

Language Arts

De Anza College

Dean's Summary Annual Program Review Update

April 12, 2018

Description of Division

The Language Arts Division is comprised of the Departments of English, English as a Second Language (ESL), Journalism, Reading, and Speech/Communication. The English Department offers courses in English Writing (EWRT) and Literature (ELIT). LART courses, which combine basic skills English and Reading curriculum into a learning community, are also housed in the Division. In addition, the Language Arts Division coordinates, supports, and maintains two computer labs that serve the entire Language Arts Division, and a third computer lab dedicated to the Journalism Program and *La Voz*, the student and college newspaper.

Enrollment Trends

Key Enrollment Data:

- 2016-17 total enrollment: 28,828
- Five-year change: -3.2%
- Targeted group success: 73%
- Non-target group success: 83%
- Overall success: 80%

As noted in last year's program review Language Arts Division enrollments grew 4.3% over the three-year period of 2012-13 through 2014-15. Unfortunately, since peaking in 2014-15 enrollment in the Division has declined, resulting in a drop of 3.2% over five years. The loss in FTES over the period was only 1.3% due in part to the increased unit requirement in most of the Communications Studies classes. Over that same five-year period, overall FTEF for the Division has been stable (+0.5%) and productivity has declined slightly (-1.4%).

Enrollments peaked in nearly all departments in 2014-15 and declined in the subsequent years. The specific department enrollment data over the five-year period from 2012-13 through 2016-17 is as follows:

- COMM: Enrollment declined 5.8%, FTES grew 12.2% (due to the addition of one unit to most COMM courses)
- ESL: Enrollment declined 0.6%, FTES declined 2.2%

- EWRT: Enrollment grew 0.8%, FTES grew 0.8%
- ELIT: Enrollment declined 19.9%, FTES declined 17.9%
- JOUR: Enrollment grew 5.7%, FTES grew 5.9%
- READ: Enrollment grew 13%, FTES grew 16.4%

Disaggregating the enrollment data by ethnicity reveals that Latinx students continue to grow as a percentage of the total student population. Overall, enrollment in Language Arts is trending downward, with the greatest losses in the basic skills level. This trend, combined with new state initiatives and mandates, calls for strategic planning efforts within the division and for the college as a whole. Perhaps the greatest impact on enrollment we will face in Language Arts will be the result of curriculum changes necessary to comply with AB705 regulations. As we adopt the new curriculum and plans called for by AB705 for English writing, relying on co-requisite support alongside transfer level writing in place of pre-transfer level coursework, we will need to provide significant support and training for faculty and students. In the short term, we see a need for additional professional development, outreach, and recruitment efforts. Looking ahead two to five years, programs aimed at retention and persistence will be key to student success.

Student Success and Equity

Target populations grew at a faster rate or saw smaller declines than non-targeted populations in most Language Arts Division programs. Target populations are growing at a faster rate in the basic skills, and target populations comprise a significantly larger portion of the overall enrollment in basic skills classes compared to transfer level courses. As the Latino/a population grows across the campus, the importance of closing the overall equity gap, and in particular the basic skills equity gap, cannot be overstated.

Success rates among targeted populations for the whole of the Language Arts Division were remarkably consistent during the five-year period from 2012-13 through 2016-17, with an increase in successful grades earned in each year. The overall percentage of successful grades earned for targeted populations reached a high of 76% in 2015-16. Non-targeted populations saw similarly consistent success rates, rising to a peak of 86% in 2016-17. The faster growth of target populations in basic skills courses and across the Division also calls for a renewed and intensified effort in order to make progress in closing the equity gap. To that end, the Language Arts Division is currently working on significant curriculum revision in Reading and English in response to AB 705, and ESL is investigating noncredit options for some of their courses.

Success rates of targeted populations in the majority of departments remained constant or improved over the five-year period. In Speech, the success rate for targeted populations rose from 76% in 2012-13 to a peak of 80% in 2014-16 and ended at 77% in 2016-17. In Reading, success rates for targeted populations rose from 73% in 2012-13 to a peak of 76% in 2015-16 and ended at 74% in 2016-17. In ELIT, success rates rose from a low of 67% in 2013-14 to 74% in 2016-17. In EWRT, the success rates changed only nominally from a low of 71% to a high of 73%. In Journalism, success rates declined from 78% in 2012-13 to 72% in 2016-17.

All departments have engaged in program level activities aimed at reducing the equity gap, and these efforts are ongoing. Some of the activities include department retreats, workshops, a division retreat, and department meetings, all of which were focused entirely or primarily on equity. Two full-time counselors have been hired with the purpose of increasing the number of students who reach transfer level course success after beginning in pre-transfer level ESL, English, and Reading classes. These two counselors, along with faculty members from English and Reading, have taken a leadership role in the implementation of the Starfish early alert system. New programs such as a condensed LART211/EWRT1A cohort; REACH, an athletics cohort; new LinC cohorts, such as Biology/EWRT; and new hybrid courses in ESL and Reading; along with ongoing programs such as Puente, FYE, Umoja, and IMPACT AAPI; are just a few of the many efforts that Language Arts faculty and staff are pursuing with the goal of closing the equity gap.

The recently hired Language Arts Division Basic Skills Counselor and the Adult Education Transitions, ESL, and Basic Skills Counselor represent an important step in supporting students in basic skills classes and are expected to positively impact our equity numbers. As these positions become more closely integrated into the Division, we are developing methods of evaluation and processes for student and faculty input that will allow us to measure the impact on student success and assess their impact.

One final comment on the efforts in Language Arts to close the equity gaps—it is noteworthy that the department program reviews show significant analysis of the data at various course and program levels. I commend the faculty leadership and department chairs for the work they are doing to disaggregate and understand the data so that effective interventions can be made to create meaningful and sustainable improvements in the success of our students. Effective access to and analysis of data will be crucial as we transition to the new courses/curriculum necessitated by AB 705.

SLO/PLO Assessment

All departments in the Language Arts Division have made progress assessing SLOs and PLOs. Along with equity planning and assessment, SLOs and PLOs and assessment results have been and will continue to be the focus of department and division meetings.

Staff and Faculty Levels

The Language Arts Division has been very fortunate with regard to full-time faculty hiring. Since 2014-15, we have hired full-time positions in English, Reading, ESL, Counseling, and Communication Studies. As of the beginning of the 2017-18 academic year, Language Arts had only one unfilled replacement faculty position in ESL on the list of open positions maintained by the Instructional Planning and Budgeting Team.

The total FTEF in 2016-17 (123.2) was largely unchanged over the preceding five years. In 2016-17, full-time FTEF grew to a high of 36% of total FTEF, full-time overload was stable at 10.2% of total, and part-time FTEF decline to a low of 53.3%. With declining enrollment overall and the potential enrollment losses in English, Reading, and ESL over the next few years due to AB 705 curriculum changes, the trend toward an increased percentage of instruction being taught by full-time is likely to continue.

The diversity of the faculty in departments remains a priority, particularly as our student population demographics evolve. Our goal of recruiting and retaining a diverse and engaged faculty is made more challenging by the increasing cost of living and commuting time. Staff and faculty are forced to choose between high housing costs and rising rents or commuting great distances.

Growth and/or replacement faculty positions for anticipated retirements or potential enrollment growth are requested by English, ESL, and Communications Studies. The Journalism Department has requested an instructional assistant staff position. Multiple departments have also noted the need for additional funds for tutors or mentors. Funding for professional development or part-time faculty stipends is also requested by multiple departments.

Equipment and Facilities

Improved use of technology-enhanced instruction, whether in a traditional face-to-face class, a hybrid class, or a fully online class, is vital to the success of our programs and our students. Replacing/upgrading existing equipment in classrooms and labs and adding state-of-the-art equipment will help us keep pace with social change and assure our students and graduates are well prepared to succeed in employment or after transfer. Much of our multimedia equipment is more than five years old and is not industry standard. In addition, there is a clear need for increased wifi access and greater bandwidth in all buildings, including faculty offices and classrooms, with particular attention to rooms where we offer technology enhanced classes. We now offer four or more sections each quarter in which the students are provided with iPads, placing a high demand on existing wifi.

The following is a select list equipment/facilities requests from the individual department program reviews:

- Expanded and enhanced wifi access in the L-Quad classrooms and office buildings
- Replacement of the majority of chalkboards in the L-Quad with white boards to reduce dust allergens and protect computers and multimedia equipment
- Dual light switches in L-Quad classrooms to allow some lights to be turned off and reduce ambient light while the projector is in use
- 3D viewing glasses (Google Cardboard) and software for use in Speech classes
- Upgraded and/or refreshed furniture, including tables and chairs in L-Quad classrooms, tall stools or height adjustable chairs for use by teachers at the multimedia consoles, new lecterns in L4 classrooms, removal of broken chairs and tables, and replacement of

missing and broken furniture; current reliance on folding chairs make effective collaboration difficult and poses a safety concern for some students or spaces

- Sound baffling to reduce sound spillover in L4 classrooms—student presentations as well as general instruction and collaborative work need limited distractions and disruptions

Other Budget Needs

B-Budget augmentation is needed for staff and faculty development, for equity work, and for better alignment of courses and norming standards. We continue to plan for upcoming challenges that will require increased norming and participation from all faculty such as the implementation of AB 705 and multiple measures. In combination with other statewide and local initiatives, the implementation of AB 705 will require support and resources from departments across the college as well as a significant investment in faculty and staff development.

Increased part-time faculty inclusion in department, division, and college-wide initiatives is crucial to our efforts to close the equity gap, diversify the curriculum, and to contribute to the college mission of civic engagement and social justice. We cannot achieve our student equity goals without including our part-time faculty at every step along the way.

An increased budget for printing continues to be a concern across all departments. A disproportionate impact on underserved student populations and students in basic skills courses is of foremost concern. Increasing the budget for developmental courses to allow instructors some flexibility in supporting students who have limited digital access or familiarity.

Challenges and Opportunities

Shifting demographics are having an impact on the demand for basic skills courses, and we have seen surprising enrollment losses in some areas. Looking ahead, the implementation of AB 705 has the potential to cause additional losses in FTES. At the same time, meeting the needs of a changing student demographic challenges instructors in all courses to make their classroom more inclusive, and rapid changes in technology and communication add an additional layer of complexity to instruction. Students are often familiar with emerging technology but lack the understanding of how and when to use different tools and applications for academic purposes. Varying degrees of access to technology and digital resources have a disproportionate impact on developmental students and other historically underserved student populations.

Achieving our equity goals will require an increased investment in efforts that provide specific support for students with different levels of access to and experience with instructional technology and other educational resources. Effective efforts have been those that are collaborative and involve a coordinated effort by multiple individuals in different disciplines and departments. Achieving the necessary level of coordination and inclusion requires additional human and financial resources. Faculty and staff need to be supported as they implement the

new curriculum and other requirements of AB 705 and other initiatives, such as the adoption of new technology or the development of more inclusive pedagogies and teaching methods. Faculty and staff need to be encouraged to participate and collaborate through stipends and other material resources.

Each of these challenges is also an opportunity; there is a clear correlation between the increase in diversity of the students and staff and the opportunity to foster inclusiveness and promote equity in our classes and on our campus.