

Academic Program Review Template - English - 2024 Cycle Latest Version

Academic Program Review: (1) Overview of the program Final Submission: Version by Johnson, Susan on 06/04/2025 16:48

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The English department is a valuable culturally inclusive and responsive program offering a variety of classes ranging from composition to literature courses. Our student population for 2021-2023 has shown a fairly consistent percentage of Latinx students (62.95% in 2020-21, 64.37% in 21-22, 62.66% in 22-23 from the Dashboard), with Black or African American students as our second largest population (22.35%, 22.42%, 24.48% Dashboard). Under 24 years remain the largest age demographic (Dashboard); however, we do have a substantial population 17.1% of students in their 30s (2022-23 Dashboard). We consistently have a larger female student body, 63% to 34.53% (2022-23 Dashboard) with similar divides in the preceding years. We have a small number of non-binary students but an increasing number of "unknown/non-respondent" students (Dashboard).

The English Department was hit especially hard during COVID-19. We had one year of our Community of Practice and our AB705 support courses before the college moved to online and remote learning due to pandemic closures. The department worked in solidarity, continuing to leverage our Community of Practice to share best practices and support each other in the transition to the new remote modality and a post-AB705 learning environment. We have continued to innovate our classroom strategies and transfer-level composition courses to find the best support for our students. Before AB 1705, we had stopped offering RWA (our remaining pretransfer course). We continue to offer our Co-Requisite course 101S, and with new changes to Banner and in response to student requests will be linking the co-req to a 101 course. We have created a 5-unit 101E (Enhanced) Course. This course combines elements of the co-req and additional reading support into the existing 101 course. All but one of our full-time faculty members are certified to teach online. English faculty continue to teach various writing and study skills workshops in the SCC. We had a successful and robust Community of Practice through Spring of 2023, but the district declined to fund the COP beyond that time. During the COP we adopted innovative strategies to increase student success and retention, and while our efforts were heavily impacted by the pandemic lockdown, many of the strategies we created continue to be used by our faculty (full-time and adjuncts).

We have added the first-ever LGBTQ course offered at Compton College, LGBTQ+ Literature (Engl 224 created by Professor Susan Johnson) to our already diverse array of courses such as Chicano and Latino literature, African American literature, Women in Literature, etc. The first section of the LGBTQ+ Literature course was offered in Spring 224. The students in that course consistently spoke about how important the course was to them. Noting that it was the first time they felt seen, represented, and welcomed on campus. Dr. Valerie Woodward is spearheading the creation literature course for our Asian American, Pacific Islander, and Native Hawaiian population to foster a similar sense of inclusion and representation.

Describe the degrees and/or certificates offered by the program.

The program offers one degree, the English AA-T (Associate of Arts in English for Transfer). This degree (61 units) fulfills the transfer requirements for both CSUs and UCs. The department is also important in the General Studies AA degrees with an emphasis in either Arts and Humanities or Culture and Communications.

Since the last program review, the department has moved toward its goal to add a more diverse selection of transfer-level courses. The department has also increased its participation of adjuncts in general department business with increased participation in division meetings, and SLO collection.

The English program is integral in the Compton College Vision for Success and 2024 Strategic Plan. The program is also a key part of the new student-centered funding formula that focuses on student success in transfer-level English and math courses. Our program offers an affordable alternative for students to fulfill their IGETC requirements in our fully articulated English program.

We are in full compliance with both AB 705 and 1705 – and had ceased offering and below transfer courses before AB 1705 went into effect. We have continued to offer a limited number of our 101S co-requisite courses. Now that these courses can be directly connected to English 101 in Banner (making register clear and easy for students) we will be connecting these. We have also created a new 5-unit English 101E (enhanced) that includes additional reading support and remediation into our standard English 101.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

Compton College has five strategic initiatives to guide our planning until 2024. Of those five, four of them directly relate to the efforts of the English department.

We are addressing the first strategic initiative "Improve recruitment, enrollment, retention, and completion rates for our students" through compliance with AB705/1705 guidelines. We have eliminated all of the below transfer-level English offerings and currently, 100% of our classes are transfer-level.

Due to the COVID-19 move to remote learning, we do not have reliable data on the efficacy of most of our AB705/1705 strategies. We had limited time to implement and start fine-tuning before the state moved to remote learning. Students were faced with learning in a new modality and under the strain of a global pandemic that has had wide-ranging, and unknown mental and physical costs to everyone.

Prior to the shutdown, Banner was unable to easily link the Co-Requisite course to English 101, forcing students to have to separately register for both classes. This led to frustration and confusion for students. Because the Banner issue could not be resolved, the English department resolved to offer the Co-Requisite as a separate 12-week course with a pre-established structure and curriculum. All English faculty encourage struggling students to enroll in the Co-Req after the first few weeks of English 101. We offer 1 - 2 sections of this course in the intervening semesters, with low enrollment. Students in these sections repeatedly report that they would prefer the Co-Req course to be taught by their 101 instructors. We have learned that Banner can now (Fall 2024) link the co-request and English 101. We have requested that linked sections be offered in Spring 2025.

To counter the Banner issue, we have created a 5-unit English 101 (English 101E) that builds additional support into our existing English 101. This approach has been adopted by a number of colleges and is one of the suggestions recommended by CAP (the California Acceleration Project) to improve success and retention in English 101. We have been informed that we can begin offering this course in Fall 2025.

We believe that by continuing to amend the format of the co-requisite and offering a combination of English 101E and the linked 101/101S, we will support students to have even higher success rates in English 101.

During the COVID-19 Remote learning period and the move to remote and asynchronous courses, English, like all departments saw a drop in enrollment, success, and retention. Looking at all English classes, Fall 2021 (372 students) 42% success 27% retention, and 31% withdrawal - the stresses of online and remote learning and the pandemic itself placing more demands on students (through work, needing child/younger sibling care, fears about illness, being ill, etc.), combined with students dealing with modalities new to them play a part in these numbers. Our success rates have continued to increase after the campus reopened, with Fall of 2022 being an outlier. Our withdrawal rates have also decreased with Spring of 2023 showing 29% (Dashboard).

1/3 of the English Department participated in the interdisciplinary Success and Retention Community of Practice that was exploring course design, teaching strategies, and other avenues to increase both of these metrics. Those faculty members are implementing the work from that Community of Practice into their classes and sharing the work with the rest of the department. The Teaching and Learning Plan submitted to continue to the Success and Retention Community of Practice was not approved to continue to 2024-2025 academic year.

As noted in our previous program review, all of the all of the former Academic Strategy courses (which were moved to English) have been returned to Academic Strategies. This keeps us in compliance with AB705/1705 and allows these courses to be taught be a wide range of faculty giving students the benefit of a range of faculty perspectives and experiences.

The 9 Full Time English Faculty continue to be active on campus serving in roles such as Curriculum Committee, Academic Senate, Instructional Specialist (SSC), The Food Pantry, Voices of Compton, Faculty Course Review Committee, Distance Education, Faculty Development Committee, Professional Development Liaison, Facilitating Author Talks (including facilitating a talk and workshop by the poet laureate of California), Accreditation Committee, LGBTQ Work Group, Student Success Committee, FACH Success Teams. English faculty member Susan Johnson created the first course in the new Social Justice: LGBTQ+ degree pathway, worked with the LGBTQ committee to host the first Lavender Graduation on campus, and co-facilitates the LGBTQ+ Student Club. This work begins to close a gap in student support for an underserved population on our campus.

Another strategic initiative is to “support the success of students through the use of technology.” One of the objectives for the program is to increase our hybrid offerings. Currently, all English courses may be taught asynchronously online or face-to-face. English faculty also spear-headed and lead the HyFlex Community of Practice, teaching the pilot classes in this new modality that combines remote and on-ground learning. The Community of Practice created Best Practices for future faculty teaching in this modality as well advised the academic senate on matters related to HyFlex courses. Currently, 88.8% of faculty are certified to teach online.

The final strategic initiative that aligns with program goals and objectives is to “establish partnerships in the community and with the K-12 schools.” Dr. Rebekah Blonshine and the English faculty have continued to regularly attend partnership meetings with the local high schools to ensure that curriculum demands are met for the AB288, early college, and afternoon college programs. Additionally, Dr. Blonshine ensures that faculty regularly communicate with both high school and College staff through progress reports, early alerts, and emails.

Discuss the status of recommendations from your previous program review.

- 1. Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
- 2. Student Success: Compton College will support the success of all students to meet their education and career goals.
- 3. Innovation: Compton College will enhance the success of students through the use of technology.
- 4. Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.
- 5. Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

Recommendation	Cost estimate	Strategic Initiative	
Move ENGL 61, 64, 65, 67 to Academic Strategies	\$0		Completed
Continue Community of Practice/Team Teaching and Low Cap Classes	\$20,000	1,2	No longer funded
Professional Development related to culturally relevant pedagogy, diversity and equity	\$0 (already part of PD budget)	1,2	PLEC continues to offer professional development
Continuation of EdReady software license and faculty training	Part of SSC budget	1,2	The Instructional Specialist and current SSC Coordinator are working on promotion and training to increase use (2024-2025)
Continuation of Instructional Specialist position – English	20% release time	1,2	Continued
Summer retreat for English and Counseling faculty to work on AB705 measures	\$TBD (committed to on 3/26/21 by Dr. Curry)	1,2	Funded in 2021 - no further AB705/1705 support has been provided

Academic Program Review: (2) Analysis of Research Data Final Submission: Version by Gillis, Amber on 06/04/2025 22:43

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Gender Breakdown (See Tables 1 and 2 below):
The English program has consistently seen a higher percentage of women enrolled across all semesters. For example, in Fall 2019, women represented 61% of the students (960 students), which grew to 72% by Spring 2021 (472 students). The lowest percentage of women was in Spring 2023, though they still constituted 65% (515 students) of the total enrollment.

In contrast, men have consistently made up a smaller percentage of the total. The male headcount ranged from a low of 27% in Spring 2021 (177 students) to a high of 38% in Fall 2023 (373 students). The attached table shows that the English program may be more attractive or accessible to female students, and this is likely due to there being more female-identifying students enrolled at the College as a whole.

The data also shows a small but persistent 'Unknown/NA' category across several demographic variables. For example, a range of 1% to 3% of students' gender is "Unknown/NA", and in some semesters as many as 10% of students' gender is 'Unknown/NA' (see the Fall 2019 data, where 143 students – equivalent to 9% of students – did not disclose their gender). The presence of this 'Unknown/NA' field might mean several things: that students aren't forthcoming with information about themselves; that the data collection process wasn't able to capture certain aspects of learning; and that institutional practices might be missing some students and their identities, such as non-binary and trans students.

TABLE 1. Student Headcount by Gender - Fall Terms

Student Counts

Gender	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Man	36% (564)	31% (300)	33% (292)	36% (319)	38% (373)
Unknown/Non-Respondent	2% (38)	2% (16)	1% (5)	2% (14)	2% (24)
Woman	61% (960)	67% (656)	66% (577)	62% (544)	60% (587)
Grand Total	100% (1562)	100% (972)	100% (874)	100% (877)	100% (984)

TABLE 2. Student Headcount by Gender - Spring Terms

Student Counts

Gender	Spring '20	Spring '21	Spring '22	Spring '23
Man	36% (407)	27% (177)	34% (227)	33% (260)
Unknown/Non-Respondent	3% (37)	1% (7)	1% (10)	2% (12)
Woman	61% (691)	72% (472)	65% (439)	65% (515)
Grand Total	100% (1135)	100% (656)	100% (676)	100% (787)

Ethnicity Breakdown (See Tables 3 and 4 below):

The majority of students enrolled in the English program are Latinx, which constituted between 60% and 68% over the review period. In Fall 2019, the percentage of Latinx students in the English program was 65% (1014 students) and during the same period of time in Spring 2023, Latinx students constituted 61% (482 students).

The second-largest group of students who identified themselves as Black or African American ranged from 23% to 30% throughout the semesters. Spring 2023 saw an increase of 4% from the previous terms, with 30%, or 232 students, identifying as Black or African American students.

Other minority groups, including Asian (AAPI) and White students, are far less represented, often at less than 2% of the total headcount, though semester to semester there are slightly more White students. Perhaps there is room for more targeted recruitment or support efforts for AAPI students, such as more clubs, events, and community outreach to local organizations.

TABLE 3. Student Headcount by Ethnicity - Fall Terms

Ethnicity	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
American Indian ..	0% (<5)	0% (<5)	0% (<5)	0% (<5)	0% (<5)
Asian	1% (20)	1% (8)	1% (10)	1% (7)	1% (8)
Black or African ..	23% (361)	24% (231)	23% (203)	28% (247)	28% (280)
Latinx	65% (1014)	66% (646)	68% (598)	62% (546)	62% (613)
Native Hawaiian..	1% (9)	1% (7)	1% (5)	1% (7)	1% (6)
Unknown/Non-R..	9% (143)	7% (68)	5% (47)	6% (57)	6% (58)
White	1% (13)	1% (11)	1% (10)	1% (12)	2% (17)
Grand Total	100% (1562)	100% (972)	100% (874)	100% (877)	100% (984)

TABLE 4. Student Headcount by Ethnicity - Spring Terms

Ethnicity	Spring '20	Spring '21	Spring '22	Spring '23
American Indian ..	0% (<5)		0% (<5)	0% (<5)
Asian	1% (11)	1% (<5)	2% (12)	1% (5)
Black or African ..	27% (312)	26% (173)	26% (174)	30% (234)
Latinx	60% (684)	65% (428)	65% (442)	61% (482)
Native Hawaiian..	1% (10)	0% (<5)	0% (<5)	0% (<5)
Unknown/Non-R..	10% (109)	7% (45)	5% (35)	7% (55)
White	1% (8)	1% (<5)	1% (8)	1% (6)
Grand Total	100% (1135)	100% (656)	100% (676)	100% (787)

Age Breakdown (See Tables 5 and 6 below):

The majority of students enrolled in the English program are in the traditional college-age of 18-24, accounting for 62% (973 students) in Fall 2019 and decreased to 46% (450 students) in Fall 2023. The second-largest age group is 25-29, which is more stable, ranging from 11% to 16% across the semesters. The program also serves a small proportion of students over 30, including 12-16% in the 30-39 age group and 4% in the 40-49 age group. The youngest undergraduates (aged 18 and under) comprised 7% of English enrollments in Fall 2019 but 22% in Fall 2021, stabilizing at about 19% in Fall 2023. This rise in enrollment likely reflects the College's dual enrollment efforts.

TABLE 5. Student Headcount by Age - Fall Terms

Age Group	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Under 18	7% (114)	12% (115)	22% (191)	20% (178)	19% (191)
18 to 24	62% (973)	53% (512)	48% (416)	46% (404)	46% (450)
25 to 29	13% (206)	15% (150)	12% (102)	11% (96)	12% (122)
30 to 39	10% (150)	13% (127)	13% (110)	16% (139)	16% (155)
40 to 49	4% (55)	4% (40)	4% (37)	4% (36)	4% (44)
50+	2% (38)	2% (24)	2% (16)	2% (19)	2% (16)
Unknown/Non-Re..	2% (26)	0% (<5)	0% (<5)	1% (5)	1% (6)
Grand Total	100% (1562)	100% (972)	100% (874)	100% (877)	100% (984)

TABLE 6. Student Headcount by Age - Spring Terms

Age Group	Spring '20	Spring '21	Spring '22	Spring '23
Under 18	7% (78)	12% (81)	21% (139)	20% (154)
18 to 24	56% (632)	44% (291)	44% (300)	39% (306)
25 to 29	16% (177)	15% (96)	13% (85)	13% (103)
30 to 39	12% (134)	20% (134)	15% (100)	18% (144)
40 to 49	4% (51)	6% (38)	5% (37)	6% (48)
50+	3% (33)	2% (14)	2% (12)	3% (27)
Unknown/Non-Re..	3% (30)	0% (<5)	0% (<5)	1% (5)
Grand Total	100% (1135)	100% (656)	100% (676)	100% (787)

Enrollment by Class Load (See Tables 7 and 8 below)

A significant majority of students in the English program are enrolled part-time semester over semester. For example, in Fall 2019, 73% of students (1146 students) were part-time, and this trend held steady at 74% in Fall 2023 (727 students). Full-time enrollment, by contrast, has fluctuated between 17% and 27%. This indicates that a large portion of students in the program may have external responsibilities, such as jobs or family commitments, making it difficult for them to enroll full-time.

TABLE 7. Enrollment by Class Load - Fall Terms

Class Load	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	27% (416)	23% (220)	24% (208)	24% (209)	26% (257)
Part-time	73% (1146)	77% (752)	76% (666)	76% (668)	74% (727)
Grand Total	100% (1562)	100% (972)	100% (874)	100% (877)	100% (984)

TABLE 8. Enrollment by Class Load - Spring Terms

Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	17% (190)	27% (174)	21% (141)	19% (147)
Part-time	83% (945)	73% (482)	79% (535)	81% (640)
Grand Total	100% (1135)	100% (656)	100% (676)	100% (787)

Educational Goals (See Tables 9 and 10 below):

A significant number of students in the English program are enrolled for enrichment purposes, with 69% to 76% of students across the semesters falling under this category. In Fall 2022, for example, 76% of students (862 students) indicated enrichment as their primary educational goal. However, the term "enrichment" should be noted for further exploration and clarification because it would be helpful for the English department and the College to understand this reporting category, so as not to be confused with those students that are completing courses in English to fulfill their IGETC or other transfer/certification requirements.

The dashboard shows a notable increase in students intending to transfer to four-year institutions in Fall 2022, when 96% (841 students) reported this goal. This significant jump may reflect improved transfer pathways or an emphasis on degree completion via the College's Completion by Design efforts. However, in other semesters, the percentage of students intending to transfer hovered between 11% and 21%.

The percentages for students aiming for degrees or certificates, retraining, or pursuing basic skills courses are negligible, with each category accounting for less than 3% of the student body. It is possible that these significant changes in numbers may be due to an error in categorization when students are completing their educational plans or initial enrollment.

TABLE 9. Educational Goals - Fall Terms

Meeting Ti..	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Morning	45% (752)	41% (416)	23% (210)	23% (214)	26% (262)
Afternoon	25% (414)	14% (145)	5% (44)	14% (128)	17% (176)
Evening	10% (177)	3% (26)	2% (16)	2% (14)	2% (25)
Self-Paced	17% (315)	40% (399)	70% (634)	58% (516)	51% (519)
Weekend	2% (30)	2% (21)			3% (31)

TABLE 10. Educational Goals - Spring Terms

Meeting Ti..	Spring '20	Spring '21	Spring '22	Spring '23
Morning	57% (614)	29% (201)	25% (174)	19% (156)
Afternoon	10% (129)	1% (5)	3% (23)	16% (134)
Evening	11% (147)	4% (30)	1% (6)	2% (15)
Self-Paced	23% (288)	67% (454)	71% (478)	57% (457)
NA				5% (41)

Trends and Implications

Implications for the Lack LGBTQIA+ Data: Because the gender data is collected in binary fashion, students who identify outside the gender binary (for example, non-binary, queer, or transgender) may not feel like their presence is represented in the enrollment statistics. The Unknown/NA category could be comprised of students who opt-out of divulging their gender identity because the choices offered by the College are not congruent with their own. This might represent a gap in the College's data and could lead to an incomplete representation of its student body. If the English department faculty doesn't have accurate data on its students, they may face challenges when planning strategies and supports to equitably and adequately serve our LGBTQIA+ students in its English courses.

Overall, there was a stable enrollment of Latinx students and a strong positive trend in number of Black or African American students. The English program mainly serves part-time students, of which the majority are between ages of 18 and 24. There is an increase in number of students under the age of 18 due to College's AB288 efforts in recent years. The significant increase in students who intend to transfer in Fall 2022 indicates that the English program is becoming increasingly important in supporting students in reaching their educational goals. Furthermore, the consistent trend of women enrolling in the program suggests that there may be gender-focused supports and resources that can be further explored.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Overall Grade Trends

The grade distribution across English courses shows a variety of outcomes, reflecting the diverse challenges and achievements of students in different types of courses. Below is a review

of several key courses within the English program, highlighting both areas of success and opportunities for additional student support.

TABLES 1 - 5. Grade Distribution per Academic Year (Primary Terms only)

Academic Y..	Course	Final Grade									
		A	B	C	D	EW	F	W	NP	P	Null
2019-20	AS 60	7.29% 7	7.29% 7	4.17% <5	2.08% <5	20.83% 20	12.50% 12	45.83% 44			
	EDUC 101	51.06% 24	4.26% <5	10.64% 5		12.77% 6	10.64% 5	10.64% 5			
	EDUC 201	70.83% 17	4.17% <5	4.17% <5	4.17% <5		8.33% <5	8.33% <5			
	ENGL 60							68.75% 22	21.88% 7	9.38% <5	
	ENGL 62							59.38% 19	25.00% 8	15.63% 5	
	ENGL 101	14.43% 250	14.71% 255	12.87% 223	5.77% 98	18.47% 320	14.48% 240	18.81% 311		0.12% <5	0.35% 6
	ENGL 101H		6.67% <5	26.67% <5			13.33% <5	53.33% 8			
	ENGL 101S	16.53% 79	13.81% 66	10.67% 51	8.37% 39	18.83% 90	10.67% 51	20.92% 100			0.21% <5
	ENGL 102	20.20% 20	28.28% 28	13.13% 13	5.05% 5	13.13% 13	4.04% <5	15.15% 14	1.01% <5		
	ENGL 103	25.42% 229	21.75% 196	15.09% 136	3.66% 33	12.87% 116	10.77% 94	9.88% 88	0.11% <5		0.44% <5
	ENGL 227	45.45% 5		9.09% <5			27.27% <5	18.18% <5			
	ENGL 240	33.33% <5						66.67% <5			
	ENGL 241	33.33% <5	50.00% <5			16.67% <5					
	ENGL RWA					14.14% 27		35.60% 68	20.94% 39	28.27% 54	1.05% <5

Academic Y..	Course	Final Grade									
		A	B	C	D	EW	F	W	NP	P	Null
2020-21	AS 60	34.21% 13	5.26% <5	5.26% <5	2.63% <5	2.63% <5	31.58% 12	15.79% 6	2.63% <5		
	EDUC 101	55.56% 15	25.93% 7	7.41% <5	3.70% <5		7.41% <5				
	EDUC 201	71.05% 27	5.26% <5	10.53% <5			10.53% <5	2.63% <5			
	ENGL 101	14.72% 174	12.86% 152	10.58% 125	4.15% 49	1.27% 14	23.35% 259	32.83% 347	0.17% <5		0.08% <5
	ENGL 101S	18.92% 7	13.51% 5	2.70% <5	2.70% <5		27.03% 10	35.14% 13			
	ENGL 102	23.68% 18	21.05% 16	15.79% 12	3.95% <5	1.32% <5	13.16% 10	21.05% 16			
	ENGL 103	24.68% 154	20.19% 126	15.06% 94	3.69% 23	1.28% 7	16.03% 94	19.07% 111			
	ENGL 103H	100.00% <5									
	ENGL 127	23.08% <5	23.08% <5		7.69% <5			46.15% 6			
	ENGL 150	40.00% <5	20.00% <5	20.00% <5			20.00% <5				
	ENGL 152	50.00% <5	16.67% <5	16.67% <5				16.67% <5			
	ENGL 228	16.67% <5	33.33% <5	33.33% <5				16.67% <5			
	ENGL 242	38.46% 5	15.38% <5	15.38% <5	7.69% <5	7.69% <5	7.69% <5	7.69% <5			
	ENGL RWA							31.03% 8	31.03% 8	37.93% 11	

Academic Y..	Course	Final Grade									
		A	B	C	D	EW	F	W	MW	NP	P
2021-22	AS 60	33.33% 14	4.76% <5	14.29% 6			14.29% 5	33.33% 13			
	EDUC 101	35.29% 12	11.76% <5	17.65% 6			23.53% 8	11.76% <5			
	EDUC 201	65.00% 13		15.00% <5			15.00% <5	5.00% <5			
	ENGL 101	17.80% 193	10.98% 119	11.44% 124	3.23% 35	1.57% 13	23.06% 230	31.92% 312			
	ENGL 101S	55.56% 15	18.52% 5	3.70% <5			3.70% <5	18.52% 5			
	ENGL 102	26.32% 10	26.32% 10	7.89% <5	2.63% <5		21.05% 7	15.79% 6			
	ENGL 103	18.89% 112	20.91% 124	10.62% 63	5.23% 30	1.69% 9	17.03% 96	25.46% 140	0.17% <5		
	ENGL 127	57.14% <5		28.57% <5				14.29% <5			
	ENGL 228	66.67% <5	33.33% <5								
	ENGL 240	33.33% <5	16.67% <5				16.67% <5	33.33% <5			
	ENGL RWA					6.45% <5		22.58% 7		25.81% 7	45.16% 14

Academic Y..	Course	Final Grade								
		A	B	C	D	EW	F	W	NP	P
2022-23	AS 1							14.29% <5	57.14% <5	28.57% <5
	AS 60	21.57% 11	15.69% 8	7.84% <5		1.96% <5	19.61% 10	33.33% 17		
	EDUC 101	56.25% 9	6.25% <5	6.25% <5			31.25% 5			
	EDUC 201	29.41% 5	23.53% <5				41.18% 6	5.88% <5		
	ENGL 101	14.10% 182	11.93% 154	8.91% 115	4.18% 53	1.24% 14	23.24% 284	36.41% 430		
	ENGL 101S	42.31% 11	11.54% <5	3.85% <5			19.23% 5	23.08% 6		
	ENGL 102	24.00% 6	12.00% <5	20.00% 5			16.00% <5	28.00% 7		
	ENGL 103	18.23% 107	20.10% 118	16.01% 94	2.90% 17	0.85% 5	16.70% 90	25.21% 134		
	ENGL 103H	100.00% <5								
	ENGL 127			33.33% <5			33.33% <5	33.33% <5		
	ENGL 150	50.00% <5					16.67% <5	33.33% <5		
	ENGL 242	25.93% 7	3.70% <5		3.70% <5		40.74% 11	25.93% 7		

Academic Y..	Course	Final Grade								
		A	B	C	D	EW	F	W	IC	ID
2023-24*	EDUC 101	76.92% 10		7.69% <5			7.69% <5	7.69% <5		
	EDUC 201	53.33% 8	6.67% <5				13.33% <5	26.67% <5		
	ENGL 101	18.82% 185	16.79% 165	9.16% 90	3.36% 33	0.51% 5	21.87% 211	29.30% 282	0.10% <5	0.10% <5
	ENGL 101S	35.00% 7	15.00% <5				5.00% <5	45.00% 9		
	ENGL 102	12.50% <5	6.25% <5	25.00% <5	6.25% <5		6.25% <5	43.75% 7		
	ENGL 103	17.71% 51	22.22% 64	14.93% 43	2.43% 7	1.39% <5	15.63% 44	25.35% 72	0.35% <5	
	ENGL 228	18.18% <5	9.09% <5					72.73% 8		
	ENGL 242	40.00% 6	6.67% <5	6.67% <5			40.00% 6	6.67% <5		

ENGL 101 (Reading and Composition): As a foundational course, ENGL 101 saw a broad grade distribution in 2022-23, with 14.10% of students earning an A and 11.93% earning a B. These figures reflect the success of many students in mastering essential composition skills. However, the data also shows that 23.24% of students received an F, and 36.41% withdrew from the course. These figures may suggest that some students face challenges, perhaps related to transitioning to college-level writing out of high school or after a period of school absence, COVID-19 learning loss, or balancing external responsibilities, such as childcare or working. Continuing to offer more focused support, such as writing workshops in the Writing Center or early interventions via Early Alert and tutoring, could further enhance student success.

ENGL 101S (Reading and Composition Support): This course, designed to provide additional support for students enrolled in ENGL 101, demonstrated a promising grade distribution in 2022-23, with 42.31% of students achieving an A. While a smaller course in size, it appears that ENGL 101S is effectively supporting students who may need extra guidance in composition. However, there remains a 19.23% failure rate and 23.08% withdrawal rate, signaling that some students may still benefit from even more personalized support, such as tutoring or advising.

ENGL 103 (Critical Thinking and Composition): For 2022-23, ENGL 103 shows that 18.23% of students earned an A and 20.10% earned a B. These are strong numbers, as critical thinking and argumentation are more rigorous areas of study. The course also had a 16.70% failure rate and a 25.21% withdrawal rate, suggesting that some students may need additional support to grasp more advanced critical thinking skills. In response to these percentages, the English department might consider providing supplemental resources or workshops specifically tailored to the challenges of this course and increasing the unit count from three to four, thereby increasing the classroom instruction time from a little over three hours a week to a little over four hours a week.

ENGL 127 (Creative Writing: Introduction to the Craft of Fiction): This course shows strong performance, with 50% of students earning an A in 2022-23. Creative writing courses often attract motivated students with a passion for writing, which may contribute to the high success rate. However, some students did struggle, as reflected in the 16.67% D rate. Offering peer feedback workshops or creative development sessions could help students further refine their craft and perform even better.

ENGL 150 (Survey of British Literature I): In this course, 25.93% of students earned an A, while 40.74% received an F in 2022-23. The high failure rate suggests that students may find it challenging to engage with early British literature, which often includes complex texts and historical contexts that can be difficult for students to grasp. Providing supplementary materials, such as guided readings, historical background lectures, or more interactive discussions, could help students engage more deeply with the material and improve overall performance.

ENGL 242 (Chicano and Latinx Literature): ENGL 242 saw similar trends in both 2022-23 and 2023-24, with a higher percentage of students receiving lower grades. In 2022-23, 25.93% of students earned an A, while 40.74% received an F. This course focuses on Chicano and Latinx literature, which may be of particular cultural relevance to our students, given our student demographic data, yet the high failure rate could indicate that some students struggle with understanding or analyzing literary texts. Enhancing classroom andragogical pedagogies, offering additional culturally responsive pedagogy, or providing reading strategies for struggling students might help students connect more deeply with the material and improve outcomes.

ENGL 103H (Honors Critical Thinking and Composition): Honors students performed particularly well in ENGL 103H, with 100% of students earning an A in 2022-23. This reflects a high level of engagement and mastery, and the course seems well-suited to meet the needs of its advanced students.

Trends and Positive Outcomes

Overall, many students in the English program are excelling, particularly in courses like ENGL 101S and ENGL 127, which offer targeted support or creative outlets. The high A and B rates in these courses highlight the potential for success when students are provided with the appropriate support and opportunities for active engagement. As we continue to develop and revisit courses, maintaining this support and building on it for more challenging courses could further enhance student success across the board.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

Success Rates by Course

Success in the English department is defined as 70% or better in a given course. Please see *Table 1* below for a breakdown of success rate by course.

Direct Placement into Transfer-Level Courses

With the implementation of AB 705, most students are now placed directly into ENGL 101 (transfer-level English Composition) regardless of their previous placement scores. This is evident in the high enrollment numbers for ENGL 101 across the semesters. Although many students are passing this course (14.10% = A; 11.93% = B in 2022-23), the data on failure (23.24%) and withdrawal (36.41%) in this course are quite high.

These results might be due to the elimination of remediation – that is, some students who would have taken lower-division, pre-college English had been funneled into college-level composition courses without additional foundational support. This points to the fact that, although AB 705 did facilitate greater access to transfer-level coursework for students, it might also have increased the need for greater academic support for students that would have benefitted from a slower progression.

Corequisite and Support Courses

An important strategy employed to support students and help them succeed under AB 705 is corequisite support courses, such as ENGL 101S. The data shows that more students in ENGL 101S earned higher grades: 42.31% earned an A in 2022-23 compared with 14.10% in ENGL 101. Data suggests that corequisite support courses help to mitigate the existing skills gaps that have historically led to higher D or F rates as students attempt transfer-level coursework.

Even so, ENGL 101S had a 19.23% failure rate and 23.08% withdrawal rate in 2022-23, suggesting that even with additional supports, some students still find the pace or work of the course to be a barrier. Continued development of such supports – for example, through targeted tutoring or supplemental flexible learning options – might well be warranted for students placed directly into transfer-level courses under AB 705.

Addressing Disparities in Success Rates

The goals of AB 705 and AB 1705 were to increase access to higher-level coursework and to facilitate equitable access for students of color and students from disproportionately impacted backgrounds. Although access has increased, success rates remain concerning for certain courses. For example, in ENGL 103 (Critical Thinking and Composition), which has the highest failure rate (16.70 per cent) and the highest withdrawal rate (25.21 per cent) in 2022-23, students might have difficulty with the more abstract and analytical skills involved in the course, which might be amplified by the accelerated entry into transfer-level coursework.

What the data does show is that while AB 705 is improving access to transfer-level English courses, it has brought to light students' need for more intensive instructional support once they're placed into those courses – specifically, the types of academic support they need and when they need it. The College must be ready to explore new approaches to create more robust academic support systems within the courses themselves, such as embedded tutoring, supplementary workshops or flex pacing.

TABLE 1. Success by Course 2019-2024

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ENGL101	42%	38%	40%	35%	45%
ENGL101H	33%				
ENGL101S	41%	35%	78%	58%	50%
ENGL102	62%	61%	61%	56%	44%
ENGL103	62%	60%	50%	54%	55%
ENGL103H		100%		100%	
ENGL127		46%	86%	33%	
ENGL150		80%		50%	
ENGL152		83%			
ENGL227	55%				

ENGL228		83%	100%		27%
ENGL240	33%		50%		
ENGL241	83%				
ENGL242		69%		30%	53%
ENGLRWA	28%	38%	45%		
Totals	46%	48%	46%	42%	48%

Success Rate by Age

Fall Terms (See Table 2 below):

Over the last five fall terms, student success rates in English courses have shown some consistency across age groups, though notable shifts are evident in certain demographics. The 18 to 24 age group has consistently made up the majority of students, but their success rates have gradually declined from 45% in Fall 2019 to 38% in Fall 2023, with a low point of 33% in Fall 2022. This trend suggests a need for increased targeted support for traditionally college-aged students, possibly due to the ongoing effects of the pandemic and economic instability. In contrast, students aged 25 to 29 have generally performed better than the youngest cohort, hovering between 39% and 53%, with a modest recovery to 41% in Fall 2023 after a dip in Fall 2022.

The 30 to 39 and 40 to 49 groups have shown resilience, often outperforming the younger groups. The 40 to 49 group peaked in Fall 2021 with a 58% success rate and has remained fairly stable, suggesting that adult learners may bring stronger motivation or experience to their coursework. Interestingly, students 50 and older saw a substantial increase in success rate from 22% in Fall 2021 to 50% in Fall 2023, signaling either a more selective enrollment of committed learners in that bracket or improved instructional design that better supports returning students.

A noteworthy shift appears in the Under 18 cohort, likely high school dual enrollment students. Their success rate has steadily climbed from 38% in Fall 2020 to 67% in Fall 2023, surpassing all other groups. This could reflect improved curriculum alignment or enhanced support for dual enrollment students.

TABLE 2. Success Rates by Age - Fall Terms

Age Group	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
18 to 24	45%(1254)	41%(543)	39%(447)	33%(439)	38%(476)
25 to 29	53%(257)	52%(159)	44%(112)	39%(101)	41%(135)
30 to 39	46%(183)	54%(129)	44%(114)	38%(145)	42%(158)
40 to 49	56%(71)	49%(43)	58%(40)	28%(39)	49%(47)
50+	49%(45)	50%(26)	22%(18)	40%(20)	50%(16)
Under 18	58%(115)	38%(115)	56%(192)	58%(178)	67%(191)
Unknown/Non-R..	47%(34)	75%(<5)	0%(<5)	83%(6)	71%(7)

Spring Terms (See Table 3 below):

Spring trends closely mirror those of fall, with continued evidence of a generational divide in success. The 18 to 24 age group has maintained success rates in the upper 30% range, though they dropped slightly from 42% in Spring 2022 to 39% in Spring 2023. Older adult learners (especially 40 to 49 and 50+) have again outperformed their younger peers. The 40 to 49 group maintained rates around 63% in Spring 2021 and 50% in Spring 2022, though it dropped to 39% in Spring 2023. The 50+ group similarly declined from 69% in Spring 2021 to 32% in Spring 2023, indicating a potential area for renewed outreach and support. The Under 18 cohort continues to show promise, with success rates consistently above 55%, peaking at 73% in Spring 2020 and sustaining a strong 57% in Spring 2023. This again supports the value of dual enrollment programming for college preparation.

TABLE 3. Success Rates by Age - Fall Terms

Age Group	Spring '20	Spring '21	Spring '22	Spring '23
18 to 24	33%(740)	44%(319)	42%(308)	39%(320)
25 to 29	41%(200)	48%(103)	51%(95)	38%(107)
30 to 39	45%(150)	59%(143)	43%(103)	51%(148)
40 to 49	37%(60)	63%(43)	56%(39)	39%(49)
50+	31%(37)	69%(16)	50%(12)	32%(28)
Under 18	73%(78)	49%(81)	61%(143)	57%(155)
Unknown/Non-R..	45%(37)	50%(<5)	100%(<5)	67%(6)

Success Rate by Ethnicity

Fall Terms (See Table 4 below):

Across five consecutive fall terms, data reveal persistent equity gaps among English students from different racial and ethnic backgrounds. The most pronounced and consistent gaps appear for Black or African American students, whose success rates have remained significantly lower than the college average—declining from 39% in Fall 2019 to just 26% in Fall 2022, with a small increase to 32% in Fall 2023. This group consistently represents one of the largest student populations (e.g., 292 students in Fall 2023), underscoring the urgency of targeted interventions such as culturally responsive curriculum, embedded tutoring, and trauma-informed practices. Latinx students, who form the majority demographic in our English courses, have shown more consistent success rates, hovering around the mid-40% range. Their rates ranged from a high of 51% in Fall 2019 to 45% in both Fall 2022 and Fall 2023. While this group consistently outperforms some peers, the overall success rate still lags behind Asian and White students in many terms, suggesting room for expanded support and asset-based instruction. Students identifying as Asian had the highest success rates across all fall terms, ranging from 67% to 92%, although the total number of students in this category remains relatively small (e.g., only 9 students in Fall 2023). Similarly, White students experienced a significant dip from 53% in Fall 2019 to 25% in Fall 2022, but rebounded to 47% in Fall 2023, though sample sizes remain small and should be interpreted cautiously. The Unknown/Non-Reported group has held steady success rates in the 40–50% range, suggesting that even among unclassified or non-responding students, there are mixed outcomes.

TABLE 4. Success Rate by Ethnicity - Fall Terms

Ethnicity	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
American Indian o..	0%(<5)	100%(<5)	0%(<5)	0%(<5)	100%(<5)
Asian	81%(21)	75%(8)	92%(12)	88%(8)	67%(9)
Black or African A..	39%(453)	39%(242)	38%(219)	26%(260)	32%(292)
Latinx	51%(1270)	46%(677)	46%(629)	45%(577)	51%(640)
Native Hawaiian o..	33%(12)	33%(9)	33%(6)	11%(9)	17%(6)
Unknown/Non-Re..	42%(184)	44%(70)	40%(48)	51%(61)	45%(64)
White	53%(17)	67%(12)	30%(10)	25%(12)	47%(17)

Spring Terms (See Table 5 below):

Spring data echo the fall trends, particularly for Black or African American students, whose success rates rose from 31% in Spring 2020 to 48% in Spring 2021, then dropped again to 37% in Spring 2023. Though slight gains are visible, these rates are still among the lowest for any group and signal a need for equity-centered faculty development and intervention strategies. Latinx students again demonstrate consistency in the low-to-mid 40% range, ending at 49% in Spring 2023. Given that this group often represents nearly half of the English student body each term (e.g., 496 students in Spring 2023), even small percentage increases would translate to meaningful gains in absolute numbers. Notably, Asian students maintained relatively high success rates, reaching 67% in Spring 2022 and maintaining 60% in Spring 2023. Meanwhile, White students, although small in number, show considerable fluctuations—from 20% in Spring 2020 to 67% in Spring 2021, before dropping back to 33% in Spring 2023. These swings may reflect variable class sizes and individual course factors. Success rates for Native Hawaiian and Pacific Islander students remain low across both terms, often under 33%, though numbers are too small to draw definitive conclusions. Nevertheless, the trend invites attention in outreach and support design.

TABLE 5. Success Rate by Ethnicity - Spring Terms

Ethnicity	Spring '20	Spring '21	Spring '22	Spring '23
American Indian o..	0%(<5)		0%(<5)	0%(<5)
Asian	55%(11)	60%(5)	67%(12)	60%(5)
Black or African A..	31%(364)	48%(184)	42%(179)	37%(240)
Latinx	42%(778)	51%(460)	51%(463)	49%(496)
Native Hawaiian o..	20%(10)	50%(<5)	33%(<5)	25%(<5)
Unknown/Non-Re..	42%(128)	52%(50)	44%(36)	40%(57)
White	20%(10)	67%(6)	50%(8)	33%(9)

Success Rate by Gender

Fall Terms (See Table 6 below):

Across five fall semesters, women have consistently outperformed men in English course success rates. In Fall 2019, women achieved a 51% success rate compared to 42% for men. Though success rates dipped for all groups during the pandemic, women have sustained a performance advantage of 5–10 percentage points over men in each term. By Fall 2023, women's success rate had increased modestly to 47%, while men remained static at 42%. Students whose gender is classified as Unknown or Non-Reported represent a small cohort but have shown significant fluctuation—ranging from 20% in Fall 2021 to a strong 58% in Fall 2023. While small sample sizes (<30 students) limit broad conclusions, the recent improvement suggests that outreach and support strategies should remain inclusive of all gender identities. The gender gap in fall terms suggests a need to examine classroom dynamics, culturally responsive pedagogy, and differentiated support practices to ensure men are equally supported in achieving academic success. It may also reflect broader national trends in male student retention and academic engagement.

TABLE 6. Success Rate by Gender - Fall Terms

Gender	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Man	42%(713)	45%(308)	42%(306)	34%(337)	42%(389)
Unknown/Non-Re..	45%(49)	39%(18)	20%(5)	41%(17)	58%(26)
Woman	51%(1197)	45%(693)	45%(614)	43%(574)	47%(615)

Spring Terms (See Table 7 below):

Spring semesters echo the trends observed in fall. Women have consistently outpaced men, with success rates of 42% in Spring 2020 rising to 47% by Spring 2023. In contrast, men improved from a low of 31% in Spring 2020 to 47% in Spring 2021, but then declined again to 38% in Spring 2023, maintaining a notable equity gap. The Unknown/Non-Reported group shows high volatility in spring terms as well, with an exceptional 82% success rate in Spring 2022, again likely skewed by low enrollment numbers in this category. These gender-based disparities highlight an important opportunity to further disaggregate the data by course, instructor, or modality to investigate whether specific interventions or practices correlate with narrowing the gap. Faculty inquiry groups or professional development focused on engagement strategies for underperforming genders may also help foster more equitable outcomes.

TABLE 7. Success Rate by Gender - Spring Terms

Gender	Spring '20	Spring '21	Spring '22	Spring '23
Man	31%(478)	47%(189)	44%(232)	38%(270)
Unknown/Non-Re..	50%(45)	57%(7)	82%(11)	54%(13)
Woman	42%(779)	51%(511)	50%(460)	47%(530)

Success Rate by Educational Goal

Fall Terms (See Table 8 below):

A clear and dramatic shift has occurred in students' stated educational goals over the last five fall semesters. In Fall 2019, the majority of English students (69%) were enrolled with "Enrichment" as their stated goal, while only 21% indicated an intent to transfer. This trend held through Fall 2021, with enrichment goals still dominant (72% in Fall 2021), and transfer intent remaining low at 11%. However, by Fall 2022, a dramatic reversal occurred. Students identifying "Intent to Transfer" jumped to 96%, and enrichment dropped to just 1%. By Fall 2023, the trend held with 96% of students again reporting an intent to transfer. This shift may be linked to improved data collection processes, Guided Pathways reforms, increased awareness of transfer pathways, or an institutional push toward degree and transfer completion metrics. Other educational goals, such as "Degree/Certificate Only," "Retrain/Recertify," and "Basic Skills," have consistently represented a negligible portion of the English student population, with counts often too small to report. Likewise, "Undecided" students have declined from 7% in Fall 2019 to 3% in Fall 2022, suggesting improved goal clarity among incoming students.

TABLE 8. Success Rate by Educational Goal - Fall Terms

Educational Goal	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Basic Skills	40%(5)	57%(7)	67%(<5)	100%(<5)	
Degree/Cert Only	54%(48)	42%(33)	37%(19)	0%(<5)	
Enrichment	44%(1388)	45%(777)	42%(676)	17%(6)	
Intend to Transfer	55%(384)	42%(154)	39%(96)	39%(891)	
NA	0%(<5)		100%(<5)		45%(1030)
Retrain/Recertify	33%(9)	0%(<5)	29%(7)	100%(<5)	
Undecided/Unstated	56%(121)	49%(47)	59%(122)	62%(26)	

Spring Terms (See Table 9 below)

Spring terms reflect similar trends. Between Spring 2020 and Spring 2022, enrichment remained the dominant goal (75%–76%), with only 9%–16% of students reporting transfer intent. As with the fall terms, Spring 2023 marked a turning point, with 97% of English students identifying transfer as their goal, signaling consistent alignment with the Fall 2023 student profile. The alignment of student goals with transfer aspirations has significant implications for how English courses are designed, marketed, and supported. As transfer-intending students now make up the overwhelming majority, curriculum development, learning outcomes, and instructional support should continue emphasizing transfer-level skills, scaffolded writing support, and culturally sustaining pedagogy to promote equitable completion.

TABLE 9. Success Rate by Educational Goal - Spring Terms

Educational Goal	Spring '20	Spring '21	Spring '22	Spring '23
Basic Skills	75%(<5)	50%(8)	50%(<5)	0%(<5)
Degree/Cert Only	44%(32)	43%(21)	50%(6)	50%(<5)
Enrichment	36%(1005)	51%(533)	45%(528)	50%(<5)
Intend to Transfer	48%(192)	47%(115)	52%(61)	45%(789)
NA		0%(<5)	100%(<5)	
Retrain/Recertify	33%(9)	100%(<5)	0%(<5)	
Undecided/Unstated	52%(60)	43%(28)	61%(101)	24%(17)

Success Rate by Course Load (Part-Time vs. Full-Time)

Fall Terms (See Table 10 below):

Across all five fall terms, full-time students have consistently outperformed part-time students in English course success rates. In Fall 2019, 72% of full-time students succeeded, compared to only 38% of part-time students. Although success rates for full-time students have gradually declined—from 72% in Fall 2019 to 60% in Fall 2023—they remain significantly higher than those of their part-time peers. Part-time students, meanwhile, have seen only slight gains, rising from 38% in Fall 2019 to 40% in Fall 2023. This persistent 20–30 point gap highlights an ongoing equity concern. Part-time students may face additional external obligations such as work, caregiving, or inconsistent access to academic support, which can adversely impact their performance.

TABLE 10. Success Rate by Course Load - Fall Terms

Class Load	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	72%(543)	70%(237)	61%(229)	58%(224)	60%(275)
Part-time	38%(1416)	37%(782)	38%(696)	34%(704)	40%(755)

Spring Terms (See Table 11 below):

Spring data mirror the fall patterns. Full-time students experienced a slight decline from 76% in Spring 2020 to 65% in Spring 2023, though they consistently achieve success rates 25–35 percentage points higher than part-time students. Part-time student success has remained comparatively low, fluctuating between 31% and 44%. In Spring 2023, the success rate for part-time students was 40%, identical to the fall cohort that same year, which may indicate persistent structural barriers that transcend term-to-term variables. Given that part-time students typically make up the majority of the English student population, the continued disparity in outcomes is significant. Addressing this gap may require intentional interventions such as embedded tutoring, increased availability of asynchronous or hybrid formats, targeted time management support, and expansion of early alert systems.

TABLE 11. Success Rate by Course Load - Spring Terms

Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	76%(224)	67%(195)	68%(151)	66%(151)
Part-time	31%(1078)	44%(512)	43%(552)	40%(662)

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Overall Retention Trends

The data shows that retention rates in English have been strong; however, there are slight fluctuations from year to year. The overall retention rate across all courses from 2019-20 to 2023-24 averages around 68%, with some improvement seen in the most recent academic year.

TABLE 1. Overall Retention Rates 2019-2024

Overall Retention Rate	
Academic Y..	
2019-20	65% (3658)
2020-21	72% (2096)
2021-22	70% (1885)
2022-23	67% (2060)
2023-24*	71% (1361)
Grand Total	68% (11060)

This upward trend, particularly in the most recent years, reflects the impact of instructional strategies, support services, and other interventions designed to help students stay enrolled through to course completion. The dip in retention in 2022-23 may reflect some challenges students faced when the College transitioned from fully remote class offerings and back to more in-person learning.

Retention by Course

It is clear from the data that retention varies from one course to another. For example, ENGL 101 (English Composition) continues to be one of the courses with lower retention. Retention rates in ENGL 101 ranged from 58% to 67% in recent semesters. This may reflect the difficulty some students face in completing foundational writing assignments. ENGL 150 (Survey of British Literature I) and ENGL 242 (Chicano and Latinx Literature) show more variation in their respective retention rates. ENGL 150 held steady with retention rates ranging from 50% to 80%, while ENGL 242 has seen retention rates improve from 30% in 2022-23 to 53% in 2023-24. ENGL 127 (Creative Writing) has strong retention, with rates hovering around 80% in the 2020-21 academic year, though it dropped to 50% in 2023-24.

Retention by Demographic

Gender: Retention rates for women have consistently been higher than those for men in English. For example, in Fall 2022, 47% of women were retained compared to 42% of men. This pattern suggests that male students may face unique challenges in staying enrolled, which might be an indication that we need to investigate.

Ethnicity: Retention rates by ethnicity show several gaps. For example, Black or African American students have lower retention rates compared to Latinx or Asian students. In Fall 2022, retention for Black or African American students was 32%, compared to 51% for Latinx students and 88% for Asian students. This equity gap suggests that Black or African American students may benefit from additional academic and non-academic support, including community-building initiatives, culturally responsive teaching methods, and more focused advising.

FT/PT: Retention rates are significantly higher for full-time students compared to part-time students. For example, in Fall 2022, 60% of full-time students were retained, compared to only 40% of part-time students. Part-time students may be balancing multiple responsibilities, such as work and family, which could affect their ability to stay enrolled. Offering more flexible

learning options, such as hybrid or evening classes, could help improve retention among part-time students.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

Fall Terms (See Table 1 below):

Over the past five fall terms, in-person English courses have consistently yielded higher success rates than most online modalities, rebounding from a pandemic-era dip (43% in Fall 2020) to 50% in Fall 2023, matching their pre-pandemic baseline. Asynchronous online courses, while more flexible, have demonstrated lower overall success rates compared to in-person sections. After peaking at 45% in Fall 2020, asynchronous success rates declined and plateaued at 41% in both Fall 2021 and Fall 2023. This persistent gap raises questions about time management challenges and reduced interaction in self-paced formats, particularly for part-time or working students. Synchronous online instruction, which gained popularity during the height of remote learning, has performed more comparably to in-person classes. Synchronous success rates reached a high of 49% in Fall 2020, maintaining that range through Fall 2023 (44%–49%) despite small enrollments. These findings support the notion that real-time interaction and structured schedules help mitigate some of the pitfalls of fully asynchronous learning. Hybrid courses initially showed promise with extremely high success rates—79% in Fall 2019 and 88% in Fall 2020—but these rates declined steadily to 47% in Fall 2023. These early peaks may reflect either small sample sizes or highly motivated students during early pandemic pivots. The recent decline aligns with hybrid course reconfigurations and might indicate inconsistent student experiences or unclear course expectations.

TABLE 1. Success Rates by Modality - Fall Terms

Instructional M..	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
In-Person	50%(1463)	43%(594)	47%(38)	44%(358)	50%(446)
Synchronous			49%(218)	44%(9)	
Asynchronous	42%(330)	45%(380)	41%(520)	37%(531)	41%(526)
Hybrid	79%(24)	88%(26)	50%(131)	37%(30)	47%(58)
Unknown	34%(142)	32%(19)	33%(18)		

Spring Terms (See Table 2 below):

Spring trends largely reinforce fall patterns. In-person courses increased from 39% in Spring 2020 to 51% in Spring 2023, reaffirming face-to-face instruction as the most consistently successful format for many students. Asynchronous online sections reached a high of 50% in Spring 2021 but have since declined to 42% in Spring 2023, consistent with fall trends and further signaling the need for enhanced student engagement and time management support in fully online, self-paced courses. Synchronous classes, while fewer in number, have remained relatively steady with a slight increase to 47% in Spring 2023, again suggesting that scheduled virtual meetings provide some stability for students navigating distance education. Hybrid course success rates have dropped most sharply—from 53% in Spring 2021 to only 22% in Spring 2023. This sharp decline suggests a growing need to evaluate how hybrid instruction is being delivered and supported. The success gap here may point to mismatched student expectations or an underdeveloped structure for the hybrid model.

TABLE 2. Success Rates by Modality - Spring Terms

Instructional M..	Spring '20	Spring '21	Spring '22	Spring '23
In-Person	39%(961)	50%(178)	54%(102)	51%(280)
Synchronous			43%(63)	47%(15)
Asynchronous	42%(294)	50%(465)	48%(498)	42%(495)
Hybrid		53%(54)	30%(27)	22%(23)
Unknown	12%(47)	50%(10)	62%(13)	

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

TABLE 1. Fill Rates - Fall Terms

Course	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
ENGL 02	57% (13)				
ENGL 101	61% (600)	37% (428)	47% (417)	45% (436)	76% (778)
ENGL 101H	23% (7)	0% (<5)			0% (<5)
ENGL 101S	54% (210)	8% (10)	15% (20)	27% (16)	50% (30)
ENGL 102	27% (28)	41% (32)	33% (20)	15% (9)	53% (16)
ENGL 103	59% (320)	39% (192)	31% (137)	28% (99)	65% (213)
ENGL 103H	0% (<5)			100% (<5)	
ENGL 123			0% (<5)		
ENGL 127					0% (<5)
ENGL 150	0% (<5)	17% (5)		0% (<5)	
ENGL 227	20% (9)				
ENGL 228		17% (5)			33% (10)
ENGL 240	5% (<5)		13% (<5)		
ENGL 241					0% (<5)
ENGL 242				33% (20)	50% (15)
ENGL 243			0% (<5)		
ENGL RWA	24% (74)	16% (14)	40% (12)		
JOUR 112			0% (<5)		

TABLE 2. Fill Rates - Spring Terms

Course	Fall '23	Spring '20	Spring '21	Spring '23	Spring 22
EDUC 101	30% (12)	70% (19)	40% (12)	10% (7)	0% (20)
EDUC 201	30% (12)		40% (12)	20% (6)	40% (12)
ENGL 101	76% (778)	35% (292)	31% (197)	44% (263)	33% (200)
ENGL 101H	0% (<5)				
ENGL 101S	50% (30)	24% (64)	47% (14)	4% (<5)	2% (<5)
ENGL 102	53% (16)	48% (25)	50% (28)	30% (9)	20% (12)
ENGL 103	65% (213)	56% (263)	44% (197)	43% (257)	43% (230)
ENGL 103H		0% (<5)	12% (<5)	0% (<5)	0% (<5)
ENGL 127	0% (<5)		23% (7)	13% (<5)	20% (6)
ENGL 150				13% (<5)	
ENGL 152			17% (5)		
ENGL 228	33% (10)			0% (<5)	5% (<5)
ENGL 239		0% (<5)			
ENGL 241	0% (<5)	13% (5)			0% (<5)
ENGL 242	50% (15)		40% (12)		
ENGL RWA		26% (20)	23% (6)		33% (10)

ENGL 101 and ENGL 103 continue to anchor the English program as high-demand, high-enrollment capstone courses critical to students’ transfer pathways. ENGL 101, in particular, has shown consistent growth in both fall and spring terms, with fill rates increasing from 61% in Fall 2019 to 76% in both Fall and Spring 2023. This reflects strong alignment with AB 705 reforms, student awareness of transfer requirements, and broader institutional efforts to accelerate students through college-level English composition.

ENGL 103 has also rebounded well post-pandemic. After a pandemic-related dip to 31% in Fall 2021, the course returned to 65% fill rate in both Fall 2023 and Spring 2023. These upward trends suggest that students are progressing successfully through the composition sequence and that demand for critical thinking and argumentation is stabilizing. Continued support for course availability, faculty load, and instructional support in these capstone courses will be essential to maintaining and increasing momentum.

In contrast, literature courses such as ENGL 150, 241, 242, 243, and 228 exhibit significantly lower fill rates and inconsistent term-to-term enrollments. However, this is expected and intentional. These courses are required to sustain a complete AA and AA-T in English, and because our college serves a smaller student population with relatively few declared English majors, these courses are rotated strategically across academic years. This rotation model ensures that majors can complete degree requirements without overextending course offerings or faculty bandwidth. For example, ENGL 242 (Chicano and Latinx Literature) was offered in Fall 2023 with a fill rate of 38%, indicating a respectable turnout given the course’s specialized scope. Other literature courses have similarly shown modest enrollment, often in the 5–10 student range. While not offered every term, these classes remain vital for transfer preparation, equity in literary representation, and completion of our local and transfer degrees. This intentional balance between high-capacity gateway writing courses and low-enrolled but degree-essential literature offerings reflects the unique structural needs of a small college English department committed to both access and academic integrity. Ongoing evaluation of course rotation, cross-listing opportunities (e.g., with Ethnic Studies or Humanities), and scheduling strategies will help maintain this balance while supporting student completion and transfer.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

The English department provides classes at various days and times and in various formats for students based on scheduled needs. Both in Fall 2024 and Spring 2024, there were English courses offered in different formats:

Morning Classes: Several ENGL 101 and ENGL 103 sections are scheduled in the morning hours, such as 8:00 AM - 10:05 AM on MW and TR fall 2024. These early courses cater to students who prefer to complete their academic commitments earlier in the day.

Afternoon Classes: The department also offers courses in the early/late afternoons, such as 12:45 PM - 2:35 PM and 2:00 PM - 4:05 PM which serves students who have morning responsibilities or that are dual enrollment students.

Evening Classes: For students with daytime obligations, evening courses are available, such as ENGL 101 at 6:00 PM - 8:05 PM in fall and spring. These evening options provide flexibility for students that work or have family obligations

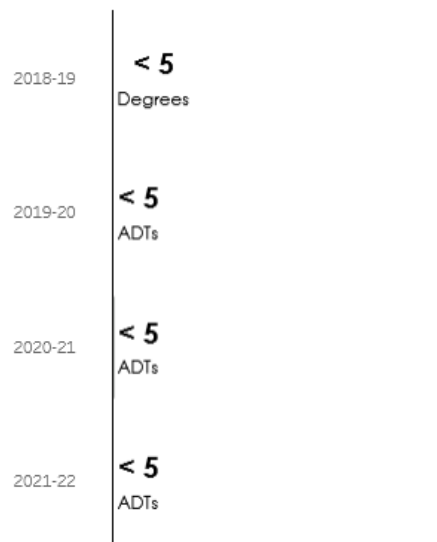
Hybrid and Online Courses: A substantial number of online and hybrid courses are offered, including fully asynchronous ENGL 101 and ENGL 103 sections. This provides flexibility for students who prefer or need to manage their studies remotely, which has been a growing demand post-pandemic.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Degree Data
Based on the available data (2018-2022), the English program reveals a steady trend of awarding fewer than five degrees per academic year. This might be reflective of the fact that English courses are more often the basis for preparation to achieve broader educational outcomes – such as an AA degree or transfer in disciplines other than English. Also, the course offerings for the English program outside of the GE requirements of ENGL 101 and ENGL 103 are sparse due to low enrollment and class cancellations.

TABLE 1. Degree Data for English

Award Types



Transfer Data

Although transfer numbers directly linked to the major do not appear to be available on the Dashboard, it is still important to note that the English program contributes to the overall transfer success of students at Compton College. The English program provides prerequisite courses for students across all majors in their transfer-level composition and critical thinking courses, which meet general education requirements for transfer.

Overall, from 2018 to 2022, the College awarded between 608 and 976 total degrees and certificates in all disciplines. Awards saw a significant increase in the 2021-22 academic year. Given this trend of increased degree completions and transfers in the future, English completions will remain a foundational program to provide coursework for prospective two-year students looking to earn an AA degree or certificate or to transfer to a four-year degree.

List any related recommendations

1. Expand Hybrid and Evening Course Offerings Strategically: While hybrid sections once showed promising success rates, recent data suggest a decline in student outcomes for these formats. That said, carefully structured hybrid offerings for ENGL 101 and ENGL 103, particularly those with clear expectations and built-in support, could still meet the needs of students seeking flexibility. Evening sections remain essential for working adults and caregivers, and should be prioritized especially for ENGL 101 and ENGL 103, as they are the most in-demand and broadly applicable courses.
2. Enhance Support for Part-Time and Disproportionately Impacted Students: Consistently lower success rates among Black/African American students and part-time students point to the need for expanded academic and social support. Initiatives like peer mentoring, embedded tutoring, culturally responsive pedagogy, and identity-affirming curriculum can help close these equity gaps. Resources should be allocated toward targeted interventions that address the unique challenges these students face, including their often-limited time and campus presence.
3. Elevate Visibility of Spring and Summer Offerings Through Targeted Marketing: Given the lower fill rates during spring and summer, concentrated marketing efforts during enrollment windows can help boost visibility and enrollment. Messaging should focus on benefits such as faster degree completion, lighter fall schedules, and greater access to high-demand courses like ENGL 101 and 103. Promoting online or evening sections during these terms could further appeal to adult learners.
4. Sustain and Expand Completion Support in First-Year Courses: As ENGL 101 and 103 continue to show the highest withdrawal rates, continuation and possible expansion of mid-term progress reports, Early Alert systems, and dedicated writing support is recommended. These early interventions, paired with proactive faculty engagement, can improve retention. Literature courses such as ENGL 150 and ENGL 242, while smaller and offered on a rotational basis, would also benefit from dedicated tutoring or study support, especially since they are often taken by serious majors and transfer-track students.
5. Reassess and Sustain Corequisite Support Models (ENGL 101S): ENGL 101S has seen fluctuating fill rates, but remains an important scaffold for students needing extra support. Continued assessment of student placement, success, and persistence in ENGL 101S should guide future offerings. In addition, exploring the development of similar co-requisite or support models for ENGL 103 or integrating scaffolding into that course may benefit students who struggle in the second semester of the composition sequence.
6. Maintain and Protect Literature Course Rotation for AA/AA-T Completion: While literature courses such as ENGL 150, 228, 241, 242, and 243 have lower fill rates, they are critical to program integrity and degree completion. These courses should continue to be rotated strategically to ensure that English majors can fulfill their AA or AA-T requirements within a two-year cycle. Consider enhancing visibility of these courses by cross-listing with relevant disciplines (e.g., Ethnic Studies or Humanities), or developing thematic pathways that highlight their cultural and academic value.

Academic Program Review: (3) Curriculum First Submission: Version by Williams, Nikki on 06/03/2025 22:59

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Compton College 6-Year Course Review Cycle Worksheet												
Division: FACH	Department: English											
Total # of Courses	36	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Courses:	Last Course Review	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26	FA26	SP27	FA28
ENGL 60 Prewriting Workshop	8/20/2019				X							
ENGL 61 Test-Taking Strategies	8/20/2019				X							
ENGL 62 Vocabulary Building for College Students	8/20/2019				X							
ENGL 63 Spelling Techniques	8/20/2019				X							
ENGL 64 Memory Techniques	8/20/2019				X							
ENGL 65 Listening and Notetaking Strategies	8/20/2019				X							
ENGL 66 Sentence Errors and Punctuation	8/20/2019				X							
ENGL 67 Thinking Skills for College Courses	8/20/2019				X							

ENGL 99 Independent Study	8/20/2019					X													
ENGL 101S Reading and Composition Support	5/18/2021									X									
ENGL 101 Reading and Composition	12/8/2020								X										
ENGL 101E Enhanced Reading and Composition	12/23/2023															X			
ENGL 101H Honors Reading and Composition	11/21/2023															X			
ENGL 102 Literature and Composition	6/15/2021									X									
ENGL 102H Honors Literature and Composition	6/15/2021									X									
ENGL 103 Critical Thinking and Composition	6/27/2022													X					
ENGL 103H Honors Critical Thinking and Composition	12/8/2020									X									
ENGL 120 Introduction to Fiction	11/16/2021										X								
ENGL 123 Creative Writing: Introduction to Poetry	10/19/2021										X								
ENGL 127 Creative Writing: Introduction to the Craft of Fiction	12/8/2020								X										
ENGL 128 Creative Writing: A Workshop in Fiction and Nonfiction	10/19/2021										X								
ENGL 150 Survey of British Literature I	4/16/2024																	SP29	
ENGL 152 Survey of British Literature II	9/8/2020								X										
ENGL 227 Children's Literature	6/15/2021									X									
ENGL 228 Images of Women in Literature	11/16/2021										X								
ENGL 229 LGBTQ+ Literature	5/16/2022													X					
ENGL 235 Creative Writing: Screenwriting	6/27/2022													X					
ENGL 238 Survey of Film: 1950 to the Present	10/19/2021										X								
ENGL 239 Literature and Film	10/19/2021										X								
ENGL 240 American Literature I	8/20/2019					X													
ENGL 241 American Literature II	8/20/2022													X					
ENGL 242 Chicano and Latinx Literature	3/16/2021									X									
ENGL 243 African American Literature	6/15/2021									X									
ENGL 244 Multicultural American Literature	6/27/2022													X					
ENGL 248 Modern Literature of Latin America	5/16/2023																	X	
ENGL RWA Integrated Reading and Writing	12/8/2020									X								X	

Explain any course additions to current course offerings.

In 2023, the English department added English 101E- Enhanced Reading and Composition. This course combines English 101 and English 101s allowing students to take both courses at once with the same instructor. English 101E can be offered starting Fall 2025 as it currently being cleared through the articulation process after curriculum approval.

In Fall 2021, we made the English 101S a 1-unit Pass/No Pass late start course. An English 101S Workgroup/Community of Practice was formed to create standardized curriculum and met during the summer 2021. A Canvas course shell was built and put into place Fall 2021.

In May 2023, English 229: LGBTQ+ Literature was approved with course offerings starting in Spring 2024. The department has plans to develop an Asian American Literature course.

Explain any course deletions and inactivations from current course offerings.

We had two course in-activations. In Spring 2021 English 200 Shakespeare's Plays – Tragedies and Romances was inactivated and in April 2022 English RWA was inactivated.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

All courses offered in English are offered in distance education. In Spring 2020, DE Addendums were completed for all English courses we currently teach. In 2021, under the direction of the curriculum committee, we completed a review of all courses to ensure that they had current DE Addendums. When a new course is developed, we include a DE Addendum at the onset of development to ensure that we can offer the course in DE format without delay.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

The department offers transfer level courses in composition, literature, and creative writing; it offers one degree: Associate of Arts in English for Transfer degree (AA-T). In order to accommodate English majors as well as students in all programs campus-wide, the following schedule has been created:

2- Year Scheduling Plan

Semester 1- English 150- British Literature 1, English 127- Creative Writing, English 242- Chicano and Latinx Literature

Semester 2- English 240- American Literature 1, English 229-LGBT Literature, English 228- Images of Women in Literature

Semester 3- English 150- British Literature 1, English 127- Creative Writing, English 244- The Literature of American Ethnic Groups

Semester 4- English 240- American Literature 1, English 229-LGBT Literature

English 101 and 103 are offered every semester and English 102 is offered fall and spring only. This schedule ensures that English majors as well as students in all programs campus-wide have access to English courses for degree completion. It is important that we do not prematurely cancel classes that are part of the students AA-T Schedule Plan to ensure that students are able to successfully complete their degree plans.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

In 2020-2021 and 2021-2022, less than 5 ADTs were awarded in English. There were no degrees or ADTs awarded in 2022-2023. The department maintained a trend of approximately 3 English ADTs or degrees awarded each academic year except for the 2022-2023 year. We are working on bringing our student completion numbers back up with the goal of maintaining the past year's trend. English faculty are currently discussing developing a Certificate of Competency in English. This will potentially increase interest in English degrees to help achieve our completion goals.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

Not applicable

List any related recommendations.

That all courses convert to low textbook cost or zero textbook cost.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by

Bernaudo, Jose on **05/31/2025 21:28**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
ENGL 102	1	Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).	X	X	X	X	X	
ENGL 102	2	Effectively incorporate quotes from a primary text.	X	X	X	X	X	
ENGL 102	3	Effectively utilize scholarly sources as secondary support.	X	X	X	X	X	

ENGL 102H	1	Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).	X	X	X	X	X	
ENGL 102H	2	Effectively incorporate quotes from a primary text.	X	X	X	X	X	
ENGL 102H	3	Effectively utilize scholarly sources as secondary support.	X	X	X	X		
ENGL 103	1	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	X		X		X	
ENGL 103	2	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	X				X	
ENGL 103	3	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.			X			
ENGL 103H	1	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	X		X		X	
ENGL 103H	2	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	X				X	
ENGL 103H	3	Organize an essay in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.			X			
ENGL 150	1	Identify representative works of major British authors from Medieval, Early Modern, Restoration, and the 18th Century periods, and examine their literary genres, devices, conventions, and poetic elements.	X	X	X	X	X	
ENGL 150	2	Perform literary analysis on representative works from the periods covered by the course, interpreting linguistic or formal features, and displaying awareness of relevant cultural and historical backgrounds.	X	X	X	X	X	
ENGL 150	3	Research, evaluate, and synthesize secondary material, and incorporate that material into a term paper that interprets a work of British literature from the Anglo-Saxon period through the 18th century.	X	X	X	X	X	
ENGL 152	1	Identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.	X	X	X	X	X	

ENGL 152	2	Analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.	X	X	X	X	X	
ENGL 152	3	Research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.	X	X	X	X	X	
ENGL 240	1	Through satisfactory performance on in-class objective assessments, students will demonstrate their preparedness for in-class discussion based on comprehension of assigned literary work.	X	X			X	
ENGL 241	1	Students will be able to analyze representative works of American literature from the post-Civil War period until the present	X	X	X		X	
ENGL 241	2	Recognize and apply in a critical evaluation the influence of various social, cultural, ethnic, and other movements in representative works of post-Civil War American literature.	X	X	X		X	
ENGL 123	3	Identify, incorporate, and discuss major poetic elements and conventions in their poems.	X	X	X	X	X	
ENGL 123	4	Apply poetry techniques such as forms and genre to their poems.		X	X	X		
ENGL 123	5	Revise their poems based upon evaluations received from their peers and the instructor.		X	X	X		
ENGL 127	1	Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.	X	X	X	X		
ENGL 127	2	Compose a 12-20 page short story demonstrating their competency with those elements of fiction.	X	X	X	X		
ENGL 127	3	Respond to the evaluations of their short stories given by their peers.	X			X		
ENGL 242	1	Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latinx experience.	X	X	X	X	X	
ENGL 242	2	Present a clear thesis that makes an interpretative argument about Chicano/Latinx texts and that is developed through appropriate identification of representative cultural themes.	X	X	X	X	X	
ENGL 242	3	Support a thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.	X	X	X	X	X	

ENGL 242	4	Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.	X		X	X	X	
ENGL 243	1	Analyze representative works of African American literature in terms of its historical progression.	X	X	X	X	X	
ENGL 243	2	Analyze representative works of African American literature in terms of unifying themes and motifs.	X	X	X	X	X	
ENGL 243	3	Analyze representative works of African American literature in terms of regional, cultural, and ethnic considerations.	X	X	X	X	X	
ENGL 244	1	Literary Analysis: Students will be able to analyze literary text(s) representative of a variety of American cultures.	X					
ENGL 244	2	Employ literary, theoretical, and/or historical concepts related to cultural studies in the analysis of foundational and contemporary literary texts.	X	X	X	X	X	
ENGL 244	3	Write a literary analysis essay utilizing critical theory and close reading focused on a text representative of one of the marginalized cultures covered in class.	X	X	X	X	X	
ENGL 120	1	Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.	X	X	X	X	X	
ENGL 120	2	Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.	X	X	X	X	X	
ENGL 120	3	Trace the historical development of the short story and the novel by examining selected representational works.	X	X	X	X	X	
ENGL 227	1	Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.	X	X	X	X	X	
ENGL 227	2	Analyze literary elements of children's literature in a specific story or in a series of interrelated stories using specific evidence from the story/stories.	X	X	X	X	X	
ENGL 227	3	Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.	X	X	X	X	X	
ENGL 228	1	Identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds.	X	X	X	X	X	

ENGL 228	2	Demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style contribute to a literary work and its portrayal of women and female-identified characters.	X	X	X	X	X	
ENGL 228	3	Compose a thesis driven essay utilizing primary and secondary sources to analyze a theme regarding the portrayal of women in a specific literary work.	X	X	X	X	X	
ENGL 229	1	Upon completion of the course, students will identify representative works of LGBTQ+ fiction.		X		X	X	
ENGL 229	2	Write analytical, unified, text-based essays about gay, lesbian, bisexual, transgendered, bi-gendered, intersex, and queer literary works using the conventions of literary analysis and criticism, and effectively integrating and documenting sources according to MLA guidelines.	X	X	X	X	X	
ENGL 229	3	Describe and analyze major themes and literary techniques of a broad range of gay, lesbian, bisexual, transgendered, bi-gendered, intersex, and queer writers, novelists, playwrights, and poets.	X	X	X	X	X	
ENGL 235	1	Develop a film story with a first, second, and third act, and the scenes written for that story will adhere to proper screenplay format by including headings, scene descriptions, and dialogue.	X		X	X		
ENGL 235	2	Demonstrate the ability to create a 3 act story that must include scenes from their story's first, second, and third acts.	X		X	X		
ENGL 235	3	Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.	X		X	X		
ENGL 238	1	Identify values and aesthetics such as film genres, people, and pivotal events of post-1950s narrative films.	X	X	X	X	X	
ENGL 238	2	Evaluate the values and technical aspects such as plot, character, tone, point of view, and imagery as part of the cultural significance of films in the post-1950s decades.	X	X	X	X	X	
ENGL 238	3	Analyze and evaluate films from the post-1950s to the present researching and incorporating secondary sources.	X	X	X	X		X
ENGL 239	1	Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.	X	X	X	X	X	
ENGL 239	2	Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.	X	X	X	X	X	X

ENGL 239	3	Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.	X	X	X	X	X	
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Provide a timeline for your course and program level SLO assessments.

Compton College
Program Review Timelines
2024-2034

Academic Program Review Submission Deadline to IEC: September 1st of the year indicated
Non-Academic Program Review Submission Deadline to IEC: December 1st of the year indicated

Division	Program Review Type	Academic Program or Unit	CTE Program	Disciplines, Business Area, or Programs Included	Program Review Due		
Academic Affairs	Academic	Administration of Justice	CTE		2024	2026	2028
Academic Affairs	Academic	Adult Education			2024	2028	2032
Academic Affairs	Academic	Art			2025	2029	2033
Academic Affairs	Academic	Auto Collision Repair and Painting	CTE		2025	2027	2029
Academic Affairs	Academic	Auto Technology	CTE		2025	2027	2029
Academic Affairs	Academic	Business	CTE		2025	2027	2029
Academic Affairs	Academic	Chemistry			2026	2030	2034
Academic Affairs	Academic	Child Development	CTE		2024	2026	2028
Academic Affairs	Academic	Communication Studies			2024	2028	2032
Academic Affairs	Academic	Computer Information Systems	CTE		2025	2027	2029
Academic Affairs	Academic	Cosmetology	CTE		2025	2027	2029
Academic Affairs	Academic	Dance and Theatre			2025	2029	2033
Academic Affairs	Academic	Earth Science			2026	2030	2034
Academic Affairs	Academic	English			2024	2028	2032
Academic Affairs	Academic	English as a Second Language			2024	2028	2032
Academic Affairs	Academic	Heating, Ventilation, A/C & Refrigeration	CTE		2025	2027	2029
Academic Affairs	Academic	History			2025	2029	2033

State the percent of course and program SLO statements that have been assessed.

All SLO data prior to 2021 was lost in the transition from the previous system to eLumen. However, the department has been capturing data for all SLO's for the last three years since 2021, but at this time, no formal assessment report has been written yet. All the SLO data that was captured in the last three years will be assessed in the next assessment cycle in the spring of 2025. Furthermore, SLO's for all courses (100%) have been assessed, and the course reports will be completed prior to the next program review. Therefore, the course reports will be completed prior to the next program review.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

All SLO data prior to 2021 was lost in the transition from the previous system to eLumen. The department has been capturing data for all SLO's for the last three years since 2021, but no formal assessment report has been written yet. Nevertheless, all the SLO data will be assessed in the next assessment cycle in the spring of 2025. In addition, based on past experiences with assessments and current dialogue among faculty, at risk students who lack basic reading and writing skills and who have limited experience with computers and online classes will continue to need more support. Embedded tutors, a well staffed tutoring center, and a required orientation for online classes could provide such needed support.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

The SLO/ PLO assessment process has been improved with the adoption of of eLumen. In addition to regular department meetings, from 2020-2024 faculty have increased their engagement in dialogue by participating in monthly discussions through a community of practice group, or *CoP*. These very robust and candid discussions have led many excellent suggestions and ideas about how to improve our success rates with at risk students, especially those who lack basic skills.

List any related recommendations.

The English department is very serious about accurately assessing SLO's and taking the right action to improve success rates. However, accurate assessment requires the necessary the time for the data to be fully disseminated to all faculty and allowed to "sink in." Once all the faculty have been given access to the data, and they have had time to study and ponder it, only then, after much dialogue, can faculty make the best decisions to move forward with the most effective actions to improve success rates.

Academic Program Review: (5) Analysis of Student Feedback Final Submission: Version by Crozier, Judith on 06/06/2025 14:20

Describe the results of the student survey in the area of student support.

The student survey for English (Spring 2024) had a small sample size—15 respondents in the survey but this section only reflects 14 respondents out of 285 students contacted—which limits generalizing ability. However, the responses do provide insight into student experiences with curriculum scheduling and delivery methods.

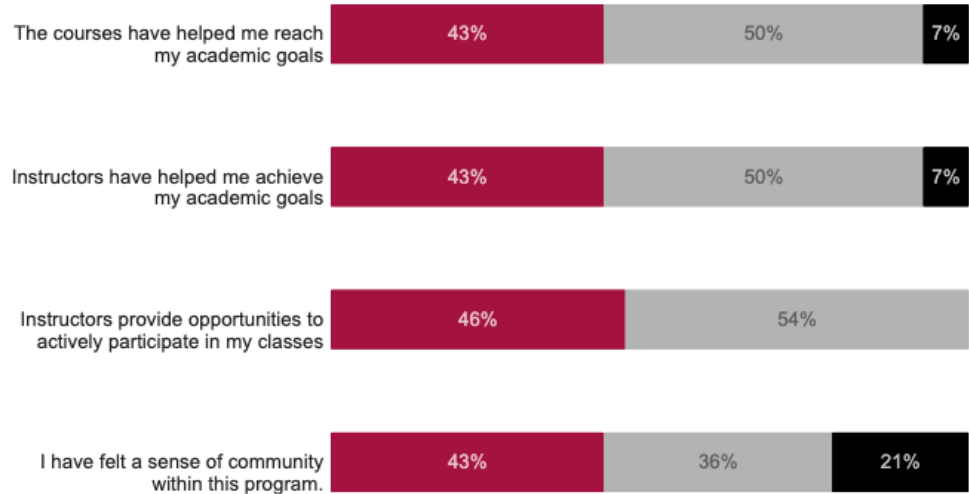
In English, between 43% and 46% of respondents indicated that they felt a sense of community, were participating actively, and believed they were achieving their goals. These results are generally consistent with the broader *Overall Student Survey*, in which 44% to 55% of respondents felt supported. Notably, 49% reported that professors helped them achieve their goals, and 55% said they actively participated in their courses.

While the numbers are comparable, the overall level of support perceived by students is not particularly strong. Less than half of English students indicated they felt they were meeting their goals, which is cause for further reflection and support planning.

Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

14 Responses



Strongly Agree Agree Disagree Strongly Disagree

Time of Day Preferences

When asked about preferred class times:

- 27% preferred morning classes
- 13% midday
- 27% afternoon
- 33% evening

These results suggest a need to maintain a balanced schedule across all time slots and to consider expanding support services—such as tutoring and computer lab access—into the evening hours.

Delivery Format Preferences

- 40% preferred in-person classes
- 27% preferred online
- 27% preferred hybrid
- 7% had no preference

These findings indicate demand for continued support of hybrid and online instruction, with attention to quality and accessibility.

Course Access and Scheduling

- Only 43% of students reported being able to register for the courses they need for their program.
- 46% agreed there is a good range of courses offered.

This suggests that more attention may be needed in schedule planning and course sequencing to ensure students can make consistent progress toward their degrees.

Enrollment in Online Courses

- 73% of respondents had enrolled in online classes.
 - 50% enrolled due to scheduling needs
 - 30% enrolled for a new experience
 - 10% believed online would be easier
 - One student enrolled as a high school student through dual enrollment

Perceptions of Online Learning

- Over 50% reported taking many online courses
- 44% agreed or strongly agreed that online classes were easy, while 44% disagreed
- 60% said they were not comfortable taking online classes
- 50% believed they could pass
- 60% (20% strongly agreed, 40% agreed) believed online classes required less work

These results point to a disconnect between student expectations and the actual demands of online coursework. The misconception that online classes are easier may contribute to lower engagement or success rates.

Implications

The curriculum data highlights several needs:

- Increased clarity and communication about time commitments required for online classes
- Counseling and/or preparatory materials for new online learners
- Additional hybrid options to accommodate diverse student needs
- Expanded class availability and more effective registration pathways

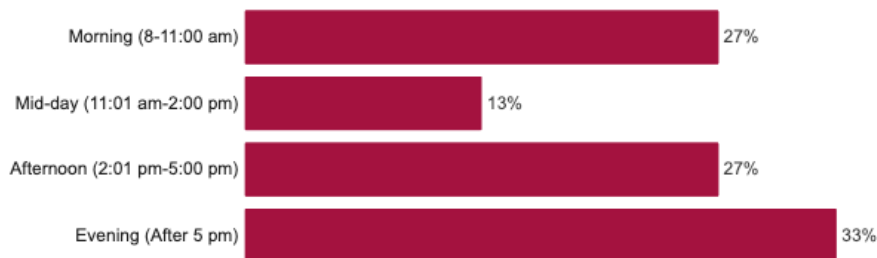
Overall, while the small sample limits broad conclusions, the student feedback provides actionable insights into how curriculum design and delivery can be adapted to better meet student needs.

Describe the results of the student survey in the area of curriculum.

Curriculum

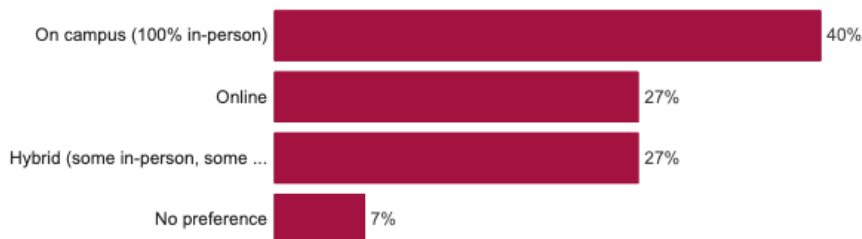
What time of the day do you prefer to take courses at Compton College?

15 Responses



Which teaching method do you prefer?

15 Responses



From the Spring 2024 Program Review Survey, only **15 English students** responded to the entire survey. While the response rate is low, a few noteworthy patterns emerged.

Course Scheduling Preferences:

- **Time of Day Preferred:**

- Morning: 27%
- Midday: 13%
- Afternoon: 27%
- Evening: 33%
- \u27A4 **Implication:** There is a clear need to support **evening students**, including access to computer labs and tutoring services during later hours.

- **Preferred Course Delivery:**

- In-person: 40%
- Online: 27%
- Hybrid: 27%
- No preference: 7%
- \u27A4 **Implication:** The strong interest in **hybrid** and **in-person** options suggests a need to maintain a variety of delivery modes.

Please rate how much you agree or disagree with the following statements about the program

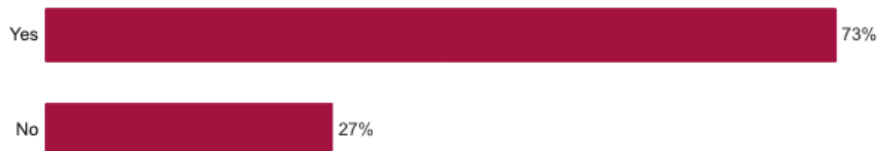
14 Responses



● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

Have you enrolled in an online course in the program before?

15 Responses



Curriculum Access & Class Availability:

- Only **43%** of students agreed they could register for the classes they needed in their program.
- Only **46%** agreed there was a good range of classes offered.
 - ⌵ This suggests potential scheduling or course availability issues that may require departmental review.

Online Learning Trends:

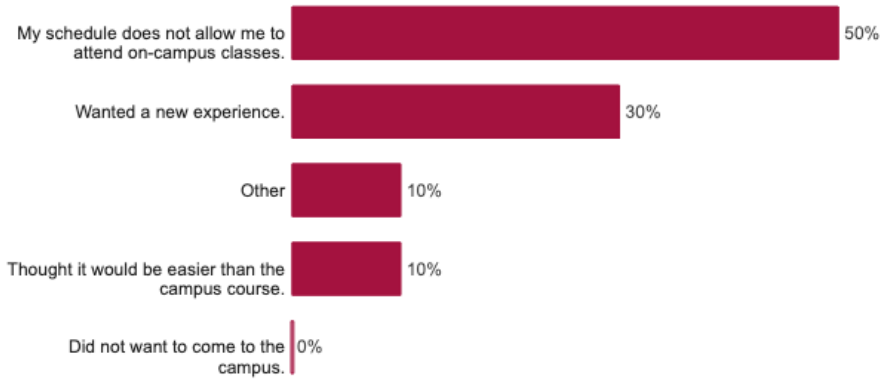
- 73%** of respondents had enrolled in an online course.
- Of those:
 - 50%** chose online due to scheduling needs.
 - 30%** wanted a new experience.
 - 10%** thought it would be easier.
 - One student noted being dually enrolled (high school + college).

Student Perceptions of Online Learning:

- 50%+** reported taking multiple online courses.
- 44%** said online classes were not easy, while another **44%** said they were.
- 60%** said they were **not comfortable** with online courses.
- 50%** believed they could pass.
- 60%** believed online courses required **less work**, which could indicate a misunderstanding of expectations.
 - ⌵ This suggests a need for clearer messaging around online course workload and student preparation.

Why did you enroll in an online course?

10 Responses



Other - Text

1 Responses

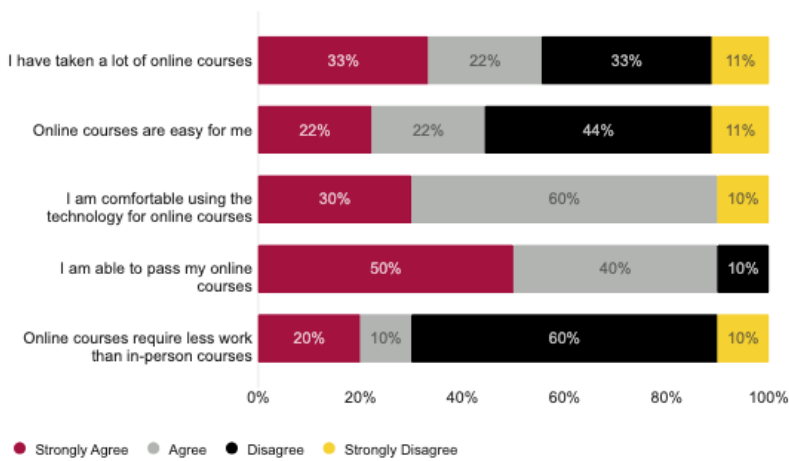
Other - Text

I am a high schooler who also takes college class so I was given the course.

Another graph to consider (and that these last two graphs had only 10 respond):

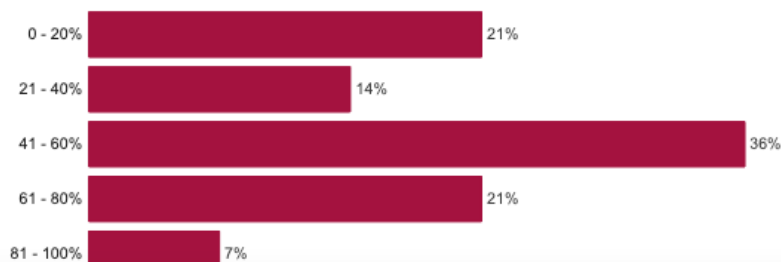
Please rate how much you agree or disagree with the following statements about online courses in the program

10 Responses



What percentage of your courses are online versus in-person?

14 Responses



Key Curriculum Implications:

- Students may benefit from **better preparation for online learning**, such as:
 - Counseling on course time demands.
 - A prep workshop or required module before beginning online classes.

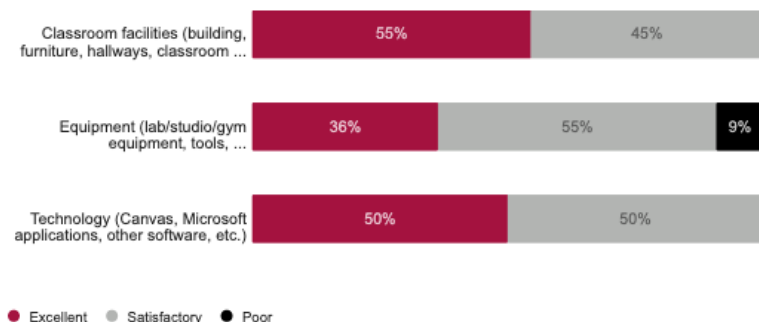
- Registration issues and perceived course availability gaps should be evaluated.
- More **hybrid and evening options** could better serve current student needs.

Describe the results of the student survey in the area of facilities, equipment and technology.

Facilities, Equipment, and Technology

Please rate the program's facilities, equipment, and technology (*Full text of questions available below)

12 Responses



*Question 1: Classroom facilities (building, furniture, hallways, classroom features, etc.)

*Question 2: Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

Based on the Spring 2024 Program Review Student Survey (English), **15 total students** responded to the entire survey. This survey had only 12 respond to this section. While the sample size is small, several key observations can be made regarding facilities, equipment, and technology.

Survey Results:

Classroom Facilities

- **55%** rated classroom facilities as **Excellent**
- **45%** rated them as **Satisfactory**

Equipment (lab/studio/computers/tools)

- **36%** rated the equipment as **Excellent**
- **55%** as **Satisfactory**
- **9%** as **Poor**

Technology Used in Classes

- **50%** rated technology as **Excellent**
- **50%** as **Satisfactory**

Key Observations:

- Most students found classroom environments and instructional equipment adequate, but the **36% Excellent** rating for equipment suggests room for improvement.
- There was **no majority dissatisfaction**, but the fact that nearly **1 in 10** students rated equipment as **Poor** should not be overlooked.
- Instructor computers and classroom technology setups appear to lack standardization. For example, different rooms or instructors may use varying systems or login processes, which can confuse students and reduce instructional efficiency.

Implications for the Program:

- Investment in **updated, standardized instructional technology** across classrooms may reduce confusion and improve teaching consistency.
- Students would benefit from:
 - More **accessible computers**, especially during in-class activities (e.g., access to laptop carts).
 - Stronger and **more reliable Wi-Fi** in classrooms, especially when multiple devices (phones + laptops) are in use.
- To support the growth of hybrid and online learning, **tech infrastructure upgrades** should be considered a priority.

Describe the results of the student survey in the area of program objectives.

The Spring 2024 Program Review Student Survey for English included a question on student awareness and understanding of program objectives and learning outcomes. Although the response pool was limited (**15 respondents total**), the results still offer valuable insights.

Survey Results:

- **54%** of students said they were **aware** of the program's learning outcomes at the start of the course.

- **67%** of students said that **by the end of the course**, they had become **much more aware** of the course and program objectives.

Key Observations:

- There is evidence of growth in student understanding of program goals during the term.
- The gap between initial and final awareness suggests that students may not always enter courses with a clear understanding of what they are expected to learn, but this improves over time.
- These results support the idea that instructors are doing a reasonable job of communicating course goals throughout the semester, even if students do not initially absorb them.

Implications for the Program:

- Consider making program learning outcomes **more visible** and **explicit** early in the semester (e.g., adding them to syllabi in a student-friendly format or referencing them during key assignments).
- Faculty could work on embedding learning outcomes more directly into **lesson framing, assessments, and feedback**.
- A future goal may be to close the gap between incoming and outgoing awareness by improving **orientation materials, onboarding messaging, or first-week course modules**.

Discuss the implications of the survey results for the program.

Although the sample size from the English Program Review Student Survey was small (**15 respondents**), several meaningful implications emerge when triangulated with institutional data.

1. Low Response Rates Limit Reliability but Highlight Engagement Gaps

- The limited response rate (5% for English, 29% institution-wide) suggests that many students may feel disconnected from institutional feedback processes.
- Increasing student participation is essential for more accurate data collection. Consider incentives such as food, lab access, or extra credit, especially if survey participation can be done during class time or in labs with ID validation.

2. Evening and Online Students Need Stronger Support

- A significant number of respondents take classes in the **evening** or **online** for scheduling reasons.
- Evening students may lack access to support services available during daytime hours, such as tutoring and tech assistance.
- Many online students misunderstand the time commitment or workload required for success, and some reported discomfort with online learning environments.

3. Technology and Infrastructure Must Keep Pace with Student Needs

- Students reported satisfaction with facilities and technology but noted **inconsistency across classrooms** and challenges with accessing devices or Wi-Fi.
- Demand for computer access on the first day of class—especially in hybrid and online sections—suggests a need for:
 - **Laptop carts**
 - **Stronger Wi-Fi bandwidth**
 - **Standardized instructor tech setups**

4. Learning Outcomes Awareness Improves Over Time—but Starts Low

- A majority of students did not begin the course aware of program objectives, though many reported increased awareness by the end.
- This suggests that **faculty are effectively reinforcing learning goals**, but there is room to **communicate expectations more clearly** in the first weeks.

5. Curriculum Access and Perceptions of Class Availability Need Attention

- Less than half of students felt they could enroll in the courses they needed or that there was a good range of options available.
- This suggests a potential misalignment between scheduling, advising, and student demand.

Discuss the results of other relevant surveys (if applicable).

NA

List any related recommendations

Based on the Spring 2024 student survey results, the following recommendations are proposed to support student success, improve curriculum access, and enhance technology infrastructure:

1. Increase Student Preparation for Online Learning

- **Create or reinforce a required online orientation module** for all first-time online students.
- Encourage instructors to **import a short prep module** into online/hybrid classes that covers:
 - Time management expectations (10+ hours/week per class)
 - Canvas navigation and tech tools
 - Access to support resources

Possible cost/resource need: Faculty coordination time, collaboration with DEAC, possible Canvas development support.

2. Improve Access to Technology and Internet

- **Reinvest in mobile laptop carts** for classroom use on Day 1 and for students without devices.
- **Strengthen Wi-Fi coverage** in all instructional buildings, especially rooms where 20+ students may be connected with multiple devices.

Possible cost/resource need: Facilities or IT department estimates for Wi-Fi expansion and laptop cart replenishment.

3. Provide More Support Services for Evening Students

- Extend **tutoring hours** and ensure **computer lab access** into evening time slots (especially for hybrid and online students).
- Consider placing tutors or writing support in IB1 or IB2 buildings where many English classes meet.

Possible cost/resource need: Evening staffing, space allocation, tutoring center coordination.

4. Increase Visibility and Early Communication of Learning Outcomes

- Faculty should consider **embedding learning outcomes into Week 1 activities** and assignment prompts.
- Add friendly summaries of outcomes to **course syllabi** or **Canvas course shells**.

No cost, but may require minor faculty development or sample templates.

5. Address Scheduling and Curriculum Access Gaps

- Review **course rotation and scheduling patterns** to ensure students can complete English pathways in a timely manner.
- Gather additional data about why students feel course options are limited.

May require coordination between English faculty and scheduling office.

6. Improve Student Participation in Surveys

- Promote surveys through in-class reminders, extra credit, or campus-wide outreach.
- Offer small incentives (e.g., snack tickets, bookstore coupons, "survey lab" events).
- Consider **administering surveys at both the start and end of term** to measure growth and experiences across time.

Possible cost/resource need: Incentives budget; faculty/staff time to manage logistics.

Academic Program Review: (6) Facilities and Equipment Final Submission: Version by Maruyama, David on 06/05/2025 20:17

Describe and assess the existing program facilities and equipment.

Classroom facilities have improved dramatically since the English Department moved into Instructional Building I in 2021. We have spacious, air-conditioned "smart" classrooms with reliable access to computers and audio/video equipment, including overhead projectors; this equipment is well-maintained by our responsive I.T. Department. Instructional Building I includes four computer labs as well as adjunct office space, two copy rooms, multiple restroom facilities, and a staff lounge.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Facilities have been upgraded. We have no immediate needs related to facilities and equipment. Maintenance of the building by M/O should be a priority.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Facilities have been upgraded. We have no immediate needs related to facilities and equipment. Maintenance of the building by M/O should be a priority.

List any related recommendations.

Maintain the new buildings in accordance with best practices. Immediately fix problems which might cause injury like falling ceiling tiles, which would be a liability. Prevent any potential Cal/OSHA issues.

Academic Program Review: (7) Technology and Software Final Submission: Version by Crozier, Judith on 06/05/2025 22:04

Describe and assess the adequacy and currency of the technology and software used by the program.

The current status of technology and software needs has been greatly improved since the last program review with the opening of Instructional Building 1 with updated computer stations, and projectors. Additionally, the use of Canvas has been adopted by the department, and proficiency with Zoom is now consistent. Xerox copy machines have also been updated.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The English Department has identified a need for mobile lab carts to address situations in which a lab is unavailable. Additionally, loaner laptops take two weeks. Laptops available in the English Department may fill this gap. This is related to our SLOs.

Laptop Carts

Each cart should have at least 30 laptops with current software. A total of 2 lab carts should be set up.

- HP Laptop: HP Envy Laptop 17t-da000, 17.3" (https://www.hp.com/us-en/shop/pdp/hp-envy-laptop-17t-da000-173-8z288av-1?jumpid=ma_weekly-deals_product-tile_laptops_4_8z288av-1_hp-envy-laptop-17t-d)
The built in-AI technology gives you what you need to harness the power of AI while optimizing battery life
Windows 11 HomeIntel® Core™ Ultra 7 155H (up to 4.8 GHz, 24 MB L3 cache, 16 cores, 22 threads) + Intel® Arc™ Graphics16 GB DDR5-5600 MHz RAM (2 x 8 GB)512 GB PCIe® NVMe™ M.2 SSD
8Z288AV_1
- \$899.00
- Each cart would have 30 laptops. Estimated costs would be \$26,970 for each cart.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

In case this is not addressed in 1-2 years, the English Department has identified a need for mobile lab carts to address situations in which a lab is unavailable. Additionally, loaner laptops take two weeks. Laptops available in the English Department may fill this gap. This is related to our SLOs.

Laptop Carts

Each cart should have at least 30 laptops with current software. A total of 2 lab carts should be set up.

- HP Laptop: HP Envy Laptop 17t-da000, 17.3" (https://www.hp.com/us-en/shop/pdp/hp-envy-laptop-17t-da000-173-8z288av-1?jumpid=ma_weekly-deals_product-tile_laptops_4_8z288av-1_hp-envy-laptop-17t-d)
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8Z288AV_1
- \$899.00
- Each cart would have 30 laptops. Estimated costs would be \$26,970 for each cart.

List any related recommendations.

A method of tracking the laptops should be developed. Secure storage of the laptops will also be needed.

Academic Program Review: (8) Staffing Final Submission: Version by Maruyama, David on 06/04/2025 16:59

Describe the program's current staffing, including faculty, administration, and classified staff.

Although the Compton College English Department has lost two more full-time faculty since the previous review cycle, we are at full capacity with 9 tenured faculty supported by a few dedicated adjunct instructors. As was the case four years ago, we should not employ additional full- or part-time instructors until load balancing issues are resolved.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

We have no current staffing needs.

List any related recommendations.

No Value

Academic Program Review: (9) Direction and Vision Final Submission: Version by Johnson, Susan on 06/04/2025 16:48

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The vision of the program has not changed since the last program review. The department strives to be a supportive and caring milieu for students to succeed in critical thinking, reading, and writing. Active reading, creatively critical thinking, and writing in clear and lucid expository prose are the hallmarks we engender in our students toward their success. These have been our vision over time, and they remain so through the present, While the vision of the program remains unchanged, the direction of the department has changed.

The two most significant changes to English are the expansion of AB705 with AB 1705. While we had already phased out our remaining developmental writing course, due to a lack of student interest, we can no longer offer it if students once again request it. The newest change is the advent of Generative AI. As a department, we are discussing how we are individually addressing student use and many of our faculty are taking outside professional development to understand how to approach this change. Currently, there is no official district policy on AI usage with academic honesty, leaving all faculty without clear guidance.

Explain the direction and vision of the program and how you plan to achieve it.

Our goal remains to increase our success and retention in compliance with AB705/1705. We have requested a return to our English 101 with co-requisite support classes to be offered linked in Banner and we have asked that our new English 101E be offered. We are preparing information to guide our counselors in placing students into these courses to ensure their success. We continue to implement the strategies created in our Community of Practice. Many of our faculty continue to review the reports from the California Acceleration Project to monitor the best practices and new data being generated. We will collect data on the efficacy of the correctly linked co-requisite courses and new single course (101E) as well as improved student advisement on placement now that the campus has fully opened. We will also explore offering 101E as an asynchronous online class, as more students request online courses.

We have increased our online, hybrid, and Hyflex course offerings. All but one of our full-time faculty are certified to teach online. We have increased our course offerings by updating our Multicultural American Literature Course and adding LGBTQ+ Literature. We will be adding an Asian American Pacific Islander Literature class as well. We attempted to create a much-needed transfer-level reading class, but Academic Affairs rejected this course proposal.

We continue to ask that Dual Enrollment students not be placed into 8-week online classes, as the amount of time needed for these classes is overwhelming given their already packed schedules. We have also requested that Dual Enrollment students be given more guidance about the expectations for college, such as their consistent choice to stop attending/stop completing work for our courses during their AP testing window.

List any related recommendations.

1. Full support for scheduling linked co-requisite courses for English 101.
2. Training for counselors for multiple measure placement for students entering English 101 (including the Early College Students). Counselors should use the guidelines created by the California Acceleration Project when advising students on which English 101 to enroll in. All students should be informed of their options for English 101, 101+ 101S, and 101E and the differences between these courses.
3. More 12-week sections of English 101 (in place of 8-week sections) in both asynchronous and on-ground modalities.

Academic Program Review: (10) Prioritized Recommendations : Version by Capozzolo, Domenic on 06/06/2025 19:27

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Program Review Results List of Recommendations 2024

Recommendation	Strategic Initiative(s)	Cost Estimate	Rationale for Priority Ordering
Elevate visibility of spring and summer offerings through targeted marketing	1	\$40,000	Vital for attracting students and ensuring departmental and institutional sustainability
Maintain new buildings per best practices; immediately fix safety hazards like falling ceiling tiles	6	N/A	Non-negotiable and directly impacts the safety and the well-being of the entire campus community
Reinvest in mobile laptop carts and strengthen Wi-Fi coverage in instructional buildings	3	TBD (Facilities)	Improves technology access and infrastructure essential for instruction and learning in the digital age
Sustain and expand completion support in first-year courses (ENGL 101, 103) including early intervention systems	1, 2	\$2,000	Foundational and essential for academic progress.
Reassess and sustain corequisite support models (ENGL 101S) and explore models for ENGL 103	1, 2	NA	Effective corequisite support offers remedial education crucial for student success.
Full support for scheduling linked co-requisite courses for English 101	1, 2	NA	Directly supports successful implementation of corequisite models

Increase 12-week sections of English 101 in asynchronous and on-ground modalities	1, 2	\$2,000	Addresses student access and success
Provide counselor training on multiple measure placement using California Acceleration Project guidelines	1, 2	\$2,000	Ensures fair, accurate placement, essential for student success
Enhance support for part-time and disproportionately impacted students through targeted outreach and tutoring	1, 2	\$20,000	Addresses equity gaps and supports vulnerable student populations
Expand hybrid and evening course offerings strategically, prioritizing ENGL 101 and ENGL 103	1, 2	NA	Enhances student access and success by accommodating diverse schedules and learning preferences
Extend tutoring hours and ensure evening computer lab access	1, 2	Staffing costs	Provides essential academic support and access to resources, especially for nontraditional students
Increase student preparation for online learning with required online orientation and prep modules	1, 2	Faculty time	Crucial for student success in online modalities, reducing withdrawal and failure rates
Convert all courses to low textbook cost or zero textbook cost	1, 2	NA	Addresses a significant barrier to student access; promotes equity and affordability
Continue professional development related to culturally relevant pedagogy, diversity, and equity	1, 2	PD Budget	Essential for serving diverse students and fostering inclusive learning; an ongoing institutional investment
Continue Community of Practice/Team Teaching and Low Cap Classes	1, 2	\$20,000	Promotes innovative, departmental cohesion, and improving student outcomes
Maintain Instructional Specialist position (20% release time)	1, 2	Included	Plays a vital role in supporting faculty
Review course rotation and scheduling patterns to ensure timely completion of English pathways	1, 2	Coordination time	Optimizes student pathways and reduces time to completion, directly impacting student success
Maintain and protect literature course rotation for AA/AA-T completion	1, 2	NA	Ensures program integrity and pathways for transfer students
Summer retreat for English and Counseling faculty to work on AB705 measures	1, 2	TBA	Supports faculty and improves instruction; ensures effective implementation of state mandates
Continue EdReady software license and faculty training	1, 2	Included in SCC	Ensures effective use of a vital tool for student readiness and placement
Develop a method for tracking and secure storage of laptops	3, 7	NA	Essential for managing mobile laptop carts and preventing loss or theft
Promote student participation in surveys through incentives and outreach	1	Incentives Budget	Vital for gathering valuable feedback to drive continuous improvement
Move ENGL 61, 64, 65, 67 to Academic Strategies	1, 2	NA	Ensures compliance to AB-705