ENGLISH

Summary of Program Review:

A.   Major Findings

    1.   Strengths:

- The department continues to uphold college-level writing standards in the face of declining student preparedness.
- Close integration with the Writing Success Center (via curriculum and faculty work in the center) provides vital support for underprepared students.
- The high retention and successful course completion rates for English 121 and English 125 are highlights for our program. They show that English 120 is preparing students for second-semester English courses.
- English faculty continue to fulfill vital leadership roles on campus.
- The department has expanded and enhanced our CCAP partnership with New Tech HS.
- The English Dept. conducts regular, substantive assessment of our SLOs and PLOs.
- Increased demand for English 200 (64%) shows that there is strong interest in Creative Writing courses.
- Through faculty participation in our Community of Practice, the department continues to strategize and innovate to promote student success.
- Data shows that the scheduling of our classes aligns with student demand.

    2.   Areas for Improvement:

- Successful course completion rates for English 120/95 and English 120
- Enrollment in literature courses and second semester creative writing courses
- Retention and successful course completion rates among equity groups

    3.   Projected Program Growth, Stability, or Viability:

We project continued stability in our program.

B.   Program's Support of Institutional Mission and Goals

    1.   Description of Alignment between Program and Institutional Mission:

The English Program plays an essential role in providing transfer courses to students. We continuously evaluate and endeavor to improve our program. Our emphasis on critical thinking helps transform student lives by empowering them to think for themselves.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Our PLOS align with nearby transfer institutional learning outcomes in knowledge and skills areas.
- We continuously work to improve pedagogy and evaluate courses to ensure we are offering a high-quality educational experience to students.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

CCAP Partnership with New Tech High School:

- We have expanded our collaboration with NTHS to include FT English faculty teaching courses, holding office hours, and offering WSC workshops on their campus. Unfortunately, the partnership may not endure past this academic year due to declining OAA support for our Writing Center program, which is essential for CCAP students.

Community of Practice work to increase student success and support equity goals:

- Discuss and implement scheduling changes and teaching approaches for English 120/95
- Pilot an embedded tutor program with the WSC, which is dependent on keeping our current WSC model
- Integrate our classes with the WSC, as the primary source of support for our students
- Evaluate effectiveness of 95 support course and explore alternatives

C. New Objectives/Goals:

- Refine and enhance support for English 120 students (as required by AB1705) through faculty work in the Writing Success Center
- Refine and enhance support for English 120 students through curriculum development and revision (non-credit courses taught through the faculty in the WSC)
- Expand and explore high school partnerships (through CCAP classes and WSC workshops taught by FT faculty working in the WSC)
- Expand market for literature courses, via NVC marketing, Teaching College status, revision of our literature rotation and possible new course development
- Expand market for second semester creative writing courses (via NVC marketing, J. West Contest revisions, and high school partnerships) and facilitate the non-credit enrollment process

D. Description of Process Used to Ensure "Inclusive Program Review"

- Program review data was shared with faculty via email.
- Program review data was shared with faculty again and discussed during a department meeting.
- A completed rough draft of the program review document was shared with all English faculty (FT and PT) for feedback and with classified staff associated with the program.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	English
Degrees/Certificates	English: AA-T
Courses	ENGL 84
	ENGL 85
	ENGL 90
	ENGL 95
	ENGL 96
	ENGL 97
	ENGL 115
	ENGL 116
	ENGL 120A
	ENGL 120B
	ENGL 120
	ENGL 121
	ENGL 123
	ENGL 125
	ENGL 158
	ENGL 200
	ENGL 201
	ENGL 202
	ENGL 203
	ENGL 205
	ENGL 213
	ENGL 214
	ENGL 215
	ENGL 216
	ENGL 220
	ENGL 224

	ENGL 226
	ENGL 228
	ENGL 231
	ENGLNC 810
	ENGLNC 841

Taxonomy of Programs, September 2024

I.   PROGRAM DATA

A.   Demand

1.   Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Credit Student Headcount				
Within the Program	**1,635**	**1,474**	**1,519**	**-7.1%**
Across the Institution	**6,653**	**6,161**	**6,473**	**-2.7%**
Credit Student Enrollment				
ENGL-85	27	--	--	-100%
ENGL-90	207	26	18	-91.3%
ENGL-95	396	416	379	-4.3%
ENGL-120	1,048	1,122	1,162	10.9%
ENGL-121	77	43	48	-37.7%
ENGL-123	113	115	124	9.7%
ENGL-125	448	419	384	-14.3%
ENGL-200	39	36	64	64.1%
ENGL-201	18	10	6	-66.7%
ENGL-202	4	3	1	-75.0%
ENGL-213	--	13	--	N/A
ENGL-214	--	18	--	N/A
ENGL-215	7	--	17	143%
ENGL-216	14	--	15	7.1
ENGL-220	15	--	--	-100%
ENGL-228	9	--	--	-100%
ENGL-231	--	13	--	N/A
Within the Program	**2,422**	**2,234**	**2,218**	**-8.4%**
Across the Institution	**25,216**	**23,488**	**24,913**	**-1.2%**
Noncredit Student Enrollment				
ENGLNC-810	135	483	1	-99.3%
Source: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Noncredit Course)				

RPIE Analysis: *The number of students enrolled (headcount) in the credit English Program decreased by 7.1% over the past three years, while credit headcount across the institution decreased by 2.7%. Enrollment within the credit English Program decreased by 8.4%, while credit enrollment across the institution decreased by 1.2% over the same period.*

Enrollment in the following credit courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:

      Courses with enrollment increases:
- *ENGL-215 (143%)*
- *ENGL-200 (64.1%)*
- *ENGL-120 (10.9%)*

      Courses with enrollment decreases:
- *ENGL-85 (-100%)*
- *ENGL-220 (-100%)*
- *ENGL-228 (-100%)*
- *ENGL-90 (-91.3%)*
- *ENGL-202 (-75.0%)*
- *ENGL-201 (-66.7%)*
- *ENGL-121 (-37.7%)*
- *ENGL-125 (-14.3%)*

Enrollment in the noncredit English course decreased by 99.3% between 2021-2022 and 2023-2024.

The remaining courses reported in the Taxonomy of Programs for English (ENGL-84, 96, 97, 120A/B, 158, 203, 224, 226, and ENGLNC-841) did not have any enrollments between 2021-2022 and 2023-2024.

Program Reflection:

Decreases in enrollment in 85 and 90 are expected since we are no longer permitted to offer those courses at NVC, per AB705/1705.

The 7.1% overall decrease in credit enrollment is likely due to the elimination of English 90. Before AB705, the majority of NVC students took English 90 and then moved on to English 120. This was a very successful model for our student population. The elimination of English 90 (except for CCAP classes) has decreased overall enrollment in English courses (and success rates in English 120).

The increase in English 120 enrollment also results from the elimination of English 90. This data shows that we need to continue analyzing enrollment trends so that we are offering enough sections to meet student demand.

The enrollment decreases in some of our literature courses reflect class cancellations. This is an ongoing challenge for our department. The increased demand for English 215 shows good progress, but we plan to continue working on strategies for increasing enrollment in our literature courses. We have two new courses to offer next year that may be more popular with students, and the department is in the process of revising our literature course rotation schedule. Also, once NVC has "teaching college" status, we expect to see increased demand in these courses.

Increased demand for English 200 (64%) shows that there is strong interest in creative writing courses. English 201 and 202 are being archived, and we are offering our new second semester creative writing courses instead (203 and 205). Marketing and enrollment challenges have made offering these courses difficult, however. We will continue to make this a department priority.

Declining enrollment in English 121 is not a surprise, as the course does not meet as many transfer requirements as 123 and 125. CALGETC may also affect enrollment in this course. We expect to see an increase in 125 and 123 due to CALGETC, however.

Data for NC 810 appears to be missing.

2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ENGL-85	2	13.5	--	--	--	--	13.5	N/A
ENGL-90	11	18.8	1	26.0	1	18.0	19.3	-4.3%
ENGL-95	18	22.0	19	21.9	17	22.3	22.1	1.3%
ENGL-120	47	22.3	49	22.9	52	22.3	22.5	0.2%
ENGL-121	5	15.4	2	21.5	2	24.0	18.7	55.8%
ENGL-123	5	22.6	6	19.2	6	20.7	20.7	-8.6%
ENGL-125	22	20.4	21	20.0	17	22.6	20.9	10.9%
ENGL-200	3	20.3	2	24.5	3	23.7	22.6	16.4%
ENGL-213	--	--	1	13.0	--	--	13.0	N/A
ENGL-214	--	--	1	18.0	--	--	18.0	N/A
ENGL-215	1	7.0	--	--	1	17.0	12.0	143%
ENGL-216	1	14.0	--	--	1	15.0	14.5	7.1%
ENGL-220	1	15.0	--	--	--	--	15.0	N/A
ENGL-228	1	9.0	--	--	--	--	9.0	N/A
ENGL-231	--	--	1	13.0	--	--	13.0	N/A
Program Average*	**117**	**20.7**	**103**	**21.7**	**100**	**22.2**	**21.5**	**7.1%**
Institutional Average*	**1,048**	**24.1**	**954**	**24.6**	**986**	**25.3**	**24.6**	**5.0%**
Noncredit Course								
ENGLNC-810	6	22.5	38	12.7	1	1.0	13.8	-95.6%

Sources: SQL Queries for Fall 2024 Program Review for enrollment data and number of section offerings; Concurrent Section Reports to identify concurrent/cross-listed sections; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Noncredit Course)

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Notes regarding concurrent/cross-listed sections:
  - *For all three years, ENGL-200, ENGL-201, and ENGL-202 are reported as one concurrent section (in each term they were offered).*

RPIE Analysis: Over the past three years, the English Program has claimed an average of 21.5 students per section. The average class size in the program is lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 7.1% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:

Courses with increases in average class size:
- o ENGL-215 (143%)
- o ENGL-121 (55.8%)
- o ENGL-200 (16.4%)
- o ENGL-125 (10.9%)

No English courses experienced a decrease in average class size of at least 10% over the past three years.

Program Reflection:

NON CREDIT INFORMATION not provided.

Our class caps are lower than many other programs' class caps, so comparing them to institutional class caps is not valuable.

The increase in average section size shows positive progress in department scheduling to meet student demand.

The average class size for 120 of 22.5 out of 25 seats is a strength.

The data does not show a need to reduce the number of sections we offer. Courses with class sizes of 20 or fewer students either have only one section or have 2-3 sections and are offered in different modalities, which is necessary to provide options for students.

This data supports the continued need to strategize about literature courses, as discussed above.

3. **Fill Rate and Productivity**

CREDIT

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2021-2022	2,422	3,150	76.9%
2022-2023	2,234	2,691	83.0%
2023-2024	2,218	2,605	85.1%
Three-Year Program Total	**6,874**	**8,446**	**81.4%**
Productivity			
	FTES	**FTEF**	**Productivity**
2021-2022	278.9	26.4	10.6
2022-2023	259.5	23.1	11.2
2023-2024	259.5	22.5	11.5
Three-Year Program Total	**797.9**	**72.0**	**11.1**
Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			

NONCREDIT

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2021-2022	135	342	39.5%
2022-2023	483	1,137	42.5%
2023-2024	1	100	1.0%
Three-Year Program Total	**619**	**1,579**	**39.2%**
Productivity			
	FTES	**FTEF**	**Productivity**
2021-2022	0.1	0.0	N/A
2022-2023	2.3	2.5	0.9
2023-2024	0.0	1.9	0.0
Three-Year Program Total	**2.4**	**4.4**	**0.5**
Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			

RPIE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the credit English Program ranged from 76.9% to 85.1%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 81.4%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2022-2023 and 2023-2024, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity within the credit English Program was relative stable over the three-year period, ranging from 10.6 to 11.5. [Productivity has not been calculated at the institutional level.] The three-year productivity of 11.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

The fill rate in the noncredit English course ranged from 1.0% to 42.5% over the period. The three-year fill rate for the noncredit portion of the program was 39.2%. Productivity for the noncredit portion ranged from 0 to 0.9, amounting to 0.5 over the three-year period.

Program Reflection:

Credit fill rates show positive movement (76.9% in 2021/2022 to 85% in 2023/2024).

Overall, productivity rates for our credit courses have also been steadily increasing. For our last program review, the average productivity rate was 10.8 and it is now 11.5 % for 23/24.

Missing non-credit information.

4. **Labor Market Demand**

This section does not apply to the English Program, as it is not within the Career Technical Education Division.

B. Momentum

   1. Retention and Successful Course Completion Rates

Course	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ENGL-85	88.9%	X		48.1%		X
ENGL-90	72.5%		*X*	47.0%		*X*
ENGL-95	82.8%	--	--	48.1%		*X*
ENGL-120	82.3%		X	55.2%		*X*
ENGL-121	84.3%	--	--	73.5%	*X*	
ENGL-123	83.0%	--	--	67.1%	*X*	
ENGL-125	88.3%	*X*		74.3%	*X*	
ENGL-200	87.0%	X		68.1%	*X*	
ENGL-201	87.9%	X		72.7%	X	
ENGL-202	100%	X		100%	*X*	
ENGL-213	92.3%	X		92.3%	*X*	
ENGL-214	94.4%	X		77.8%	X	
ENGL-215	79.2%		X	70.8%	X	
ENGL-216	96.6%	*X*		72.4%	X	
ENGL-220	80.0%		X	73.3%	X	
ENGL-228	77.8%		X	66.7%	X	
ENGL-231	92.3%	X		84.6%	*X*	
Program Level	**83.5%**			**59.0%**		
Institutional Level	90.9%			73.2%		

Source: SQL Queries for Fall 2024 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
<u>**Note**</u>: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the English Program was significantly lower than the retention rate at the institutional level. The retention rate for ENGL-90 was significantly lower than the program-level rate. The retention rates for ENGL-125 and ENGL-216 were significantly higher than the program-level rate. The retention rate for the English Program falls within the first quartile (Q1) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for English is among the lowest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the EnglishProgram was significantly lower than the rate at the institutional level. The successful course completion rates for ENGL-90, ENGL-95, and ENGL-120 were significantly lower than the program-level rate. Courses that claimed successful course completion rates that were significantly higher than the program-level rate are noted in the table above. The successful course completion rate for English falls within the first quartile (Q1) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for English is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (24.5%) was significantly higher than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following English courses claimed a difference (between retention and successful course completion) that exceeded the 24.5% difference at the program level:
- *ENGL-85 (40.8%)*
- *ENGL-90 (25.5%)*
- *ENGL-95 (34.7%)*
- *ENGL-120 (27.1%)*

Program Reflection:

Rates for English 95 and 120 show the challenges that arise from the lack of developmental/remedial courses. We expect these challenges to be ongoing until the CCCO rethinks AB705/1705. Our retention and successful course completion rates for 90 and 120 were strong before these mandates.

The department's ongoing priority is to support these students, while continuing to uphold the standards for college-level writing. We will need institutional support, however, which is an obstacle.

The WSC's program review from Spring 2024 shows the importance of retaining and enhancing our current WSC model. The successful course completion rate for English 120 students who visited the WSC was 75%. It was 50% for 120 students who did not visit the WSC. This is clear evidence that our current model is working to support 120 students. If we continue to encourage WSC visits in our classes, successful course completion rates should increase.

Successful course completion rates for 121 and 125 are strong, which shows that students who succeed in 120 are well-prepared for these second-semester classes.

English 123's lower successful course completion rate ties with data below about offering more hybrid/in-person sections to promote success. It is also a very rigorous course.

Low retention rates in three literature courses are likely due to the online modality and heavy reading load. We hope to offer more of these courses as hybrids going forward, if enrollment trends support this change.

2. **Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Unknown Gender			*52.3%*	69.3%
19 or Younger			*57.6%*	71.1%
African American/Black			*48.1%*	68.2%
Latinx/Hispanic			*55.1%*	69.4%
First-Generation			*56.3%*	69.4%
Not Disabled			*59.0%*	73.0%
Non-Veteran	*83.5%*	90.9%		

Source: SQL Queries for Fall 2024 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

> *RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the seven groups listed above.*
>
> *Within the English Program, the retention rate among non-veterans was significantly lower than the rate at the institutional level.*
>
> *Within the English Program, the successful course completion rates among students of unknown gender, students ages 19 and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly lower than the corresponding rates at the institutional level.*
>
> *These finding regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly lower than the institution-level rates. (See Section I.B.1 above.)*

Program Reflection:

> These low rates reflect the continued fallout from AB705/AB1705. The department believes we need developmental offerings to support these students.
>
> Our continued partnership with Umoja should be evaluated to ensure we are taking the right steps to support the program.
>
> With institutional support, another Puente cohort could be considered.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						
ENGL-90	87.5%	***65.4%***		50.0%	49.4%	
ENGL-125	87.5%	88.4%		62.5%	72.8%	
In-Person vs. Hybrid						
ENGL-90	87.5%		67.7%	50.0%		45.2%
ENGL-125	87.5%		86.9%	62.5%		77.6%
Online vs. Hybrid						
ENGL-90		65.4%	67.7%		49.4%	45.2%
ENGL-95		***83.6%***	94.3%		43.6%	50.7%
ENGL-120		***79.4%***	88.0%		55.0%	55.6%
ENGL-123		***86.2%***	94.8%		***63.5%***	79.2%
ENGL-125		***87.3%***	91.3%		74.5%	74.0%
Program Total						
In-Person vs. Online	87.5%	80.6%		54.2%	64.8%	
In-Person vs. Hybrid	87.5%		82.6%	54.2%		70.3%
Online vs. Hybrid		***81.5%***	89.1%		57.7%	59.6%

Source: SQL Queries for Fall 2024 Program Review
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: *Over the past three years, five courses within the English Program were offered through multiple delivery modes within the same academic year. ENGL-90 was offered through in-person, online, and hybrid formats in 2021-2022. ENGL-95 was offered through online and hybrid formats in 2022-2023 and 2023-2024. ENGL-120 was offered through online and hybrid formats in 2021-2022, 2022-2023, and 2023-2024. ENGL-123 was offered through online and hybrid formats in 2022-2023 and 2023-2024. ENGL-125 was offered through online and hybrid formats in 2021-2022 and 2023-2024 and through online, hybrid, and in-person formats in 2022-2023. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.*

Within the English Program:
- o *In courses that were offered through in-person and online formats, the retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*
- o *In courses that were offered through in-person and hybrid formats, the retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*
- o *In courses that were offered through online and hybrid formats, the retention rate in online sections was significantly lower than the retention rate in hybrid sections.*

Within the English Program:
- o *In courses that were offered through in-person and online formats, the successful course completion rate in in-person sections was lower than the successful course completion rate in online sections. (The difference was not statistically significant.)*
- o *In courses that were offered through in-person and hybrid formats, the successful course completion rate in in-person sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*
- o *In courses that were offered through online and hybrid formats, the successful course completion rate in online sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*

Program Reflection:

The useful data here is in the Online vs. Hybrid section because the vast majority of our courses are scheduled in these modalities.

The retention rate in our online sections of 120 is lower than in hybrid sections, which is not surprising. Many students sign up for online classes thinking that they are easier, only to discover that they require significant work and self-discipline.

The successful course completion rates for 120 online vs hybrid are the same. This is good news. This data suggests that students drop online if it's not for them (lower retention rates), but if they stick with the class, they are as successful as students who take the hybrid version of 120.

Moving to more two-day-a week hybrids may result in positive changes in this data.

For English 125, the successful course completion rate is the same for online and hybrid. Overall, the data shows that this is a very successful course for our department!

For English 123, the successful course completion rate is significantly higher for hybrid vs. online. This may be due in part to one hybrid section being connected to Puente, which has high success rates as a learning community, but it also suggests that we should consider offering more hybrid/in-person sections of 123.

C. Student Achievement

1. **Program Completion**

	2021-2022	2022-2023	2023-2024
Degrees			
AA-T Degrees	4	8	6
Institutional: AA-T Degrees	133	96	107
Source: SQL Queries for Fall 2024 Program Review			

RPIE Analysis: The English Program conferred 18 AA-T degrees between 2021-2022 and 2023-2024. The English Program accounted for 5.4% of the AA-T degrees conferred by NVC across the three-year period. Between 2021-2022 and 2023-2024, the number of degrees conferred by the program increased by 50%. During the same period, the number of AA-T degrees awarded by NVC decreased by 19.5%.

Program Reflection:

The department should discuss what we can do to promote our degree, but most of our focus has been on success rates in English 120.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

This section does not apply to the English Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM
A. Courses

Subject	Course Number	Date of Last Review & Approval by the Curriculum Committee (Courses with last review dates of six years or more must be scheduled for immediate review)	Has Prerequisite/ Corequisite* Yes/No (Include Date of Last Review)	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) (Include Anticipated Academic Year)	To Be Archived (as Obsolete, Outdated, or Irrelevant) (Include Anticipated Academic Year)	No Change
ENGL	84	03/16/2023 Archived	Archived	Archived	Archived	
ENGL	85	04/20/2023 Archived	Archived	Archived	Archived	
ENGL	90	04/03/2020	Yes			X
ENGL	95	05/01/2020	Yes			X
ENGL	96	04/05/2019	Yes			X
ENGL	97	04/05/2019	Yes	Archiving		
ENGL	115	03/17/2023	No			X
ENGL	116	03/17/2023	No			X
ENGL	120A	11/30/2018	Yes	NS (2024/2025)		
ENGL	120B	11/30/2018	Yes	NS (2024/2025)		
ENGL	120	05/01/2020	Yes	S (2024/2025) Common Course Numbering		
ENGL	121	05/01/2020	Yes	S (2025/2026) Common Course Numbering		
ENGL	123	05/01/2020	Yes	S (2025/2026) Common Course Numbering		
ENGL	125	05/01/2020	Yes	S (2024/2025) Common Course Numbering		
ENGL	158	05/01/2020	No			X
ENGL	200	03/03/2023	Yes			X
ENGL	201	12/10/2015 BOT	Yes	Archived		
ENGL	202	02/11/2016 BOT	Yes	Archived		
ENGL	203	05/01/2020	Yes			X
ENGL	205	03/04/2022	Yes			X
ENGL	213	10/05/2018	Yes	NS (2024/20025)		
ENGL	214	10/05/2018	Yes	NS (2024/2025)		
ENGL	215	03/04/2022	Yes			X
ENGL	216	03/04/2022	Yes			X
ENGL	220	03/04/2022	Yes			X
ENGL	224	03/05/2021	Yes			X
ENGL	226	03/01/2019	Yes			X
ENGL	228	04/05/2019	Yes			X
ENGL	231	05/01/2020	Yes			X
ENGLNC	810	03/15/2019	No			X
ENGLNC	841	03/04/2022	No			X

*Note: Prerequisites need to be validated (in subsequent process) through the Curriculum Committee.

Program Reflection:

Common Course Numbering updates for this year are in process. English 121 and English 123 are scheduled for next year.

Other courses that need updating are now on the department "to-do" list. We want to update 120A and 120B so that we can keep them an option for CCAP classes, like English 90.

B.   Degrees and Certificates⁺

Title of Degree or Certificate	Implementation Date	Required Documentation Complete⁺⁺ *Yes/No*	**In Need of Revision⁺** *and/or Missing Documentation* (Include Anticipated Academic Year)	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* (Include Anticipated Academic Year)	No Change
English (AA-T)	1/19/2012 BOT	Yes	Revising to add new courses 2024/2025		

*Note: Discontinuance or archival of degrees and certificates must go through the Program Discontinuance process or the Program Archival Task Force.

⁺Degrees and Certificates cannot be implemented until all included required courses in them are approved and active.

⁺⁺Documentation includes Program Narrative and for CTE programs only: Advisory Committee Recommendation Labor Market Information, and Regional Consortia meeting minutes.

Program Reflection:

We are adding English 205, 230 and 232 to our degree.

III.   LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
23	16	23	70%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
English AA-T Degree	3	1	3	33%	100%

Program Reflection:

All courses that have been offered in the past 4 years have been assessed. All courses that have been offered in the past 6 years have been assessed. ENGL 800 and 801 were archived and no longer appear in the catalog. All PLOs have been assessed in the past 6 years. PLO 1 and PLO 2 were assessed in the last 4 years. The department has gathered data for PLO 3 and is focused on SLOs across courses related to PLO 3 this semester for more data, intending to wrap-up our dialogues and post results in early Spring 2025. The English Department has recently paired course outcomes data with Writing Success Center data to track a fully comprehensive view of our program as ENGL course outlines of record are tied to WSC support in response to AB 705 and AB 1705. Students who accessed the WSC in 2022-23 (often by instructor referral via assignments) demonstrated significantly higher course completion results. The department is currently discussing changes to creative writing courses due to Cal-GETC, with a goal of more consistent course offerings which should aid in regular assessment.

B.   Summary of Learning Outcomes Assessment Findings and Actions

Full-time and part-time faculty are involved in assessment processes and dialogue via email, during department meetings, and as part of the department's community of practice (CoP). Assessments across courses in the ENGL program show students are advancing through our course sequence with improved argumentation skills. The most common challenge mentioned by faculty identified across courses is students not turning in work. Our developmental English courses integrated college success strategies; now that they have been eliminated by state mandate, students are not demonstrating time-management skills, meeting reading goals, and other study strategies.

Program Reflection:

Action plans reflect the English Department is piloting an embedded tutoring program in ENGL 120, increasing WSC support for dual enrollment students through full-time faculty workshops and tutoring, researching summer and FYE bridge programs, and exploring options for revisioning our creative writing courses. Assessments across the past 4 years have shown that continued presence of faculty tutoring and developing curriculum connections in the WSC is vital.

Recent statements from leadership withdrawing support for faculty in the WSC has resulted in pausing a pilot workshop program to better prepare NVUSD high school students for success in ENGL courses prior to enrollment. Faculty have lacked institutional support for assessment for the past two years as a result of reduced re-assign time for the faculty SLO coordinator and the subsequent revolving door or individuals in the position.

Moving forward, a major obstacle is the recent lack of institutional support for our work in the WSC.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- Create and implement more detailed, effective and student-centered communication about course placement
- Sustain and enhance existing support for 120 students
- Implement strategies to increase enrollment in literature courses
- Implement strategies to increase retention and successful course completion among equity groups
- Expand Creative Writing program

4

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- **I**mproved communication with Counseling about student placement
- Development of English 205 and English 841 (credit and non-credit mirrored Creative Writing course)
- Addition of two new literature courses, The Graphic Novel and Dystopian Literature (to be offered next academic year)
- Expanded CCAP partnership with New Tech HS, including FT NVC faculty teaching and holding office hours on their campus

B. Recent Improvements

- Increasing WSC support for dual enrollment students through FT faculty tutoring and workshops (now threatened due to lack of institutional support)
- Piloting embedded tutors in English 120 through WSC partnership (now threatened due to lack of institutional support)

C. Effective Practices

- Use of the Writing Success Center (in its staffing current model) as a major support hub for all students and as a means of ongoing innovation and collaboration by English faculty in response to AB705/AB1705 and the CO's mandates for just-in-time student support.
- Department collaboration on effective pedagogy through the Community of Practice

VI. PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

    __ Viability

    _X_ Stability

    __ Growth

    *Please select ONE of the above.

    Explain why you selected that description of the state of the program.

> Stability
> The English program is essential to transfer education and has shown the strength to endure, despite the massive challenges created by AB705/1705 and the lack of institutional support for our current WSC model.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

> The English needs OAA support for our current WSC model to move forward with the majority of our plans.

. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

	A	B	C	D	E	F
PROGRAM:	ENGLISH					
PLANNING YEARS:	2025-2026 through 2027-2028					
Program/Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**	**Description of Resource Need**	**Type of Resource Need**
English	Refine and enhance support for English 120 students (as required by AB1705) through faculty work in the Writing Success Center.	2024-2025 (Current)	Increased successful course completion rates for 120 students; increased retention and successful course completion rates for equity groups	OAA support for our current WSC model (as of Fall 2024) which involves FT and PT faculty work in the WSC.	Other
English	Refine and enhance support for English 120 students through curriculum revision and development (non-credit courses taught through the WSC).	2024-2025 (Current)	Increased successful course completion rates for 120 students; increased retention and successful course completion rates for equity groups	OAA support for our current WSC model (as of Fall 2024), which involves FT and PT faculty work in the WSC.	Other
English	Expand and explore high school partnerships (through CCAP classes and WSC workshops taught by FT faculty working in the WSC)	2025-2026	We will have a full class of high school seniors complete a year of college-level English on their campus and within their class schedule.	OAA support for our current WSC model (as of Fall 2024), which involves FT and PT work in the WSC. Compensation for additional faculty work hours associated with off-campus CCAP classes.	Other
English	Expand market for literature courses, via NVC marketing, Teaching College status, revision of our literature rotation and possible new course development.	2025-2026	Increased enrollment in our literature courses and a more robust English offering	Assistance from the NVC marketing team. Institutional progress to achieve "Teaching College" status.	Other
English	Expand market for second semester creative writing courses (via NVC marketing, J. West Contest revisions, and high school partnerships) and facilitate the non-credit enrollment process.	2025-2026	Increased enrollment in our creative writing program. Increased community engagement and enhanced partnerships with local high schools.	A&R assistance to streamline the non-credit enrollment process. Assistance from the NVC marketing team. Curriculum work to develop mirrored non-credit courses.	Other

ENGLISH   FALL 2024

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

November 13, 2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- The English program successfully navigated the challenges established by the implementation of AB705 and is amid doing the same with the implementation of AB1705.
- The English courses that are the traditional transfer/Core 4 courses have strong enrollment rates, but the challenges seen by the loss of preparation courses have impacted retention and success rates.
- The department faculty are responsive to offering courses in a variety of modalities to best fit student demands but also balance the need to have an increased opportunity for in-person and in-person portion of hybrid courses to provide a greater positive influence on student outcomes and success.
- English program faculty are cooperative and collaborative in strategizing to address student deficiencies that manifest in the absence of appropriate pre-college preparation.
- Willingness to review, and address, underperforming course(s) that historically lack enrollment due to a lack of integration toward a student path to success or transfer.
- Successful integration of CCAP courses in local high schools.
- Productivity has increased slightly since the last program evaluation.

Areas of concern, if any:

- Program faculty concerns regarding limitation of opportunities to address AB705/AB1705 via support courses and support opportunities within the college.
- The necessitation to rework/revise levels of faculty support in Writing Success Center.
- The number of courses offered and the level of personnel within the department overall.
- Final year of AB1705 funding is FY 2024-25 thereby creating the necessary institutionalization of the support opportunities for with students who are less prepared for college-level courses.

Recommendations for improvement:

- Continued collaboration, cooperation, and teamwork in development of strategies and alternative opportunities to improve student success rates.
- Final institutionalization of the progresses made to address the mandates associated with AB705/AB1705.
- Progression with plans for the marketing, and expansion, of literature courses with transition of NVC to a "Teaching College."

Additional information regarding resources:

Recent mandates associated with AB705/AB1705 were met with funding sources and opportunities to implement processes to comply with these mandates. The funding sources for such implementation will expire at the conclusion of FY 2024-25. It is therefore imperative that the progress that has been achieved to date to comply with these mandates continue forward and are fully institutionalized, most specifically at the program level.

General funding sources have been adequate to date within the auspices of running the program, developing curriculum, assessing curriculum, and instruction of the courses. Specific external funding resources have afforded the opportunity to engage in extracurricular work, course development to comply with mandates, and programmatic strategies to provide appropriate levels of student support. The absence of such funding sources may present challenges in development of strategies to comply with future mandates, or extension of current mandates.