

ACADEMIC MULTI-YEAR (2020-2021 Cycle) ENGLISH Latest Version

Multi-year Program Review for Academic Departments/Disciplines. ENGLISH

INSTRUCTIONS

INSTRUCTIONS for Completing the Strategic Initiative - Program Review

1.0 Program Description

AMY 1.1 Brief Program Description : Version by Caruth, Elissa on 12/01/2020 17:17

Please provide a brief description of your program in the text box below.

English is a part of the Letters Department, which houses three disciplines: American Sign Language, English, and Spanish. English strives to meet both the district mission of providing “students . . . with access to comprehensive quality educational opportunities that support student learning and student success” as well as the Oxnard College mission of “multiple pathways to student success” by offering a variety of degree-applicable and transfer classes in both traditional and distance education modalities. English faculty support the Oxnard College Vision by relying “upon scholarly, comprehensive, and current knowledge in all areas of instruction” relevant to our courses while providing “innovative, appropriate, and effective instruction” for the students we serve. We support the Values of Oxnard College through our inclusion of diverse authors in all our classes, reflecting the lived experiences of our students in the materials we teach, and through excellence in all that we do towards cultivating “creativity, risk taking and innovation” in our classes. As a multi-disciplinary department, we are especially proud of our Shared Decision Making in which all department members, from each discipline, are invited to participate in decision making processes as we value diverse perspectives and multiple voices in all that we do.

English has only degree-applicable transfer-level courses, beginning with the one-level below transfer composition courses English R097 Intermediate Composition and English R100 Intermediate Composition: ESL Emphasis. English R101 College Composition and English R102 Critical Thinking and Composition through Literature are both baccalaureate degree-level courses and complete the composition sequence. English also offers an English major AA-T and American and British literature courses for the degree as well as elective literature courses such as Women in Literature, Shakespeare, LGBTIQ Literature, Creative Writing, and Advanced Creative Writing courses. English continues innovating and developing curriculum and pedagogical practice with the intention of “fostering, and empowering students” as they achieve their educational, and by extension, greater life goals. To this end, we have begun the process of writing curriculum for African American Literature and Ethnic Studies Literature to support our students, and in conjunction with both AB 3310 Community Colleges Ethnic Studies and AB 1460 California State University: graduation requirement: ethnic studies.

English has experienced departmental stability over the last few years. Several new contract faculty were hired, and a diversity of ideas as well as a wealth of new ideas and approaches to instruction were introduced thus infusing the department with more energy and innovation. Additionally, a new law was passed in 2018 mandating sweeping education reform. AB 705 changed everything. We were tasked with creating new placement recommendations as placement exams became prohibited by law as well as creating new curriculum for support classes as students now had open access to transfer-level English R101 College Composition. As a result, enrollment in sections of English R101 exploded, and we had to manage the enrollment before it managed us. Unfortunately, our English R097 Intermediate Composition and English R100 Intermediate Composition: ESL Emphasis classes saw significant reductions in enrollment; these are valuable and needed classes and English has no intention to eliminate these sections. English worked as a team to implement the mandated reforms stipulated in AB 705.

Though the pandemic has seriously impacted English, we continually serve our students by working together in department meetings and unofficial gatherings via Zoom to discuss best practices in our virtual teaching environment and how we can continuously work towards creating the best possible educational experience for our students given our current circumstances. Our students are first and foremost in our decision-making processes.

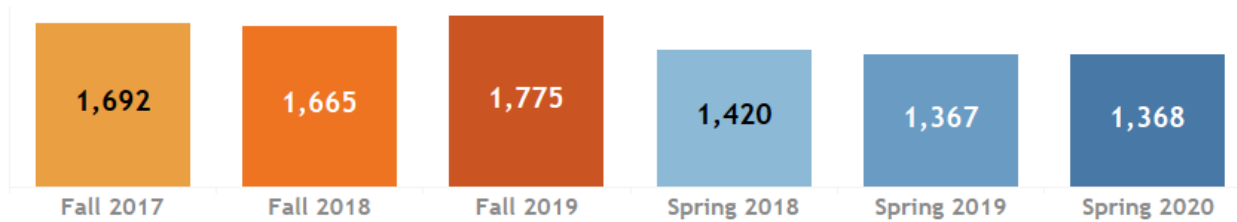
English intends to grow despite the challenges we face by edifying our existing classes and continuing to work towards greater diversity in all that we do by including authors from varying backgrounds who reflect our students lived experiences while also introducing them to new concepts. We strive towards equity, inclusion, diversity, and social justice in our departmental policies and approaches to serving our students and the campus community.

2.0 Key Indicators

AMY 2.1 (Tableau Head Count & Enrollment) : Version by Dawald, Janet on 11/23/2020 23:01

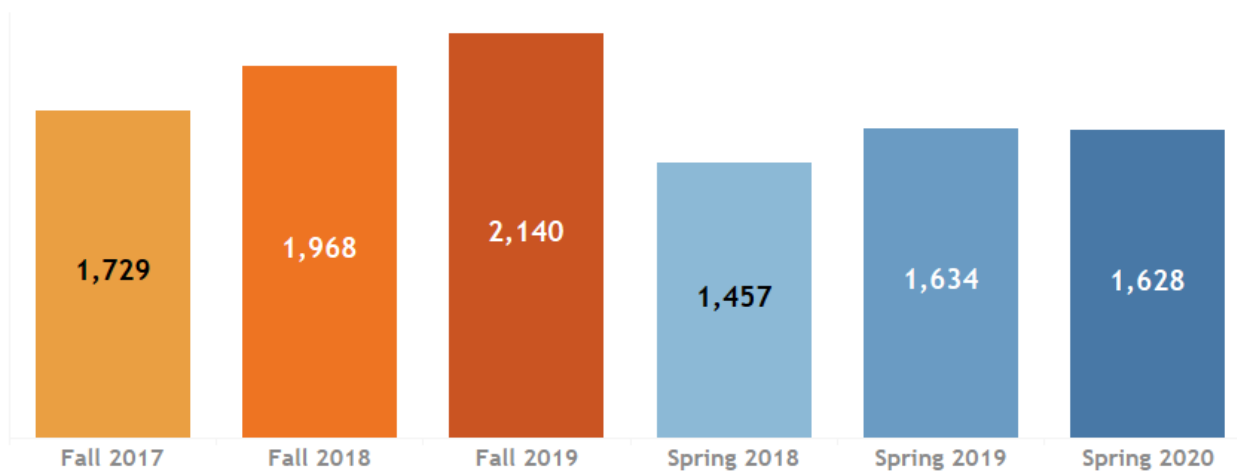
Enrolled Head Count English

(unduplicated, individual human students)



Enrolled Duplicated

(duplicated - a single student can be enrolled in multiple courses)



(https://tableau.vcccd.edu/t/Public/views/ENROLLMENT_Program_Review/Enrollment?

Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

AMY 2.1 Key Indicators : Version by Caruth, Elissa on 12/01/2020 17:17

Analyze and explain Enrollment trends and Full-Time Equivalent Student (FTES) trends for the last three years.

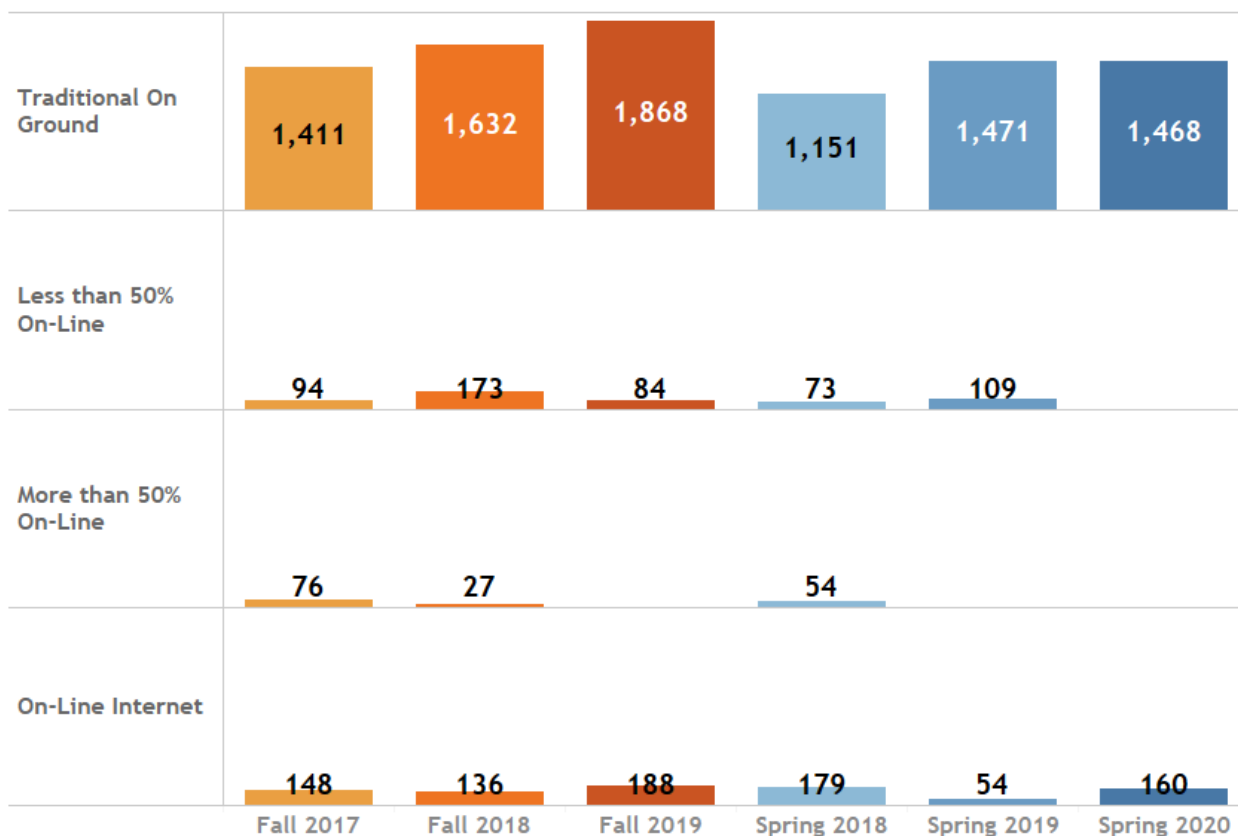
Enrollments are consistent with college-wide enrollments with the exception of duplicated enrollments beginning in Fall 2018 when our enrollments increased as a result of implementing the education reform mandates and students enrolling in co-requisite support classes for English R097 Intermediate Composition and English R101 College Composition. Additionally, enrollment in our literature classes was slowly increasing.

Spring 2020 enrollments and duplicated enrollments maintained consistency when compared with the previous term.

AMY 2.2 (Tableau Distance Education) : Version by Dawald, Janet on 11/23/2020 23:02

Enrollment Distance Ed English

(duplicated - a single student can be enrolled in multiple courses)



(https://tableau.vcccd.edu/t/Public/views/ENROLLMENT_Program_Review/EnrollmentDistanceEducation?Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

AMY 2.2 Face-to-Face, Online and Partially Online Classes : Version by Caruth, Elissa on 12/01/2020 17:17

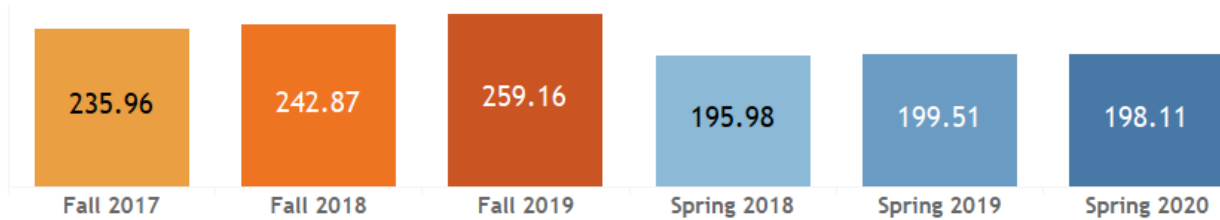
Analyze, and explain enrollment trends for face-to-face, online and partial online classes for the last three years.

Because of the education reform mandates taking effect after garnering momentum from their initial offerings in Fall 2018, traditional on ground class offerings have fluctuated, as have partially and fully online classes with Fall 2019 seeing the greatest number of offerings in each category.

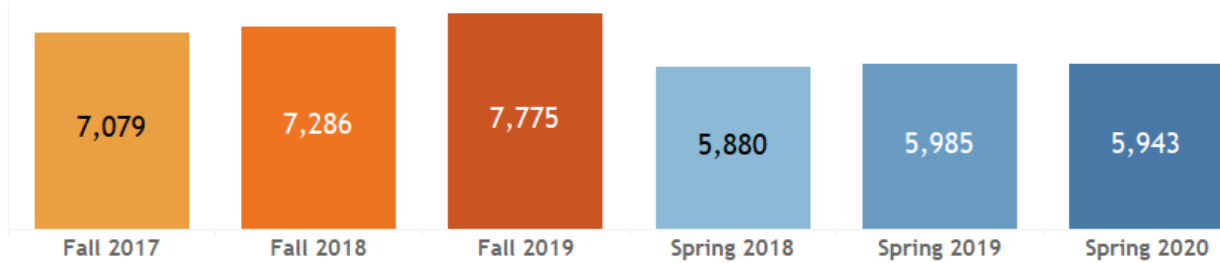
The number of offerings between face-to-face, hybrid, and fully online classes certainly influences the enrollment trends. More faculty interested in teaching online, receiving training to do so, and efforts to mitigate classroom space and usage as a result of education reform all are contributing factors in the decision to offer classes online. English has also experimented in offering more literature classes online.

AMY 2.3 (Tableau Productivity) : Version by Dawald, Janet on 11/23/2020 23:02

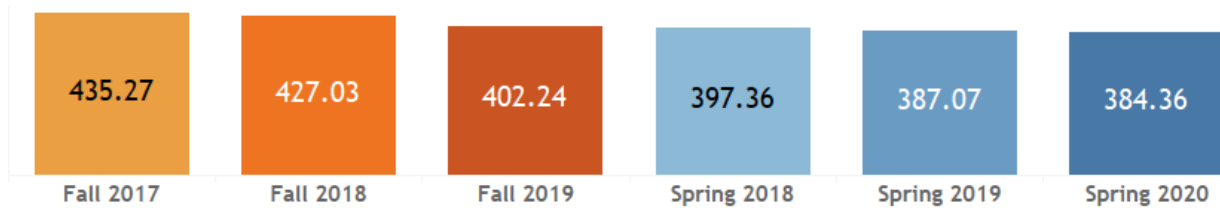
FTES Full-Time Equivalent Students English



Aggregate WSCH Weekly Student Contact Hours



PRODUCTIVITY



(https://tableau.vcccd.edu/t/Public/views/FTES_WSCH_PRODUCT/FTESWSCHPRODUCTIVITY?

Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

AMY 2.3 Productivity : Version by Caruth, Elissa on 12/01/2020 17:17

Analyze and describe Productivity for the past three years.

Productivity must be examined within the contractual cap of 27 students in composition classes though due to demand, many instructors, both adjunct and full-time, take it upon themselves to overenroll their classes to meet the demand of students who need to take English. The additional students put a strain on human resources within the classroom, and instructors are not paid extra for extra students. Essentially, they are working gratis to accommodate the needs of the students. This is an unfair strain on all our faculty but particularly on our adjunct colleagues, who are paid hourly. This affects productivity. Students would be better served with more full-time English faculty. Adding more sections of English R101, with the support of embedded tutors, would also help to increase retention and success.

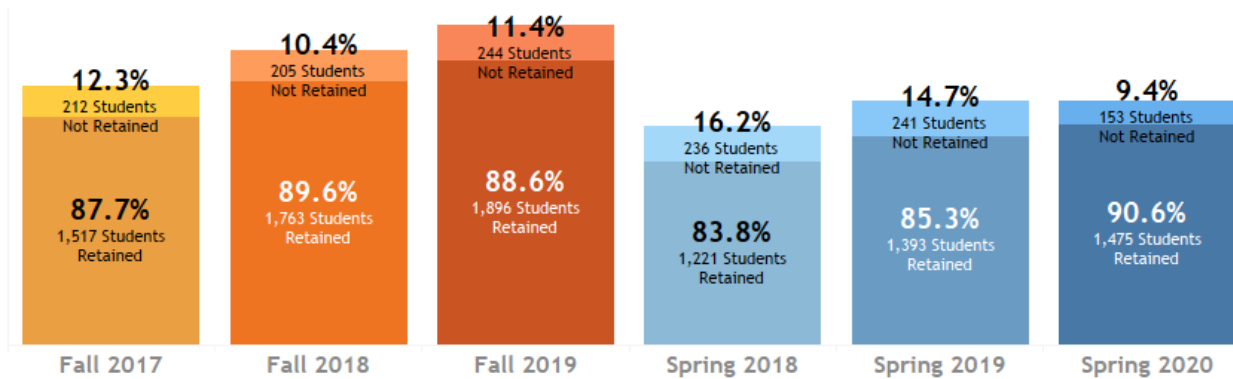
More sections of English R101 were added consistently. Fall 2017 had 31 sections of English R101 College Composition (a transfer-level baccalaureate degree-required class) and 10 sections of English R097 Intermediate Composition and English R100 Intermediate Composition: ESL Emphasis (one-level below English R101). Fall 2018 saw an increase in sections of English R101 from 31 the previous semester to 36 with a reduction in English R097 from 10 to 8. Additionally, Fall 2018 was our first semester with co-requisite support classes as a result of education reform; we offered 5 total. Fall 2019 saw the most sections of English R101 with 40 and a maintenance of English R097 at 8 sections, with 10 co-requisite support classes offered for a combination of both English R097 and English R101. Fall 2020 has only 36 sections of English R101 and 5 sections of English R097 with a total combined 6 co-requisite support classes; as a result of the pandemic, we scaled back the fall schedule.

In Fall 2017, 18 sections out of 31 composition classes (English R097 and English R101) were taught by adjunct colleagues. Fall 2018 saw 21 sections taught by adjunct colleagues out of 44 total sections. Fall 2019 had 25 sections taught by adjuncts out of 48 total composition classes.

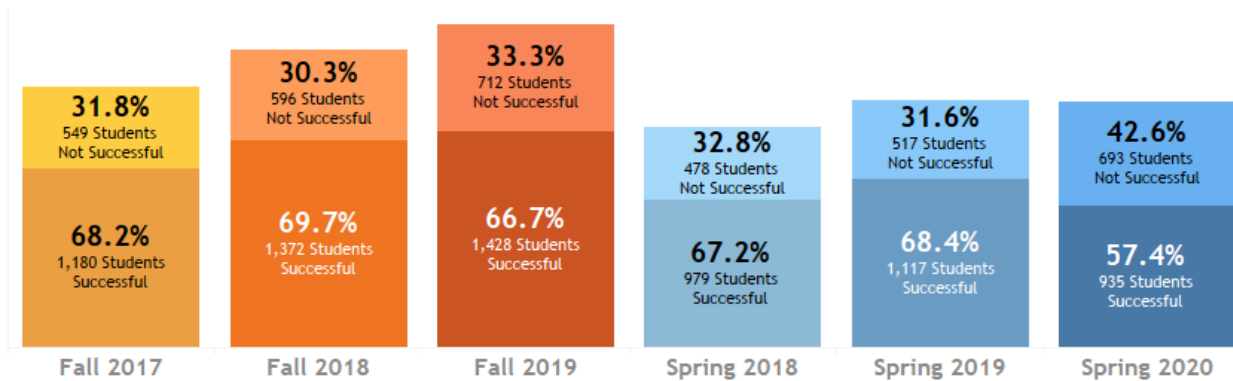
The burden of our composition classes falls on the shoulders of our adjunct colleagues, who consistently go above and beyond to serve their students and the college. An additional full-time faculty member in English would relieve this burden and better serve our students.

AMY 2.4 (Tableau Retention & Success) : Version by Dawald, Janet on 11/23/2020 23:03

Retention Rates English



Success Rates



(https://tableau.vcccd.edu/t/Public/views/ENROLLMENT_Program_Review/RetentionSuccess?

Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

AMY 2.4 Retention and Success : Version by Caruth, Elissa on 12/01/2020 17:17

Analyze and describe Retention and Success rates for the last three years.

Retention rates are very high, consistent with the overall college retention rates, and showed an increase after education reform was implemented.

Success rates increased after education reform was implemented, especially in 2018, but declined in 2020 as a result of the pandemic and campus closures. It was difficult to maintain consistent contact with students once the closure occurred and all classes moved to an online format. The co-requisite classes posed an especial challenge as these support classes can be largely group work and activities-based classes as students are taught just-in-time remediation to support the concepts taught on the COR in the linked parent classes, such as English R101. We are working towards consistency and best practices in these and all our classes as we navigate the fully virtual teaching environment while working towards what is in the best interest of our students in all classes English offers.

3.0 Student Learning Outcomes

AMY 3.1 Course Level Assessments (CSLO's) : Version by Caruth, Elissa on 12/01/2020 17:17

Examine your Course CSLO Performance Reports and discuss findings on how you used assessment results to enhance your program over the last three years.

What changes have you made or do you plan to make as a result of SLO dialogue?

CSLOs were examined every spring semester. We continued to review them but decided not to make any changes to them until we had accumulated some data after working with the mandates of education reform.

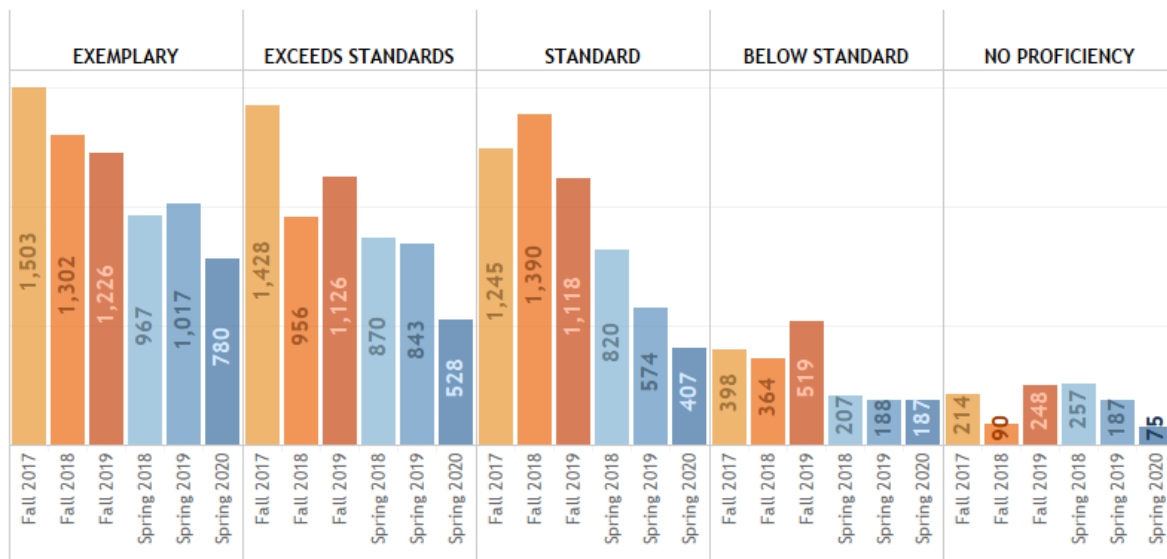
We issued Qualitative Perception Surveys to our co-requisite classes in conjunction with the Office of Institutional Effectiveness and Dr. Herrera at that time. We administered these Qualitative Perception Surveys for several years and only have the results of the first, which were promising that our work after and as a result of education reform was effective.

CSLO review did not occur in Spring 2020 as a result of the shutdown. We will review again in Spring 2021. We intend to revise our CSLOs now that we have taught within the education reform mandates for a few years.

AMY 3.2 (Tableau eLumen Program Student Outcomes by Mastery Level) : Version by Dawald, Janet on 09/12/2020

15:27

eLumen Mastery Level TOTAL Scores English All Program Student Learning Outcomes



([https://tableau.vcccd.edu/t/Public/views/eLumen_PSL0_For_ProgramReview/TotalScoresperTerm?](https://tableau.vcccd.edu/t/Public/views/eLumen_PSL0_For_ProgramReview/TotalScoresperTerm?Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

Discipline=English&iframeSizedToWindow=true&embed=y&:display_count=no&:showAppBanner=false&:origin=viz_share_link&:showVizHome=no)

AMY 3.2 Program Level Assessments (PSLO's) : Version by Caruth, Elissa on 12/01/2020 17:18

Examine your Program PSLO Performance Reports and discuss findings on how you used assessment results to enhance your program over the last three years.

What changes have you made or do you plan to make as a result of SLO dialogue?

SLO dialogue is ongoing and usually occurs in the Spring semesters when we assess CSLO and PSLOs. It did not happen during Spring 2020 as a result of the tumult of the pandemic and converting to online classes. The discussions will resume in Spring 2021.

However, our discussions of PSLOs as they relate to the CSLOS have been productive and recognize that we are aligned. Our literature CSLOs remain unchanged as we believe they are accurate whereas we have yet to discuss changing our composition CSLOs after implementing education reform.

English maintains consistent exemplary and exceeds standards PSLOs, an achievement for a discipline that many anecdotally state is their least liked or most difficult subject.

Education reform has contributed in part to the successful PSLOs as has a consistent department environment, a common textbook, advocacy for our students' education, a lending library dedicated to students in English classes, and consistent collaborative work within English to serve our students to the best of our abilities.

4.0 Curriculum and Program Success

AMY 4.1 Curriculum Revision and Development : Version by Caruth, Elissa on 12/01/2020 17:18

What plan does your program have for curriculum revision and development?

English recently reviewed every single Course Outline of Record to confirm accuracy from the shift from Curricunet to Courseleaf and made only necessary revisions. All our curriculum is current.

Three new courses were approved: English R126: Introduction to Chicana/o Literature, English R128: Critical Thinking and Composition through Non-fiction (formerly Advanced Critical Thinking and Composition through Non-fiction), and English R129: Introduction to Latinx Literature.

We have begun to create new curriculum for African American Literature and Ethnic Studies Literature.

AMY 4.2 Degrees and Certificates Awarded : Version by Caruth, Elissa on 12/01/2020 17:18

Analyze and explain the completion trends for your program. What plans does your department or discipline have to create, modify or deactivate degrees or certificates?

Seven AAs were awarded in English in AY 2017-18, an increase of five from the previous academic year.

AY 2018-19 saw the number of English AAs double to fourteen.

AY19-20 saw the number of AAs in English drop to three.

We were on quite an increase for a while; it is hard to ascertain if the pandemic had anything to do with the decrease in English AAs awarded.

English would very much like to see an upward momentum in degrees awarded and will work to facilitate this by creating a plan in the Spring 21 semester once this data is discussed along with our CSLOs.

5.0 Resource Requests

AMY 5.1 Resource Requests : Version by Caruth, Elissa on 12/01/2020 17:18

If your program is requesting human resources (additional faculty or staff, embedded tutors), present your rationale and any data for making these requests.

How does this request support the college mission, program plans, student success outcomes and or SLO achievement?

- English Lending Library funds** to maintain and/or revise the types of books students have access to. A discussion to convert to an e-library, for example, is underway in the department. Students need books, and the English lending library has provided that to thousands of students, but with book numbers diminishing significantly, classes moved to an online format, and online resources more readily accessible for students on any number of different devices, an e-library makes more sense. The enrollments in English R101 have increased since the implementation of education reform mandates, and we quickly run out of books each semester as more students need the book for their classes. The move to online instruction illustrates even more poignantly the need for more books and more easy access to books for our students who are dedicated to pursuing their education yet struggling during a challenging time. The English Lending Library is five years old, books are missing, dated, showing wear, and becoming scant. Resources to maintain and update the library are in dire need. English requests \$20,000 for the English Lending Library to use BibliU, an online textbook library service. \$20,000 will provide access to approximately 10 classes per semester. We would like to pilot use of this service for one year.
- Embedded tutors.** Thus far, embedded tutors are reserved only for the co-requisite support classes, but they would be greatly beneficial in all composition classes English offers regardless of co-requisite or not. The co-requisite support classes are linked with the parent composition class it supports, and there are not that many of them; they fill quickly. This leaves students who would benefit greatly from an embedded tutor in a stand-alone class out of luck and at a disadvantage. Including embedded tutors in many more if not all English composition classes, especially for the foreseeable future as we remain online and eventually transition back into the classroom, will help students who have faced gaps in their educational consistency. English requests \$75,000 for embedded tutors.
- Educational software.** As students are in virtual classrooms, learning not only the discipline being taught but also learning how to learn in an online environment, supportive educational software is so important. Inexpensive programs such as GrammarFlip, Padlet, and others can be of tremendous benefit for students and instructors. As students may be facing gaps in their education due to the pandemic, incoming high school students or continuing students who paused their education because of the pandemic, such software programs can help to fill in any such learning gaps thus increasing student success. English requests \$15,000 for educational software licenses.
- Full-time tenure track Ethnic Studies faculty.** Both AB 1460 Ethnic Studies graduation requirement at the CSU and AB 3310 Community Colleges: Ethnic Studies demonstrate the dire need for a full-time Ethnic Studies faculty member if not only to meet the mandates of these laws but to honor and respect our students.
- Professional Development.** Eventually, we will transition back to on-ground teaching in our classrooms. Mental health for our students is of the utmost priority in English. Providing the college with a professional development seminar on well-being and techniques to mitigate the stressors of the transition back into the classroom for both faculty and students is vital. Faculty can learn mitigation techniques for promoting stress and anxiety reduction for students, have avenues for resources to help with classroom behavior issues, and help to equip their students beyond the classroom. Not all students will seek the mental health services offered by the college. Not every BIT will be accepted by the students. Instructors may not file BITs. Then the issues fall onto the classroom instructor. Well-being is crucial to success in education and should be taught to faculty to teach students. Experts in the field like Barbara Fredrickson or Sonya Lyubomirsky, or one of their trainees or graduate students, would be a gift to the college. English requests \$15,000 for a well-being retreat.
- Basic Needs Coordinator.** Oc provides an array of services for its students such as mental health, the food pantry, and shower access at the gym. Currently, there is not a centralized point of contact for students, someone who coordinates the services for students who are in need. Hiring a Basic Needs Coordinator is crucial to student success overall as this person can coordinate each basic need service as well as forging partnerships with the community for other basic needs, such as housing insecurity, for our homeless or nearly homeless students. One person who coordinates all the basic needs services for our students will be able to dedicate 100% of her time to serving our students basic needs, seeking out additional monies, potentially, and creating partnerships with the community thus making Oxnard College an educational institution who truly serves all of our students' needs.

AMY 5.2 Resource Request Justification : Version by Caruth, Elissa on 12/01/2020 17:18

If your program is requesting equipment, software, supplies, etc., how does this request support your program plans and SLO achievement?

Each of the above resource requests is for the betterment of our students' educational experience via access and equity. Should these resource requests be funded, in any amount, it will help support our SLOs and our students.

AMY 5.3 Accountability - Closing the Loop : Version by Caruth, Elissa on 12/01/2020 17:18

Please list the resources you received last year as a result of the program review process.

How have those resources contributed to student learning and program success?

English received a full-time tenure track faculty member as a result of growth as indicated on our last several resource requests. This fabulous resource has most definitely contributed to student and departmental success! Our most recent hire is already a wonderful and much needed addition to the department, already alleviating the burden of the multiple classes on the shoulders of our adjunct colleagues.

AMY 5.4 Strategic Plan Goals, Objectives and Action Steps : Version by Caruth, Elissa on 12/01/2020 17:18

Please update progress made toward achieving your program's goals and objectives as stated on the previous Strategic Plan.

The 2018-23 Strategic Plan lists the following strategic goals for English:

- 29) Increase affordable or free options for students' use of instructional materials. Measure its impact and effectiveness via CSLOs and departmental discussion.
- Examine existing OER materials for adoption.
 - Expand and maintain lending library materials
 - Collaborate with others to fund and provide resources

We are working with one of the book reps from Bedford to convert now expired digital access codes for textbooks into hard copy books to add to the English Lending Library. We are optimistic that this will contribute to the English Lending Library and expand it in order to provide more resources for students. English has just begun its investigation of OER materials as a result of the English Lending Library dwindling and digital access codes slowly reaching an inevitable end as the more that are given out to students are not replaced due to lack of funds. The English Lending Library has helped thousands of students since its inception, but as the books begin to go missing or become ragged from multiple uses, access codes run out, the need still exists for books, with scant or no funding, English is looking towards either monies for an e-library or reliable OER resources for students. We intended to begin earnest discussion of all this in Spring 2020, but as the department chair was on sabbatical and the pandemic caused chaos during Spring 2020, the discussion has been postponed until Spring

2021. The Fall 2020 semester was not the appropriate time to discuss these goals as many faculty were working on their online classes after a quick transition online in Spring 2020 and summer online training to work more effectively in Canvas. After a semester of online teaching, some type of normalcy and being more accustomed to online instruction, Spring 2021 will be a more appropriate semester to examine our CSLOs as well as discuss further the OER options available to us.

6.0 Concluding Comments

AMY 6.1 Conclusion and Other Information : Version by Caruth, Elissa on 12/01/2020 17:18

Use this space to summarize or offer any other information about your program, including effective, high impact practices recently implemented, outstanding achievements, and anything else that shows the vitality of your program.

English is a solid program but always willing to improve. We wish to improve our success rates in our distance education classes to further support the mission of the college as a "learning-centered institution" which seeks to accommodate multiple demographics and all their various educational needs. Distance education can reach more students as evidenced by the current instructional situation we are in; we are fully online in English; thereafter, we can build upon the strengths we are developing now as we transition back into on-ground and hybrid instruction modalities. While traditional classroom instruction was the bedrock of educational delivery to our students, English believes that a solid combination of both can empower more students moving forward.

Letters continues to use the Canvas meeting space created by the department chair several years ago to share resources and update our committee summaries and notes dissemination; this is a meeting space on Canvas dedicated to the Letters department as a resource center for all disciplines in Letters to see what the other is doing and where all curriculum is housed and public. There are also discussion boards and areas where faculty can collegially yet asynchronously share successes, lessons, and other instruction items that will benefit us all. The intentions of the chair in developing such a virtual meeting space is for all faculty in Letters to be able to see department meeting agendas, minutes, and committee summary reports in which colleagues who serve on various Participatory Governance committees write first-hand reports to share with the department.

All department members in Letters have access to the Canvas Letters Department Resource Center. This creates an informed, cohesive, and unified multi-disciplinary department that certainly "embraces academic excellence" via our own collegiality and willingness to share and empower one another; this is demonstrative of the culture within our department, one in which we support each other through scholarship and compassion. We bring this to our students in our classrooms showing that we are, to borrow a previous Oxnard College slogan, "The College with a Heart." English provides "multiple pathways to student success" via traditional, fully online, and hybrid classes as well as offering diverse curriculum and developing innovative curriculum to strengthen our program and, most importantly, serve our students.

AMY 6.2 College Assistance : Version by Caruth, Elissa on 12/01/2020 17:18

In what ways could other areas of the college be important to the success of your program?

The college can help support English in the following ways:

- More DE training and support for pedagogy and online classroom design
- Money for an e-library and/or development of OERs for English composition classes
- Professional development to support faculty who will support students' mental health now and during the transition back to on-ground classroom teaching
- Schedule development so as not to overwhelm students; for example, offering more eight week classes so that students can have schedule flexibility in managing the stressors of being full-time online students

7.0 Plan of Action

AMY 7.1 Plan of Action : Version by Caruth, Elissa on 12/01/2020 17:18

If your program was given a rating of below average or less in the past three years provide a plan of action and an update on your progress.

What steps have you taken to address the issues raised? Attach (upload) documents as needed.

Not applicable.

>> RESOURCE REQUESTS

Resource Request - Download BLANK Document

Resource Request - UPLOAD Completed Resource Request(s) : Version by Caruth, Elissa on 12/01/2020 17:18

Resource Description	\$ Amount Request	Priority	Justification Summary

End of Preparer Responses -- Beginning of Reviewer Responses

PROGRAM REVIEW

(A) Program Review Criteria for ALL Areas Under Review : Version by Lieser, Joshua on 02/16/2021 21:52**1. Is there evidence of student demand?**

Yes

2. Is there evidence of industry demand?

N/A

3. Is there evidence of employee demand?

N/A

4. Is there evidence of organizational demand?

Yes

5. Is there evidence that the program advances the District / College mission?

Yes

6. Is there evidence that the program addresses District / College strategic initiatives and goals?

Yes

7. Is the program review analysis thorough and complete?

Yes

8. Is there evidence of review and analysis of Outcomes Assessment? (SLO's)

Yes

9. Does This Program Need to create an improvement plan?

No

(B) RESOURCES : Version by Lieser, Joshua on 02/16/2021 21:53**1. Is this program in need of resources to maintain the program?**

Resources would be beneficial to increase success rates - embedded tutors. (AD)

2. Is there evidence that the past resources were utilized well?

Yes

Yes, however a discussion tied to SLO performance would have been important to close the loop. After the hire of the FT faculty SLO performance actually decreased. Why? (AD)

3. Would allocating resources to this program help to maintain or enhance the level of performance/service of this program?

Yes

Yes, would like to see success rates increase (AD)

(C-1) INSTRUCTIONAL PROGRAMS ONLY : Version by Lieser, Joshua on 02/16/2021 21:53**1. Course enrollments are consistently strong or increasing each year.**

Yes

Yes, but enrolments showing a downward trend (AD)

2. Course RETENTION rates are consistently strong or increasing each year.

Yes

Yes, retention rates strong around 88-90% (AD) (JL)

3. Course SUCCESS rates are consistently strong or increasing each year.

Yes

Course success is consistent although slightly lower than the College average of 70 - 73%. However, maintaining and even showing slight improvement with the advent of AB705 pushing more students into English 100 and English 101 demonstrates the time and effort the English faculty have dedicated to helping Oxnard College students succeed.

No, Success rates have fallen in Spring semesters from 67 to 57%, Fall has stayed around 67-69%. Faculty need to be commended for their work on AB 705! (AD)

4. Evident of analysis on retention and success data of DE vs. Non-DE sections.

Yes

Yes (AD)

(C-2) INSTRUCTIONAL PROGRAMS ONLY : Version by Lieser, Joshua on 02/16/2021 21:54**1. Degree/Certificate completions**

Steady

English degrees were steady before the onset of the pandemic and I suspect they will rebound once students are able to return to the classroom.

Consistent (AD)

2. Course PRODUCTIVITY levels

Steady
 Showing downward trend (AD)
 Class caps make productivity levels hard to measure (JL)

3. Number of Transfers

Not addressed (AD)

(D) PROGRAM STATUS : Version by Lieser, Joshua on 02/16/2021 22:53

Using just one of the six responses above, what is the status of this program?

(You can elaborate here on Line 2 and more if you wish, but please choose only one for your response on Line 1)

- Good (SGN)
- Good (AD)
- Excellent (JL)

Highlight three strengths of this program:

Shows steady success levels even with implementation of AB705 - this is truly commendable given the size of the changes required.
 Dedicated to student equity and completion.
 Good tracking of SMART goals, progress made and work to be done.

List three possible areas for program improvement:

Perhaps advertise "non-traditional" ways to use an English degree such as science writing, writing screenplays, copy editor, technical writing and included examples of these types of writing / uses of English degrees in introductory English courses if possible.
 Finding ways to increase success rates
 Finding ways to increase persistence from Fall to Spring

SIGNATURE BLOCK

SIGNATURE BLOCK >> Preparer and Reviewer Names, Roles & Optional Comments : Version by Lieser, Joshua on 02/16/2021 21:55

Collaborator Names (Required)	Role	Comments (Optional)
Shannon Newby	Reviewer	undefined
Armine Derdarian	Reviewer	
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