



**FOOTHILL  
COLLEGE**

# **Program Review English Spring 2021**

**Integrated Planning & Budget Taskforce**

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# Programs Strengths

## Composition Program:

Increased access to transfer-level English in response to AB 705  
Established Non-Credit certificate for co-requisite courses

## Literature Program:

Inclusive and Innovative Curriculum:

- African American Lit, Asian American Lit, Latinx Lit, Native American Lit, Women's Lit, LGBT Lit
- Lit. in Film, Science Fiction Lit., Gothic and Horror Lit., Unmasking Comics, Lit. of Protest, Poetry in Community, California Lit.

Redesigned Literature Grid to increase productivity and student access

- Stacked sections: Honors/non-honors; online/F2F
- Supported removal of prerequisite requirement for Honors courses

## Institutional Work:

- Active participation/coordination for/with Puente, Umoja, Pass the Torch, TLC, Honors; TechCore
- Support and leadership in Journalism at FH
- Support and leadership in development of Ethnic Studies curriculum
- Support of Technical Writing for Sheet Metal Apprenticeship
- Support and leadership in RSLs, including integration into courses
- Mentorship of student voice: *Creative Release*, student arts publication
- Support and leadership in Guided Pathways, Heritage Months, FEI
- PD: Labor-based grading, Equity and Curriculum Retreat, Teaching Tuesdays

# Program Data



## Course Success Rates, 2015-16 through 2019-20 ENGL 209, ENGL 110, ENGL 1S, ENGL 1T, ENGL 1A, ENGL 1AH

Course	2015-16	2016-17	2017-18	2018-19	2019-20
ENGL 209	66%	57%	60%	57%	n/a
ENGL 110	74%	73%	73%	68%	n/a
ENGL 1S	73%	79%	84%	79%	77%
ENGL 1T	77%	78%	90%	67%	86%
ENGL 1A	71%	74%	73%	69%	68%
ENGL 1AH	77%	80%	74%	74%	90%
Combined ENGL 209, 110, 1S, 1T, 1A, 1AH	79%	80%	81%	81%	81%

## Throughput by Ethnicity

### First ENGL Course Taken Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	69%	66%	66%	71%	73%
Asian	79%	83%	79%	83%	84%
Filipinx	74%	70%	64%	68%	69%
Latinx	61%	59%	54%	66%	69%
Native American	73%	100%	86%	67%	100%
Pacific Islander	41%	34%	59%	75%	61%
White	68%	73%	79%	79%	87%
Decline to State	89%	84%	64%	64%	76%
<b>Total</b>	<b>70%</b>	<b>69%</b>	<b>68%</b>	<b>74%</b>	<b>77%</b>

Throughput calculated as 3 primary terms; students who begin in fall have until summer to complete transfer-level English to achieve throughput.



# Programs' Actions for Improvement Identified

While AB 705 efforts have increased student **access**, we noticed an increase in disproportionate impact.

## **Cross-functional measures to support DI students**

- Support and advance equity efforts in online learning, working with COOL
- Pursue an English Success Program (ESP) with wrap-around features
- Collaborate with Umoja and Puente faculty to discuss best practices
- Collaborate with GP Onboarding/Testing Center: videos to assist students with English placement
- Partner with LRC to:
  - integrate intrusive tutoring support
  - institute embedded tutoring at a programmatic level
  - examine IR data to integrate Supplemental Instruction

## **Refine response to AB 705**

- Continue discussion re: co-requisite course to meet diverse student needs
- Collaborate with the GP Onboarding team to redesign English Bridge
  - Coordinate Bridge efforts with ESL department
- Collect data to inform areas of need and ways to increase access to supports
  - tutoring, access to texts, study environment, online learning

## **Classroom changes**

- Establish department-wide integration of college support services:
  - Use of Starfish and Owl Scholars, including tutoring referrals
- Continued PD on pedagogy: with compensation for part-time faculty

# Resources Needed

- Funding to establish English Success Program with support features paralleling the Math Department's Math Success Program
  - Dedicated counseling for AB 705 courses with corequisites
- Embedded tutors for AB 705 courses with corequisites
  - Resources to support embedded tutors (e.g. texts)
- Professional Development funds:
  - online learning for DI students
  - meditation integration to promote student mental health
  - Starfish and Owl Scholars training
  - equity-aligned assessment models, including labor-based grading
  - stipend compensation for part-time faculty
- Funding for retreats, e.g. to develop mission statement to convey a more holistic idea of English's role on campus, including how it fits into students' academic and career pathways
  - stipend compensation for part-time faculty



# Questions

