

English-FH English

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Alongside its students, the English Department reads, writes, and thinks critically about a variety of local, regional, national, and global texts and contexts. Through carefully designed courses of study, students are invited to engage with texts that reflect a range of cultural perspectives. The English Department empowers students by facilitating their understanding and use of language and other media as we support their academic, career-related, and personal endeavors.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will be able to compose a thesis-based essay that clearly communicates a logical, evidence-supported argument.
- Students will demonstrate, in writing, comprehension, interpretation, and critical analysis of college-level non-fiction and literature, from short texts to book-length texts.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Language Arts - English-FH						
	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	4,253	4,216	4,291	3,804	3,751	-11.8%
Census Enrollment	6,695	6,437	6,410	5,612	5,743	-14.2%
Sections	275	265	238	205	207	-24.7%
WSCH	10,890	10,532	10,375	8,884	8,601	-21.0%
FTES (end of term)	717	694	683	586	566	-21.0%
FTEF (end of term)	32.1	30.8	28.3	23.2	21.3	-33.7%
Productivity (WSCH/FTEF)	340	342	366	383	404	19.1%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

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.

Several factors contributed to the decline in FTES. Due to the 1320 budget constraints, the number of sections offered were reduced. The implementation of Guided Self Placement allowed students to self-select, resulting in students who would traditionally

begin with basic skills opting for enrolling in English 1A. Also, AB 705 eliminated basic skills courses (English 209, 110), enabling student throughput in one quarter, not three; and Puente and Umoja switched from 1S/T (2 quarters) to 1A + co-requisite, further decreasing the number of basic skills courses.

Of note, FTES for the college decreased 13.1%.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

The department performed the following actions to increase FTES:

- Offered courses with a wider selection of modalities (including hybrid, stacked, and online) to accommodate highly variable student schedules
- Notified the dean of long wait lists to suggest adding new sections
- Designed and made available a set of Guided Self Placement activities, including simulated 1A assignments, video orientations, sequenced self-assessment exercises

Future actions:

- Work with Guided Pathways to produce student-facing videos describing literature, creative writing, and English courses
- Professional Development: Language Arts curriculum retreat to deepen current discussions--including equity in curriculum, equity in online instruction, honors courses, and using CourseLeaf; improve curriculum within the department while in collaboration with the ESLL department.
- Request data trends of students pursuing English, literature, and creative writing disaggregated by ethnicity.
- Promote creative writing and literature courses within composition courses, as well as the English major and career option.
- The department will continue to observe the results of the above actions.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

the data trend shows an increase in sections

the data trend shows a decrease in sections

the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

Due to the 1320 budget constraints, the number of sections offered were reduced. Also, the implementation of multiple measures allowed students to self-select, resulting in students who would traditionally begin with basic skills opting for enrolling in English 1A. Finally, AB 705 eliminated basic skills courses (English 209, 110), resulting in the decrease of sections due to student throughput in one quarter, not three, and learning communities switching from 1S/T (2 quarters) to 1A + co-requisite.

To increase enrollment and productivity, the department stacked honors and non-honors literature sections.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

There is no increase in sections trend.

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

the data trend shows the productivity number increased

- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

Productivity increased since fewer sections were offered and student enrollment per section was increased.

In addition, the department adopted the following strategies to further increase productivity:

- Stacked honors/non-honors and online/face-to-face classes for core literature classes increased productivity.
- Used the literature grid to employ strategic scheduling of literature course offerings.
- Created new curriculum that appeals to students, including Literature into Film (ENGL 34C), Science Fiction Literature (ENGL 37), Gothic and Horror Literature (ENGL 18), Unmasking Comics (ENGL 24), Literature of Protest (ENGL 38), Poetry in Community (CRWR 25A), and California Literature (ENGL 49).
- Created new curriculum to support AB 705 efforts, including Bridge to Transfer English (NCEN 401A) and Critical Thinking: Portfolio Management & Publication (NCEN 442A and 442B).

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

N/A

E. Enrollment by Student Demographics Enrollment Distribution



Enr Distribution by Student Demographics
Language Arts - English-FH

by Gender

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
Female	3,429	51%	3,250	50%	3,338	52%	2,880	51%	2,961	52%
Male	3,231	48%	3,139	49%	3,026	47%	2,683	48%	2,711	47%
Non-Binary	0	0%	0	0%	0	0%	1	0%	3	0%
Not Reported	35	1%	48	1%	46	1%	48	1%	68	1%
Total	6,695	100%	6,437	100%	6,410	100%	5,612	100%	5,743	100%

by Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
African American	318	5%	320	5%	352	5%	357	6%	279	5%
Asian	1,573	23%	1,673	26%	1,819	28%	1,676	30%	1,644	29%
Filipinx	426	6%	401	6%	359	6%	242	4%	235	4%
Latinx	2,157	32%	2,106	33%	2,122	33%	1,759	31%	1,928	34%
Native American	40	1%	40	1%	35	1%	28	0%	22	0%
Pacific Islander	110	2%	115	2%	105	2%	74	1%	94	2%
White	1,440	22%	1,432	22%	1,507	24%	1,391	25%	1,334	23%
Decline to State	631	9%	350	5%	111	2%	85	2%	207	4%
Total	6,695	100%	6,437	100%	6,410	100%	5,612	100%	5,743	100%

by Age

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
19 or less	2,479	37%	2,331	36%	2,433	38%	2,094	37%	2,247	39%
20-24	3,074	46%	3,006	47%	2,823	44%	2,509	45%	2,463	43%
25-39	1,002	15%	960	15%	1,002	16%	867	15%	878	15%
40 +	140	2%	140	2%	152	2%	142	3%	155	3%
Total	6,695	100%	6,437	100%	6,410	100%	5,612	100%	5,743	100%

by Education Level

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
Bachelor or higher	157	2%	164	3%	209	3%	174	3%	171	3%
Associate	72	1%	94	1%	107	2%	80	1%	129	2%

HS/Equivalent	6,006	90%	5,718	89%	5,685	89%	4,939	88%	4,962	86%
All Other	460	7%	461	7%	409	6%	419	7%	481	8%
Total	6,695	100%	6,437	100%	6,410	100%	5,612	100%	5,743	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

Enrollment by gender aligns with the overall college gender ratio.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

Gender percentages pair with college gender percentages.

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major

- the data trend shows no change and/or is flat in the female enrollment of the declared major
- Males
- the data trend shows an increase in the male enrollment of the declared major
 - the data trend shows a decrease in the male enrollment of the declared major
 - the data trend shows no change and/or is flat in the male enrollment of the declared major
- Non-Binary
- the data trend shows an increase in the non-binary enrollment rates
 - the data trend shows a decrease in the non-binary enrollment rates
 - the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates
- the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

- the data trend shows an increase in the White enrollment rates
- the data trend shows a decrease in the White enrollment rates
- the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

- the data trend shows an increase in the Decline to State enrollment rates
- the data trend shows a decrease in the Decline to State enrollment rates
- the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

- yes
- no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

[object Object]

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

Course Success Rates by Unit

		2015-16		2016-17		2017-18		2018-19		2019-20	
		Grades	Percent								
Success		4,911	73%	4,734	74%	4,810	75%	4,096	73%	4,159	72%
Non Success		964	14%	869	14%	843	13%	811	14%	787	14%
Withdrew		817	12%	832	13%	757	12%	704	13%	797	14%
Total		6,692	100%	6,435	100%	6,410	100%	5,611	100%	5,743	100%

Course Success by Race/Ethnicity
Language Arts - English-FH

Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	1,982	68%	1,941	69%	2,004	71%	1,560	66%	1,575	64%
Non Success	503	17%	481	17%	440	16%	446	19%	436	18%
Withdrew	414	14%	405	14%	389	14%	351	15%	431	18%
Total	2,899	100%	2,827	100%	2,833	100%	2,357	100%	2,442	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	2,929	77%	2,793	77%	2,806	78%	2,536	78%	2,584	78%
Non Success	461	12%	388	11%	403	11%	365	11%	351	11%
Withdrew	403	11%	427	12%	368	10%	353	11%	366	11%
Total	3,793	100%	3,608	100%	3,577	100%	3,254	100%	3,301	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

While the data trend for course success by unit remains flat, reviewing student success rates by ethnicity/race demonstrates a widening disparity between the equity targeted groups (African American, Latinx, Filipinx) and the non equity targeted groups (Asian, Native American, Pacific Islander, White, and Decline to State) the last 5 years.

- The disparity in success rates (9% points in 2015-2016) increased to 14% points (2019-2020).
- Also, the withdrew rates increased from 3% difference (2015-2016) to 7% difference last year.
- The programmatic factors that influenced the widening disparity include: transition to fully online courses due to COVID-19; lack of tools to accurately assess and address impacts on student learning due to real-world issues like housing insecurity, technology access, mental health, financial insecurity.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

English understands data with acute awareness that although throughput increased, the disparity in success rates among DI populations has widened since AB 705 implementation.

English performed the following to increase student success:

- Co-requisite discussions: faculty meet weekly to assess and refine corequisite practices
- Division retreats address improving equity in curriculum
- Outreach to Umoja
- "Teaching Tuesdays" discussions: focused on incorporating guided pathways and mechanisms for connecting students to tutoring
- Labor-based grading workshops: faculty organized workshop/campus presentations on contract grading as response to inequity in existing assessment
- Explore meditation for mitigating student stress

New actions

- Work with Guided Pathways to grow English Bridge, collaborate on ESLL Bridge
- Generate videos describing 1A, 1A + co-requisite, and 1S/T pathway to assist students in selecting courses
- Survey students to understand tutoring, financial, housing, mental health, and technology needs; develop department-wide strategies to connect students with services, consider OER
- Outreach to Puente
- RSLs presentation on meditation benefits
- Discuss DI, equity, and online learning; engage COOL

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, 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?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

- The disparity in success rates (9% points in 2015-2016) increased to 14% points (2019-2020).
- Also, the withdrew rates increased from 3% difference (2015-2016) to 7% difference last year.

From 2015-2017 there was a slight increase in success rates for disproportionately impacted students, thereby beginning to close the gap. These years suggest positive movement towards parity in success rates.

In 2018 and 2019, however, there was regression in success for DI student populations. Along with the full integration of AB 705 and the subsequent COVID-19 response came an increased disparity in success rates.

Reasons for the gap starting in 2018:

- Online learning: statistically speaking, students of color have lower success rates with online learning.
- Inadequate resources among students: Access to technology and quality WiFi.
- Employment: many students are essential workers or have family who are essential workers.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipino student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

yes

no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipino student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

The department will engage in the following to decrease the success gap:

- Explore curricular and structural changes to increase support for DI students
 - Adopt features of learning communities, including built-in counseling and tutoring
 - With Institutional Research, LRC, and DRC: create department-wide surveys to help the department understand how to improve student access to services and LRC
 - surveys that ask about how students access:
 - tutoring support
 - Pass the Torch
 - DRC
 - Psych services
 - surveys that ask students about their local learning environments, including:
 - Access to physical texts
 - Study and learning environments
 - Quality of time spent in local learning environment
 - Work with Guided Pathways team to inform development of:
 - English Bridge
 - coordination with LRC to develop a programmatic approach to Supplemental Instruction and embedded tutoring
- Collaborate with the Math Department to learn about their wrap-around support strategies and effective practices; consider developing English Success Program that includes dedicated counseling for 1A co-requisite and 1S/T courses with embedded tutors.
- Professional development to develop more equitable assessment strategies.

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Success Rates by Gender

Language Arts - English-FH

	2019-20							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,172	73%	370	12%	419	14%	2,961	100%
Male	1,943	72%	402	15%	366	14%	2,711	100%
Non-Binary	1	33%	2	67%	0	0%	3	100%
Not Reported	43	63%	13	19%	12	18%	68	100%
All	4,159	72%	787	14%	797	14%	5,743	100%

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,150	75%	383	13%	347	12%	2,880	100%

Male	1,913	71%	420	16%	349	13%	2,682	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Not Reported	32	67%	8	17%	8	17%	48	100%
All	4,096	73%	811	14%	704	13%	5,611	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,590	78%	390	12%	358	11%	3,338	100%
Male	2,193	72%	441	15%	392	13%	3,026	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	27	59%	12	26%	7	15%	46	100%
All	4,810	75%	843	13%	757	12%	6,410	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,457	76%	389	12%	402	12%	3,248	100%
Male	2,241	71%	475	15%	423	13%	3,139	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	36	75%	5	10%	7	15%	48	100%
All	4,734	74%	869	14%	832	13%	6,435	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	2,583	75%	448	13%	395	12%	3,426	100%
Male	2,301	71%	510	16%	420	13%	3,231	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	27	77%	6	17%	2	6%	35	100%
All	4,911	73%	964	14%	817	12%	6,692	100%

Success Rates by Age
Language Arts - English-FH

2019-20

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1,669	74%	311	14%	267	12%	2,247	100%
20-24	1,769	72%	362	15%	332	13%	2,463	100%
25-39	608	69%	101	12%	169	19%	878	100%

40 +	113	73%	13	8%	29	19%	155	100%
All	4,159	72%	787	14%	797	14%	5,743	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1,607	77%	279	13%	208	10%	2,094	100%
20-24	1,813	72%	381	15%	314	13%	2,508	100%
25-39	579	67%	128	15%	160	18%	867	100%
40 +	97	68%	23	16%	22	15%	142	100%
All	4,096	73%	811	14%	704	13%	5,611	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1,935	80%	292	12%	206	8%	2,433	100%
20-24	2,047	73%	418	15%	358	13%	2,823	100%
25-39	715	71%	120	12%	167	17%	1,002	100%
40 +	113	74%	13	9%	26	17%	152	100%
All	4,810	75%	843	13%	757	12%	6,410	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1,815	78%	293	13%	222	10%	2,330	100%
20-24	2,133	71%	447	15%	425	14%	3,005	100%
25-39	677	71%	114	12%	169	18%	960	100%
40 +	109	78%	15	11%	16	11%	140	100%
All	4,734	74%	869	14%	832	13%	6,435	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	1,961	79%	297	12%	220	9%	2,478	100%
20-24	2,147	70%	509	17%	417	14%	3,073	100%
25-39	700	70%	145	14%	157	16%	1,002	100%
40 +	103	74%	13	9%	23	17%	139	100%
All	4,911	73%	964	14%	817	12%	6,692	100%

Success Rates by Ethnicity
Language Arts - English-FH

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	169	61%	49	18%	61	22%	279	100%
Asian	1,298	79%	173	11%	173	11%	1,644	100%
Filipinx	157	67%	35	15%	43	18%	235	100%
Latinx	1,249	65%	352	18%	327	17%	1,928	100%
Native American	16	73%	2	9%	4	18%	22	100%
Pacific Islander	57	61%	19	20%	18	19%	94	100%
White	1,055	79%	124	9%	155	12%	1,334	100%
Decline to State	158	76%	33	16%	16	8%	207	100%
All	4,159	72%	787	14%	797	14%	5,743	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	231	65%	72	20%	54	15%	357	100%
Asian	1,348	80%	153	9%	175	10%	1,676	100%
Filipinx	164	68%	33	14%	44	18%	241	100%
Latinx	1,165	66%	341	19%	253	14%	1,759	100%
Native American	22	79%	1	4%	5	18%	28	100%
Pacific Islander	49	66%	16	22%	9	12%	74	100%
White	1,051	76%	185	13%	155	11%	1,391	100%
Decline to State	66	78%	10	12%	9	11%	85	100%
All	4,096	73%	811	14%	704	13%	5,611	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	252	72%	59	17%	41	12%	352	100%
Asian	1,444	79%	203	11%	172	9%	1,819	100%
Filipinx	265	74%	43	12%	51	14%	359	100%
Latinx	1,487	70%	338	16%	297	14%	2,122	100%
Native American	27	77%	3	9%	5	14%	35	100%
Pacific Islander	72	69%	14	13%	19	18%	105	100%
White	1,184	79%	166	11%	157	10%	1,507	100%
Decline to State	79	71%	17	15%	15	14%	111	100%
All	4,810	75%	843	13%	757	12%	6,410	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	220	69%	57	18%	43	13%	320	100%
Asian	1,303	78%	188	11%	180	11%	1,671	100%
Filipinx	281	70%	64	16%	56	14%	401	100%
Latinx	1,440	68%	360	17%	306	15%	2,106	100%
Native American	33	83%	2	5%	5	13%	40	100%
Pacific Islander	72	63%	18	16%	25	22%	115	100%
White	1,095	76%	149	10%	188	13%	1,432	100%
Decline to State	290	83%	31	9%	29	8%	350	100%
All	4,734	74%	869	14%	832	13%	6,435	100%

2015-16								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	208	65%	63	20%	47	15%	318	100%
Asian	1,210	77%	185	12%	178	11%	1,573	100%
Filipinx	325	76%	41	10%	60	14%	426	100%
Latinx	1,449	67%	399	19%	307	14%	2,155	100%
Native American	28	70%	5	13%	7	18%	40	100%
Pacific Islander	59	54%	28	25%	23	21%	110	100%
White	1,098	76%	184	13%	157	11%	1,439	100%
Decline to State	534	85%	59	9%	38	6%	631	100%
All	4,911	73%	964	14%	817	12%	6,692	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

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.

- Females had 75% success in 2015-16, 78% success in 2017-18, and 73% in 2019-20
- Males had 71% success in 2015 and 72% in 2019-2020
- Non-binary data is inconclusive

The success rates are generally stable for male students. Female student success has been up and down, though consistently there has been little change.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

The department will continue to observe fluctuations in rates of female student success.

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates

- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

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).

Reasons for decline in success rates -- all groups

- Online learning: statistically speaking, students of color have lower success rates with online learning.
- Inadequate resources: Access to technology and quality WiFi
- Employment: many students are essential workers or have family who are essential workers

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Reasons for the gap:

- Online learning: statistically speaking, students of color have lower success rates with online learning.
- Inadequate resources among students: Access to technology and quality WiFi.
- Employment: many students are essential workers or have family who are essential workers.

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

The department will engage in the following actions to decrease the success gap:

- Professional development to mitigate success gap for DI students
- Adopt features of learning communities, including built-in counseling, to provide wrap-around support in English 1A co-requisite and English 1S/T pathway
- With Institutional Research, LRC, and DRC: create department-wide surveys
 - student surveys that inform about need for:
 - tutoring
 - Pass the Torch
 - DRC
 - Psych services
 - surveys that ask students about their local learning environments, including:
 - Access to texts
 - Study and learning environments
 - Quality of time spent in local learning environment
- Work with Guided Pathways team to discuss English Bridge as a means for providing wrap-around support.
- Work with Guided Pathway team to discuss how meta-majors can inform new English curriculum

- Collaborate with the Math Department to learn about MSP wrap-around support and effective practice; consider developing English Success Program that includes dedicated counseling for 1A co-requisite and 1S/T courses with embedded tutors.
- Professional development to build equitable assessment strategies.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

The department continues to engage in the following actions to decrease success gaps:

- Coordinate with Testing colleagues to strategize ongoing use of Multiple Measures to place students in English courses equitably
- Develop Foothill Ethnic Studies
 - faculty leveraged their training in race and ethnic studies to author the majority of the CORs for the College's nascent Ethnic Studies department; faculty also sit on the advisory committee
- Coordinate Heritage Month events in conjunction with literature courses
 - faculty have brought myriad authors to Foothill for readings, often in conjunction with heritage months
- Conduct weekly discussions about the department's response to AB 705, including:
 - effectiveness of corequisite course
 - ongoing refinement of response, including incorporating Supplemental Instruction, revamping stretch 1S/T, building English Bridge, ESP
- Implement structural and curricular changes through service on Academic Senate and Curriculum Committee
 - Senate and CCC reps have shepherded the institutional implementation of Foothill's response to AB 705
 - CCC reps from English are leading conversation about applying anti-racist/equity lens to Language Arts curriculum
- Coordinate Research and Service Leadership Symposium
 - English faculty have co-coordinated the event, including providing workshops and mentorship to presenters
 - English faculty have built RSLs into their pedagogy
- Coordinate Human Library
- Mentor students in producing The Script
- Mentor students in producing Creative Release
- Support the growth of Guided Pathways
 - English faculty are represented on the team
 - Collaborations between the GP team and department informs English curriculum
- Give Contract Grading Presentation: faculty in English have led campus conversations about more equitable assessment
- Give Virtual Flex Week Presentations
- Lead and develop Learning Communities: English faculty plays a key role in shaping and facilitating Umoja, Puente
- Support the growth of Honors Institute
 - faculty have been coordinating the campus-wide honors program
 - faculty have been helping to shape honors culture on campus with focus on access and equity
 - faculty have been discussing aims and pedagogy regarding Honors English courses

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

9. Develop Meditation workshop for faculty
 1. Integrating meditation into class

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.