

**Dean's Summary**  
**Annual Program Review Update**

**February 7, 2020**

**Description of Division**

The Language Arts Division is comprised of the Departments of Communication Studies, English, English as a Second Language (ESL), and Journalism. The English Department offers courses in English Writing (EWRT), English Literature (ELIT), and LART. The Language Arts Division includes three embedded English Performance Success (EPS) counselors who serve students needing additional support to be successful in their English or ESL courses. 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:

- 2018-19 total enrollment: 23,868
- One-year change: -11%
- Five-Year change: -23.2%
- Targeted group success: 72%
- Non-target group success: 85%
- Overall success: 81%

Enrollments peaked in nearly all departments in 2014-15 and declined in the subsequent years. Division-wide, the most dramatic drop, a decline of 2,950 enrollments, occurred between 2017-18 and 2018-19; however, over 92% of the losses occurred in two departments, Reading and ESL, and the losses in these departments can be largely attributed to the impact of AB 705 and other statewide initiatives. In fact, the Reading Department has been eliminated altogether as a result of AB 705. The ESL Department is actively revising its curriculum and writing new noncredit courses with the intent of reversing their declining enrollment.

Other departments in the Division have fared better with regard to enrollment. Between 2017-18 and 2018-19, enrollment changes in each of the Language Arts departments are as follows:

- COMM: 1% increase
- ESL: 20% decline

- EWRT: 5% decline
- ELIT: 5.5% increase
- JOUR: 4% decline
- LART: 333% increase
- READ: 55% decline

With the previously described, notable exceptions of ESL and Reading, enrollment in Language Arts is stable or growing. As we fully implement new curriculum and other plans that have come out of AB 705 and noncredit initiatives, 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**

Success rates among targeted populations for the whole of the Language Arts Division were remarkably consistent during the five-year period from 2014-15 through 2018-19. The overall percentage of successful grades earned for targeted populations reached a high of 75% in 2015-16. Non-targeted populations saw similarly consistent success rates. Moving the needle on closing the equity gap is likely to remain a challenge, particularly in light of the major curriculum and placement changes necessitated by AB 705.

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. Three full-time counselors have been hired with the purpose of increasing the number of students who enter from high school with less than a 2.6 GPA and successfully complete transfer-level English within a year or within two years if they begin in ESL200, ESL234, or ESL244. Every department in the division has developed new programs and initiatives, from new corequisite courses and new approaches to embedded tutoring and counseling to increased professional development activities. Along with ongoing programs such as Puente, FYE, Umoja, and IMPACT AAPI; these new programs represent the persistent effort of the Language Arts faculty and staff in closing the equity gap.

The recently hired Language Arts Division Basic Skills Counselor and the Adult Education Transitions, ESL, and Basic Skills Counselors are an important step in supporting students who enter De Anza needing additional support to succeed in transfer-level writing. Currently, there are nearly 3,000 students annually who are eligible for these counseling services. The demand far outstrips our current capacity, and we hope to grow our services in the years ahead.

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.

### **Commendations:**

Each of the Departments in the Language Arts Division is undergoing significant transformation as a result of their own internal initiatives and/or as a result of changes imposed on them by external agencies. Innumerable hours of hard work and dedication to student success have gone into the transformative efforts in these departments, and the faculty, counselors, and staff who have contributed to these changes deserve commendation for their hard work and dedication.

### **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 total FTEF in 2018-19 (99.1) represents a 20% reduction over five years. In 2018-19, full-time FTEF grew to a high of 39.6% of total FTEF, full-time overload grew to 13.9% of total, and part-time FTEF declined to a low of 46.5%. With declining enrollment overall and the elimination of nearly all Reading and basic skills English courses, the trend toward an increased percentage of instruction being taught by full-time is likely to continue.

In some departments, particularly, Communications Studies and Journalism, we are finding it difficult to recruit enough part-time faculty. In spring of this year, we will need to remove classes from the Communications Studies schedule because we do not have faculty to teach them. As this department would otherwise be growing in enrollment, this increases the urgency to hire an additional full-time faculty member.

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.

### **Resource Requests**

The following is a partial list of essential resource requests from the department program reviews:

- Replacement of the majority of chalkboards in the L-Quad with white boards to reduce dust allergens and protect computers and multimedia equipment

- Dual or adjustable light switches in L-Quad classrooms to allow some lights to be turned off and reduce ambient light while the projector is in use
- Sound baffling to reduce sound spillover in L4 classrooms—student presentations as well as general instruction and collaborative work need limited distractions and disruptions
- Multimedia podcasting and audio equipment
- Peer tutor funding
- Staff development/Equity funding
- Funding for JOUR90: Multimedia
- New bridge course development
- iPads and iPad charging carts
- Chromebooks
- Dictionaries and cart
- Library reserve textbooks
- Quarterly norming sessions

### **Looking Ahead**

The implementation of AB 705, Guided Pathways, and other mandated initiatives along with enrollment and budget pressures are the greatest challenges facing the Language Arts Division. Achieving our equity goals while facing these challenges requires an increased investment in efforts that provide specific support for students with different levels of access to academic resources. The most effective models have been those that are collaborative and involve a coordinated effort by multiple individuals in different disciplines and departments. We will continue to use these models as guides as we implement new initiatives.