

22-23 Annual Progress Report

Recommended actions for improvement identified in the 5-Year Self-Study.

The department will work on the following to decrease success gaps:

1. Refine response to AB 705 in order to mitigate DI gap, in spite of increased productivity, especially since students of color have lower success rates with online learning
1. Pursue dedicated counseling for English 1A co-requisite
2. Create study group to address African-American/Latinx success drop
3. Perform research to understand success rates/challenges at other institutions, to inform department efforts
2. Develop curriculum with focus on anti-racism, and Program Mapping
3. Build English's presence by promoting the English Major: outreach, online info
1. English majors create videos explaining discipline, critical thinking, and job opportunities
2. Student Survey: Online/discipline challenges + success strategies
4. Develop equitable assessment: Contract grading, Proctorio, Turn It In research, support, PD
5. Pursue collaborations with LRC
1. Online Tutoring/Support: Pass the Torch, TLC, Starfish, Owl Scholars
2. Integrating Supplemental Instruction and embedded tutoring on a programmatic level
6. Create Writing Lab: create online page that provides basic essay format, MLA, and sentence craft activities—student videos
1. ESLL + English collaboration opportunity
7. Hold Dept. Retreat to solidify English Program Mission/Ethos; discuss:
 1. What is composition?
 2. Reading/writing process on online learning
 3. ESLL connection
 4. How do we assess? Face-to-face, hybrid, online teaching learning lessons
 5. Student connection with department
8. Foster cross-disciplinary cohort building:
 1. reading/writing within other disciplines
 2. 1S/T cohorts

Actions taken and progress made in accomplishing the improvement.

Item #1: Refine response to AB 705 in order to mitigate DI gap, in spite of increased productivity, especially since students of color have lower success rates with online learning.

- English faculty have had consistent, ongoing discussions about best practices for teaching English 1A + co-requisite, along with English 1A and 1B.

Item #2: Develop curriculum with focus on anti-racism, and Program Mapping

- English faculty have been involved with program mapping discussions regarding Guided Pathways. We developed a Literature Pathway for the AA-T degree.

Item #5: Pursue collaborations with LRC.

1. Online Tutoring/Support: Pass the Torch, TLC, Starfish, Owl Scholars

2. Integrating Supplemental Instruction and embedded tutoring on a programmatic level

- As of Fall 2022, we are strengthening our connections with embedded tutoring at the WLC (formerly TLC).
- Faculty are working with Foothill Connect (formerly Starfish) to provide wrap-around support services for students throughout each quarter.

Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

Discussions among faculty have been ongoing. In Fall 2022 we had weekly meetings for Item #1: teaching English 1A with a co-requisite.

Language Arts Division meetings have focused on 13-55: the Strategic Vision for Equity, and we are having division-wide conversations about the ways in which 13-55 can be implemented in our curriculum.

New trends, policies, or state initiatives that have impacted your actions for improvement.

AB 705 and 1705 (the addition to AB 705 which places restrictions on the college to limit remedial placement).

The loss (or end) of strategic outreach, including campus activities for orientation and student activities, has affected the climate for students on campus and their opportunities for success. For example, SOAR (Student Orientation Assessment and Registration) was stopped completely for a while.

Guided Pathways programs at the state level are focusing on orientation to “on-board” students and inform students of the English program in particular.

See, for example, the [Foothill College Catalog](#).

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

English faculty will potentially explore best practices in order to build portfolio and metacognition curricular support across campus.

The English department will encourage more tutoring in all forms: embedded tutoring, Pass the Torch, and tutoring at the WLC.

There is a new option to have embedded tutoring in many of our English classes, prioritizing English 1A + co-requisite, followed by English 1A, and then English 1B. Faculty are encouraged to use embedded tutors in their classes.

We have continued to work with Umoja and Puente, providing resources for these learning communities. English faculty are the instructors in these learning communities.

English department faculty, along with Umoja and Puente, continue to work on the “on-boarding” process through orientation, with one of our faculty members focusing on this for Guided Pathways.

In the English department, we have developed our academic pathways and we have our degrees mapped, so students can see which classes to take and the program learning outcomes.

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: