

Impact: Results & Use of Results Reported by Goal



Annual Program Plan English

Strategic Direction 1 - Student-Centered Curriculum

Annual Program Plan English

Analysis of Data

Reporting Year: 2021 - 2022

Conclusion: No Trends Noted

Analysis of Data: STRATEGIC DIRECTION 1: Student-Centered Curriculum

Moorpark College will develop and teach inspiring and challenging curriculum that is focused on the academic and career goals of all its students.

Question 1: Review Strategic Direction 1 within the attached Annual Work Plan. Identify at least one metric within this strategic direction and indicate how your program has directly impacted it. What will your program do to continue this work in the future?

From Annual Work Plan:

Goal E: "Provide clear pathways for students through the curriculum."

Metric 2: "Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027."

According to the Guided Pathways dashboard, percentages of students who completed Engl 1A in their first year have been quite consistent over the past three years. Typically, Asian students surpass White students, followed by Hispanic and African-American students:

- In fall 2017, 57.3% of students completed Engl 1A in their first year:
 - o White 58.9%, Hispanic 54.1%, African-American 37.5%
- In fall 2018, 56.9% of students completed Engl 1A in their first year:
 - o White 60.3%, Hispanic 49.4%, African-American 44.4%
- In fall 2019, 57.8% of students completed Engl 1A in their first year:
 - o White 60.5%, Hispanic 53.5%, African-American 40.8%

In response to AB 705, English has reduced the number of pre-transfer English courses from 14 in fall 2018 to two in spring 2022. At the same time, we introduced a noncredit support course (Engl M91AS) linked to a small but growing number of sections of Engl 1A. Faculty teaching these linked courses meet monthly as a Community of Practice to develop best practices for this cohort of students, as recommended by the California Acceleration Project (CAP). These sections also receive a dedicated tutor to work closely

Strategic Direction 1 - Student-Centered Curriculum

with students.

Guided Pathways is beginning to direct incoming students into transfer-level English courses in their first year. The English Self-Placement Guide has been substantially rewritten to direct most students into Engl 1A, encouraging lower-GPA students to enroll in the linked 1A+91AS; IT is still working on making the new version fully functional. However, the pre-transfer course (Engl 02) was not disproportionately populated by DI students, so while more students may be completing transfer-level English overall, this increase may not affect equity gaps.

One section of Engl 1A in fall 2020 and a 1B in spring 2021 were earmarked for men of color, and one section of Engl 1A in fall 2021 is part of the CHES program. It is unfortunate that these courses were forced online during Covid, while this population is best served in on-campus classes.

The English Transitions Program, which links self-selected English faculty with English teachers in local high schools and middle school, educates teachers and students about the expectations of college-level English classes and the availability of the 91AS support course.

Goal F: “Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods.”
Metric 1: “Faculty who participate in high impact equity training once every three years, such as the Equity in the Classroom project, TMOCA, Safe Zone, Project CHES Faculty Circles, etc.—increase to 100% of full-time and 50% of part-time faculty by 2023-2024, and 100% of part-time faculty by 2028-2029.”

In the last year numerous English, ESL, and Humanities faculty have participated in these and other high-impact equity trainings offered by the college and elsewhere, including the California Acceleration Project. The English Department offered its own series of workshops in fall 2020 and spring 2021, titled “Gaining Perspectives: Cultivating Curricular Equity by Centralizing Students of Color and Supporting All Students in Their Pursuit of Success.” In fall 2021, two English/HUM faculty members (one full-time and one part-time) collaborated in presenting a flex workshop on Racial and Cultural Literacy. New faculty participate in the Equity in the Classroom project through New Faculty Orientation. In all, more than 14 full-time faculty (88%) and 12 part-time faculty (35%) have participated, many in more than one training. The DE certification course, which many instructors completed for fall 2020, includes a section on culturally responsive teaching.

- English and Humanities instructors typically select works by diverse authors.
- Since fall 2019, English Department meetings usually begin with a discussion of some equity issue that has arisen in that month.
- The Faculty Inquiry Group (FIG) and One Campus One Book program (OCOB) typically selects texts related to equity and diversity; these texts are read by faculty and students in various disciplines. For example, in 2021-22 the OCOB selection is *The Hate You Give*; generous donations from SEA and ASMC will allow us to bring the author, Angie Thomas, to campus for a Zoom speaking engagement in April 2022.

ESL: Our ESL instructor/coordinator

- Completed a course on Humanizing Online Teaching and Learning, and a certificate course in Online Teaching and Learning offered through California Community College Online Network of Educators.
- Was selected as a co-chair of CHES for 2021-2022.
- Offered a three-day workshop for advanced ESL students planning to transition to English courses.

Metric 3: “Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027.”

Strategic Direction 1 - Student-Centered Curriculum

Since African-American and Hispanic students do better in onground classes, we will decrease the equity gap by returning to offering more onground sections as Covid allows. As well as the high-impact practice trainings discussed under Metric 1, we are encouraging faculty to use Starfish Connect regularly to connect students with counselors and other support services. One of the Starfish Connect trainers is an English faculty member, who has presented Starfish Connect at Academic Senate and Division meetings.

Question 2: Analyze the past three years of disaggregated equity data (such as race/ethnicity, gender, age) for your program. What equity gaps exist in your departmental data? What strategies is your program using to close opportunity gaps and ensure that disproportionately impacted student populations are supported and successful in your program? How have/will you incorporate equity and social justice into your curriculum/services?

African-American males taking online classes have the largest equity gap in the last three years compared to their non-Hispanic white counterparts. However, we have seen the gap close by 26%: in fall 2018 they had a gap of 44% compared to fall 2020 at 18%. As for our onground equity gaps, again African-American males have the largest gap. The gap has grown from fall 2018 to fall 2020. The gap was lowest at 9.37% and has grown to 32.24%, an increase of 26%. Our enrollment of this student demographic is 25-40 students per semester. For interventions to narrow these gaps, see Question 1, Metrics 1 and 3.

Our next equity gap demographic is within Hispanic males and Hispanic females taking online courses. Although there is a decrease in equity gaps for Hispanic females, they are still at an equity gap of 11% compared to their non-Hispanic white counterparts. Among Hispanic males, the gap is also decreasing, currently at 15% compared to their non-Hispanic white counterparts. This demographic does much better in onground courses: Hispanic females have a gap of only 5.42% compared to their non-Hispanic white counterparts and Hispanic males have a gap of only 2.53% compared to their non-Hispanic white counterparts. To assist this student demographic, we will increase onground sections to allow more students take onground courses.

Humanities: The overall success rate for Humanities classes is 82-85%. When classes were onground in fall 2019, African-Americans exceeded the overall success rate (at 83%); this rate fell to 75% in fall 2020 when classes were online. In fall 2019 the success rate for Hispanic students was low at 77%; this rate rose to 82.6% in fall 2020.

Half of the Humanities instructors are also in English and have participated in professional development for culturally responsive teaching and HIPs. We will encourage the non-English adjunct instructors to participate in professional development as well.

ESL: Our ESL program is very small, with one section of credit ESL (two levels combined in a single classroom) and two sections of noncredit ESL (two levels combined) per semester. Success rates range from 77% for Hispanic students to 82% for Asian students. When classes went fully online (fall 2020), success rates rose for Asian and Hispanic students but fell for African-Americans (75%); however, the actual headcount for African-American ESL students averages around 5, so statistically unreliable.

Negotiations are currently underway to add lower levels to the noncredit program through an outside provider (FIELD), who will recruit more students, use their own instructors, and adapt their curriculum (currently at use in other community colleges) to Moorpark's standards.

Question 3: Analyze the past three years of data for different modalities (such as on-ground, online, hybrid, etc) for your program. What strategies is your program using to address any existing gaps between modalities?

In fall 2019 and fall 2020 students in all ethnic categories did better in onground courses than online courses

All faculty received comprehensive training in online teaching when the college moved online in spring 2020. The Writing Center also invested in extensive online tutoring for students in DE classes. Incoming students who were in high school during this period also received training in remote education and so came to Moorpark already prepared for online and Zoom courses.

Strategic Direction 1 - Student-Centered Curriculum

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ESL: The overall success rate in fall 2019 (all onground) was 82%; when classes were fully online in fall 2020, the overall success rate rose to 85%. In both semester, the success rate was lowest for students 1-17 (66.7%); again, the headcount in this age group was tiny (6 students per semester).

Question 4: What are one or two specific actions that your department has taken/will take as a result of your analysis of the SLO data?

English was an early adopter of CLOs and has continually discussed and refined our CLOs and outcomes over the past several years. Students do very well on the CLOs: success rates have remained at or above 90%, and have increased over the last two semesters. Faculty participation in assessment has risen substantially since fall 2018, from 67% to current 96% participation. We are currently revising CLOs again to make them more focused and simpler to assess. This fall all faculty will submit CLO assessments through ELumen.

Since long before SLOs came on the scene, English participated in annual or semesterly norming sessions, comparing grades and remarks on selected student papers, comparing syllabi, and comparing paper assignment prompts, with the intention of making department standards more consistent and more transparent. Since norming sessions went online in fall 2018, we have had more participation from adjunct as well as full-time faculty.

English also holds regular best practice workshops on various topics of pedagogical interest.

Humanities: Based on CLO assessments, Humanities faculty have begun to identify and diversify Euro- and Anglo-centric foci in the instruction on various modes of art; more specifically, instructors are creating and modifying projects, assignments, and curriculum to ensure greater racial literacy and awareness of social justice issues as they relate to art. Instructors have also begun using ZTC materials, and to focus more on the elements of art according to artistic medium than on the grand narratives of art history; accordingly, most assignments are designed to encourage students to learn the vocabulary of analysis and practice, using it to build overall confidence and literacy.

ESL: Our ESL instructor has incorporated TED talks to help students learn academic listening skills (e.g. listening and understanding a lecture based on a specialized topic, academic vocabulary, rhetorical strategies to understand the structure of lectures). She has also moved assessments online so students have a longer window to complete assignments, replacing previous in-class quizzes, which students were not permitted to make up if they were absent.

Entered By: Sydney Sims

Analysis Dates: 09/29/2021

Suggested Actions

Suggested Action: See "Analysis of Data" (09/29/2021)

Strategic Direction 2 - Student Access

There are no Data Analysis and Suggested Actions for this Strategic Direction

Strategic Direction 3 - Student Success

There are no Data Analysis and Suggested Actions for this Strategic Direction

Strategic Direction 4 - Campus Safety and Wellness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Strategic Direction 5 - Organizational Effectiveness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Dean Signature - Dean Signature indicates review.

There are no Data Analysis and Suggested Actions for this Strategic Direction

Assessment: Program Overview (SWOT)



Annual Program Plan English

Program Description: English course offerings range from basic skills to transferable lower-division composition, literature, and creative writing courses. English M01A/H fulfills the general education requirements in Written Expression and the CSUGE and IGETC requirement in Written Communication and English Composition respectively. English M01B/H and M01C/H fulfill the GE requirement in Communication/Analytical Thinking and the CSUGE and IGETC requirement in Critical Thinking. In addition to traditional classroom instruction, English classes are delivered through distance education and learning communities. The department also includes ESL and Humanities classes, which have their own program plans.

Program Plan Writer/Editor/Contact Person: Sydney Sims

Department Chair / Coordinator / Program Lead: Sydney Sims

Dean/Manager: Monica Garcia

2021 - 2022

Strengths: Strengths:

- Strong faculty highly active in professional development and college service: Multicultural Day and One Campus One Book are chaired by English faculty. We regularly perform best practice workshops on various pedagogical topics and department norming sessions to encourage consistency of assignments and grading (latterly done online to allow more participation from adjuncts).
- Full range of classes across all days (including Saturdays), times, and modes of delivery: full-term, late-start, onground, online (synchronous and asynchronous), hybrid.
- Summer Bridge Programs, targeted to low-GPA and ESL students.
- Self-Placement allows students to choose their own entry-level English class; the English Department was recognized in 2019 by the California Acceleration Project as #1 in the state for placement into and successful completion of transfer-level classes (Engl 1A).
- Compliance with AB 705. In fall 2020 we began offering a one-hour noncredit corequisite class (Engl M91AS) attached to selected sections of English 1A to be recommended to low-GPA students. We will be disaggregating data on enrollment and success when they are available. We have greatly reduced the number of sections of pre-transfer composition (Engl 02) and eliminated Engl 03, so that all students have the opportunity to complete transfer-level English within one year.
- Professional Development. In spring 2019 we offered stipends for faculty to attend two sequential three-hour workshops on student-centered teaching in response to the greater number of low-GPA students in Engl 1A anticipated by AB-705. These workshops were well attended by both full- and part-time faculty. Attendees received a handbook of literature on culturally responsive teaching, tips and techniques, sample syllabi. This handbook was also posted on the English Department website.
- Professional Development for High-Impact Practices. See "Analysis of Data" under Strategic Direction 1, Question 1.
- Embedded tutors in M91AS and selected sections of Engl 1A and ESL allow for extra support for students.
- Guided Pathways. English was among the earliest programs to develop two-year pathways to the AA.
- PACE program. English has contributed sections of 1A, 1B, and 1C to the PACE program.
- Dual Enrollment. English offers classes at Westlake High School. Planning and organization for the Dual Enrollment program has become much more thorough and helpful as of 2020-21.
- English Transitions. Self-selected English faculty meet regularly with local middle and high school English teachers and students to clarify college standards and expectations, and to educate students about the 1A+91AS combination.
- Scholarship. English offers three annual Student Writing Awards at \$500 each and one or two English Department Scholarships at \$1000 each.
- The Learning Center (TLC) and Writing Center. The TLC Team is made up of Faculty Directors and Tutorial Specialists. This organizational structure is a major strength of the TLC, as this cross-functional team works together to do everything from visioning and planning to managing the day-to-day operations of a tutoring center. The discipline Faculty Directors, as specified in Title 5 Ed Code (58170), are available in their respective areas of the TLC to answer questions, provide advice, and guide the tutors in the subjects offered. The Tutorial Specialists lead and manage course-embedded tutoring as well as provide

administrative support for the Center. The TLC team works together to recruit, hire, train, and mentor tutors to ensure a high standard of quality. Both the math and English departments work closely with the Faculty Directors. The TLC team meets regularly with the Dean of the TLC, and the Directors meet regularly with each other and with the tutors to enhance communication and cohesiveness.

Weaknesses: --Success rates for African-American and Hispanic students are disproportionately low, especially in online courses. Professional development aimed at closing these equity gaps is extensive (see Analysis of Data). Monthly English faculty meetings now begin with a discussion of equity issues that have arisen in the classroom. Two of our last four new hires have been BIPOC.

--Success and retention rates in online classes lag behind onground rates, and the push to continue adding more and more DE classes means that more and newer instructors are teaching these classes. The closing of campus because of Covid meant that all faculty were suddenly forced to convert their classes to online; the upside of this move was that a number of faculty attended certification or recertification courses for Canvas and thus refined their online teaching skills, including a unit on culturally responsive teaching.

Opportunities: --Individual and group tutoring, and now online tutoring, through the Writing Center have a positive effect on student success. Continued SEA funding is needed to maintain and expand tutoring hours and support services.

--Guided Pathways will encourage more students to take Engl 1A in their first year. This may increase students' success in other disciplines as well and thereby raise success rates for the college as a whole.

--ESL: Negotiations are currently underway to add lower levels to the noncredit program through an outside provider (FIELD), who will recruit more students, use their own instructors, and adapt their curriculum (currently at use in other community colleges) to Moorpark's standards.

Threats: --English has excellent adjunct faculty, but the community college system continues to rely on part-time instructors, who are rarely able to attend faculty meetings and best practices workshops, serve on committees, and attend campus events.

--Lack of sufficient classroom space limits our ability to offer classes at times students wish to enroll. (In 2020-21, fully online instruction renders this problem irrelevant.)

--Scarcity of healthy food choices and safe gathering spaces for students undermines morale and motivation.

Program Plan



Annual Program Plan English

Program Description: English course offerings range from basic skills to transferable lower-division composition, literature, and creative writing courses. English M01A/H fulfills the general education requirements in Written Expression and the CSUGE and IGETC requirement in Written Communication and English Composition respectively. English M01B/H and M01C/H fulfill the GE requirement in Communication/Analytical Thinking and the CSUGE and IGETC requirement in Critical Thinking. In addition to traditional classroom instruction, English classes are delivered through distance education and learning communities. The department also includes ESL and Humanities classes, which have their own program plans.

Program Plan Writer/Editor/Contact Person: Sydney Sims
Department Chair / Coordinator / Program Lead: Sydney Sims
Dean/Manager: Monica Garcia

Initiative: Support Quality Instruction, Guided Pathways, and AB 705

Hire one new full-time instructor.

Initiative Status: Active

Initiative Year(s): 2018 - 2019, 2021 - 2022

Start Date: 09/15/2021

Resource Requests

(A) Active Request - Full-Time English faculty (Active)

Justification: English continues to rely disproportionately on part-time faculty: our part-time percentage hovers around 55%. As Guided Pathways directs more students into English in their first year, and as PACE and dual enrollment continue to request English classes, we need consistent, reliable staffing who are solely committed to Moorpark College. English instructors are very active in campus service and leadership, providing more than just classroom instruction: Multicultural Day, One Campus One Book, New Faculty Orientation, and English Transitions (outreach to local middle and high schools) are all led or co-led by English faculty.

Contact Person for Request: Sydney Sims

Resource Category - Where does this request belong?: (A) Faculty Request

Funding Source: General Fund

Priority: High

Replacement Item: No

(A) Active Request - Provide hot food and an inviting gathering place for students. (Active)

Justification: Students need to feel welcome and supported in their educational environment.

Contact Person for Request: Monica Garcia

Resource Category - Where does this request belong?: (C) Facilities Need

Funding Source: General Fund

Priority: High