

English Program Review

Rubric Evaluation	Katherine Lee (At-Large Classified Staff)	Katie Ha (Same Division Faculty)	Valerie Fong (Dean)
A. Program Information			
Program Mission Statement			
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria – Needs Some Improvement to Meet the Standard
Reader Feedback			<p>The program mission conveys the values of the program and its purpose to empower students through understanding and use of language. It could go a lot further to articulate a broader scope and connect to the mission of the college. As a reader, I'm not sure I get a sense of the community of the English program - who its students and stakeholders are, and the activities of this community within the institution as a whole. If I knew nothing about the department, I would have no idea from this mission statement of its work with the learning communities, the honors program, the Human Library, the heritage months, language arts tutoring (TLC and Pass the Torch), student voice/publications, or equity</p>

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			work in general. I'm not sure I would know that the department supports almost every single student at the college as they work toward their certificate, degrees, or transfer, or how the program prepares/supports English majors in particular.
Program Learning Outcomes	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses 3 to 4 of the criteria – Needs Some Improvement to Meet the Standard
Reader Feedback			The first PLO reads more like an SLO for a course than it does a program level outcome. Both seem too narrow in scope, in particular for the English degrees. What are the higher order conceptual and performance outcomes for the English degree - the knowledge, skills, and behaviors gained as a result of the program as a whole?
B. FTES - Enrollment Trends			
1. What does the FTES data trend indicate?	FTES has decreased over the time span by 11% to 30%- Needs	FTES has decreased over the time span by 11% to 30%- Needs	FTES has decreased over the time span by 11% to 30%- Needs

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	Some Improvement to Meet the Standard	Some Improvement to Meet the Stand	Some Improvement to Meet the Standard
FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i>			
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback		Outcomes of professional development and/or programmatic or curricular changes could be detailed.	Focusing just on increasing FTES, consider activities that focus on outreach. For example, what can the department do to outreach to prospective English majors? What can/does the department do to encourage enrollment in literature and creative writing courses for nonmajors?
C. Sections - Enrollment Trends			
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections is flat, increased or decreased.</i>			
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the

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	Standard		Standard
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections increased while FTES decreased.</i>			
Overall, in this section:		The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback			<p>For AB705, the program review might explain a bit further how this led to a decrease in sections, drawing from some of the points you make in the previous narrative for FTES - throughput in one quarter, the LCs moving to the 1A+coreq rather than 1ST. (This helps connect the data on sections with the data above on FTES.) Any other factors that would have decreased sections? For example, the stacked honors/non-honors sections? The strategic approach to the lit grid? These are things the department did that helped with enrollment and productivity. (This helps connect the data on sections with the data below on productivity.)</p>

D. Productivity - Enrollment Trends

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1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.			
Overall, in this section:		The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
Reader Feedback			
E. Enrollment by Student Demographics			
a. Enrollment by Gender			
Enrollment by Gender Narrative Explanation - Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the genders/sex is less than or equal 10% - Excellent

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College? (College 2019-20 = 51% Female, 47% Male)			
Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i>			
Overall, in this section:			The narrative is not included
Reader Feedback			
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard
Reader Feedback			
b. Enrollment by Ethnicity			
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (2019-20 College enrollment distribution by ethnicity: 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard

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American, 1% Pacific Islander, 21% White, 4% Decline to State)			
Enrollment by Ethnicity Narrative Explanation (If Applicable) - Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).			
Overall, in this section:			The narrative is not included
Enrollment by Ethnicity Action Narrative (If Applicable) - Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.			
Overall, in this section:			The narrative is not included
F. Student Course Success			
a. Student Course Success			
1. What does the data trend indicate about overall course success?	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Student Course Success Narrative Explanation - If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the student's course success percentages.			

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Would be helpful to have more info about how the actions will address the trend (e.g., how will "teaching Tuesday" discussions lead to improvements in student course success?	I would suggest including the tutoring staff and faculty in the expansion of tutoring along with Guided Pathways.	See below for comments.

b. Student Course Success by Student Groups

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has increased over the time span – Needs Major Improvement to Meet the Standard	The gap between the two groups has not changed over the time span – Needs Some Improvement to Meet the Standard	The gap between the two groups has increased over the time span – Needs Major Improvement to Meet the Standard
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Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*

Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
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Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*

Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative	The narrative includes all 5 of the criteria - Meets the Standard
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		could be used as an exemplar - Excellent	
Reader Feedback	would be helpful to have more information about how some of the proposed solutions (e.g., surveys, wraparound support) will help decrease the equity gap.		<p>What might be some potential actions that could be taken, or explored, by the department based on the results of the surveys? For example, increased collaboration with tutoring? Increased adoption of OER? This could help clarify how the surveys will inform activities within department control.</p> <p>What are some potential actions within department control to address the gap for online modality? E.g., professional development? participation in POCR?</p> <p>Consider reiterating an earlier point made about AB705 - that it has increased access and throughput, but hasn't necessarily closed the DI gap. What next steps could the department undertake for AB705 from that perspective?</p>

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G. Student Course Success by Demographics			
a. Student Course Success by Gender			
What does the data indicate about course success?			
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Course Success by Gender Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.</i>			
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	
Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i>			
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some	The narrative is not included	The narrative is not included

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	Improvement to Meet the Standard		
Reader Feedback			
b. Student Course Success by Ethnicity			
What does the data trend indicate about program student course success by ethnicity?			
African Americans	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard		Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Asian	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard
Filipinx	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Latinx	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard

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Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Pacific Islander	Course success has improved over the time span - Excellent	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent
White	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Decline to State	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point – Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i>			
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i>			
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

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Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i>			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Would be helpful to include more details about how actions for improving course success are anticipated to help BIPOC students' course success. Your assessment of the reasons for declines in BIPOC students' success rates reflect clear reasons and understandings of the trend within larger social and structural contexts. Although the rubric requires reasons within departmental control, which were not explicitly discussed in the narratives provided, I understand that many of the challenges students have been facing are not within departmental control.	The writers have a clear understanding of the data and trends of the department. I wonder if the department has given any thought to how the placement process has been marketed to students and what the department has in mind for interdisciplinary collaboration for writing courses (i.e. if Guided Pathways models could assist in changing the students' perception of English courses in the grand scheme of their pursuits).	<p>See comments above - additional information can help understand the needs; how might this information inform the potential actions within department control? The statistic about online learning is listed first, but no proposed actions for how the department might address that gap.</p> <p>GP work on wrap-around services is relevant. Consider bringing in work on the English Bridge in particular. It could be interesting to consider how work in other areas of GP could impact DI, e.g., how might meta-majors potentially inform curriculum?</p> <p>Overall Comments: Thank you for the work you put in to this</p>

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program review, and let me know if you want to discuss as you finalize and prepare to present to Advisory Council.