Educators (@ONE)

William Silver—Associate Faculty of English and Professor Emeritus

Education: B.A., English, University of Buffalo; M.A., English & Creative Writing, Stanford University; M. Phil., English Literature, Sussex University, England; TESL/TEFL Teaching Certification, Oxford Seminars

Areas of Expertise:

- Many years of experience teaching all levels of English courses.

- Expository writing and rhetoric, psycholinguistics, introduction to literature, history of the novel, reader-response literary criticism.

- Student assessment, course schedule management, and technology in education.

- Marketing & Outreach Workgroup, Campus Technology Committee, Accreditation Committee, chair of the Assessment Task Force, Interim Dean of Language Arts, Administrative Council.

- Published poetry (Indiana Review, Tar River Poetry, Great River Review, The Minnesota Review, Touchstone, The Little Magazine, California Quarterly, Wisconsin Review, and Kansas Quarterly).

How My Position Contributes to Program Success:

- Commitment to extended individualized instruction and learning, to support students and help them improve their writing, analytical reading, and research methodology.

- Pedagogy designed to prepare students to succeed in further collegiate coursework and career training.

Professional Memberships:

- Patient Advisor Council, Palo Alto Medical Foundation, Sutter Health

Nancy Tung, Lead Instructional Support Assistant

Education: B.A. (Statistics) University of California, Berkeley; M.A. (Education) San Jose State University; Adult Learning Disabilities Certificate, Sacramento State University

Areas of Expertise:

- Specialize in supporting students with learning disabilities.

- Support the Writing Center, ESL lab, and Spanish and Vietnamese Translation and Interpretation Department.

- Provide technical and instructional support through lab support, one-on-one tutoring, small group facilitation, and large group demonstrations.

- Assist Language Arts students of varying ages and backgrounds including diverse cultures, learning styles, and learning disabilities.

How my position contributes to Program Success:

- Assist in the English final process, including set-up data acquisition and data analysis

- Participate in the Evergreen Valley College outreach events such as Night at the Greens, Spooktacular, and Aspire fashion show.

- Serve on the Safety and facilities committee

- Serve and support the Building Safety Manager

- Provide administrative support to the division office staff and the dean

- Serve on the Screening Committee for EVC new hires.

Professional memberships:

- Learning Disabilities Listserv and Alternative Media

- ListseListserve:ALTMEDIA@LISTSERV.CCCNEXT.NET (mailto:ALTMEDIA@LISTSERV.CCCNEXT.NET) and LD@LISTSERV.CCCNEXT.NET (mailto:LD@LISTSERV.CCCNEXT.NET)

Binh Vo, English Associate Faculty

Education: B.A. and M.A. in English and Comparative Literature, Graduate TESOL Certificate, Single Subject Credential Program, San Jose State University

Areas of Expertise: Basic Skills, Academic Senate, CVC-OER, OEI Local Peer Review, Vietnamese-American Literature, Comparative Literature, Career Writing Concentration, ESL instructions

How My Position Contributes to Program Success:

- Instructions are guided by HCI, OER, OEI-Rubric, Culturally Responsive Teaching, Contemplative Pedagogy, Anti-Racist Pedagogy

- Academic Senate, associate faculty representation

- Participation in various college's committees and substitute-teach for colleagues

- Continuous maintenance of DE eligibility and updates of POCR certification

- Co-Faculty advisor for the Journalism club

- Dual-enrollment at Yerba Buena High School, pilot program in Spring 2023

- Board grading and table-leadership with the English Department Final Exams

- Program review support for English 105 formation, updates, and maintenance

- Collaboration in AB-705 and post-AB-705 corequisite English 1A models

- Mentorships for English 1A, 1B, and 1C Honors Students and their completions

- Five-year involvement with the SBCAE, Bridge to College Program, ABE/ASE group

Communities of Practice

- NISOD, Contemplative Pedagogy cohort

- Humanizing Curriculum and Instructions, 1st and 2nd cohorts

- OER First Cohort

- CVC-OEI Local Peer Reviewers

- Post-Secondary Reading and Learning

- Reading Apprenticeship

- Situated Motivation: Challenge, Choice, Collaboration, Control

- POCR Academy

Roohi Vora, English Associate Faculty

Education: B.Sc. (English and Biology) and M.D., Rawalpindi Medical University, Pakistan; M.A. (English and Comparative Literature), San Jose State University, CA.

Areas of Expertise: English Composition, Critical Thinking, and Literature (Children's Literature and English Literature). Associate Faculty at both EVC and SJSU.

How my position contributes to program success:

- Participate in Annual book discussion at EVC for Women's Herstory month.

- Member of Women's Herstory Book Discussion Committee.

- Participate in South-Asian Cultural Celebration.

- Use a variety of teaching methods and technologies in order to encourage active learning rather than passive learning.

- Create a positive rapport with a diverse student body and demonstrate respect for and interest in student expression, thoughts, and opinions.

- Make effective use of student time and effort spent during class sessions or in overall activities assigned.

- Create a classroom where students are excited to talk to one another and to participate by creating a thoughtful course design and instruction.

- Celebrate student voices.

Professional Memberships:

NCTE – National Council of Teachers of English

SJAWP - San Jose Area Writing Project

Scott Wilson, English Faculty

Education: B.A, San Jose State University; M.A., San Jose State University

Areas of Expertise: English Degrees, with a Master of Arts in English Literature. Taught English at Evergreen Valley College and Gavilan College (Gilroy, CA). Sixty Units in Religious Studies/Comparative Religion.

How my position contributes to program success:

- Fostering the importance of strong English writing skills in future college courses as well as in the workplace.

- Encouraging students to embrace the importance and relevance of Literature to students' lives and experience in current life and throughout future experience(s).

- Advocating student openness to different cultures and art/literature through the mythology, poetry, drama, and stories of diverse ethnic people and authors.

- Explaining and teaching the importance of Critical Thinking through Informal Logic, principles of argumentation, and rhetorical devices and writing methods.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

We definitely intend to continue the English 105 (Support Course) Communities of Practice, collaborative professional development to share most effective strategies for helping all students succeed in essential composition courses. We intend to start (in Spring or Fall 2024) an English 1C Communities of Practice group to do the same kind of collaborative professional development for this critical thinking and composition course that will become the preferred critical thinking course under the new CalGETC model in Fall 2025.

In addition, we are planning to offer week-long Summer Academy (bridge) classes for students entering all Fall 2024 Community-Centered English 1A classes and so will be requesting funding for faculty to prepare and teach those courses (modeled on the successful Enlace English Summer Academy course offered the last two summers).

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

We used Fund 10 monies for the 2022-23 academic year for Non-Instructional Assignment funds for faculty who participated in the English 105 Communities of Practice ($8004 for fiscal year 2022-23). We expect to continue with this very productive collaborative work, and hope to form a new English 1C Communities of Practice based on the successful model of the English 105 Support Course

group. Communities of Practice, formed in fall 2022, was created to reflect and strategize new teaching practices for the 1A course, the foundation for building student communication, inquiry and reasoning, and information competency skills across the curriculum. Communities of Practice meets once per month to work collaboratively with each other and counselors to develop and share best practices for enabling student success in English 1A, 1B, and 1C. EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%. Of the 1039 students who received a letter grade (A, B, C, D, F) or W notation, 582 students successfully passed ENGL 1A (C or better). That's a 56% success rate in ENGL 1A. There's a 16% gap between ENGL 1A success and EVC's Institution Set Standard. There is a greater gap among Disproportionately Impacted (DI) students. Of the 600 Latinx students in ENGL 1A who received a letter grade (A, B, C, D, F) or W notation in the fall of 2023, 290 successfully passed, resulting in a 48% success rate. That's an 8% gap between Latinx students and the overall success rate in ENGL 1A. Additionally, Communities of Practice was created to address EVC's Educational Strategic Goal of increasing the percentage of students who complete transfer-level English within their first year. Compared to other Silicon Valley Community Colleges' first-year completion rate of 41%, EVC students' first-year completion is 35%. It's evident that we need to intervene and need resources to continue with Communities of Practice as well as implement new strategies to address these equity gaps. Our operational budget came from Fund 17 Lotteries monies.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

    The department receives Fund 17 Lottery money for supplies for the English department and for the Writing Center.

    For 2023-24, the department received $2100 (combination of Fund 10 and Fund 17 Lottery) to support the online publication and in-person events promoting the campus literary magazine, *Leaf by Leaf.* These monies were awarded us as a result of last year's AURR; we will be applying for a similar amount for the same purpose for the coming year.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

    The English Department is fortunate to have a new spiffy building and up-to-date office and classroom computing. The new building has 25-bin laptop carts with Dells on each floor (75 total) and two copy machines. As of Fall 2023, this equipment appears more than adequate to our program needs. Since the technology acquisitions are a refresh of the older technology in place when the Program Review was last written, there isn't a large change in the use of this technology and thus in student success.

    One area that certainly needs more support is faculty training in the use of instructional technology with a focus on writing instruction. Funds for such training would go a long way to helping all our faculty share best practices both in the classroom and in online environments. Two kinds of training are needed. The first is faculty-led and designed workshops where peers share innovative and

creative ways of teaching in the classroom. A second training would be getting authorities and experts in instructional technology and writing pedagogy to present evidence-based strategies for getting the best out of our use of technology, and for anticipating the emergent technologies in the field of composition.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File
Eng. 105 SLO dialogue evidence.docx (/Form/Module/_DownloadFile/5108/43692?fileId=440)

English Dept Mtg Agendas _ March & Dec 2023 .docx (/Form/Module/_DownloadFile/5108/43692?fileId=441)

English Department_SLOs and Curriculum Checklist of Leads - Copy.pdf
(/Form/Module/_DownloadFile/5108/43692?fileId=442)

English Program Review_ SLO_PLO_ ILO Mapping.docx (/Form/Module/_DownloadFile/5108/43692?
fileId=453)

Updated_ New Budget request form for PR (2).docx (/Form/Module/_DownloadFile/5108/43692?fileId=454)

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