

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

We are grateful that RAPP provided overall positive feedback on the Comprehensive Program Review submitted in 2023-24.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

There are no major changes/updates that have occurred in the areas covered in the last submitted program review.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Outreach to NextUp and Guardian Scholars Coordinator Flora Payne has been started to begin conversations about how English faculty can better support Foster Youth students' success in EWRT courses. An idea that we are discussing is to pilot reserving a number of seats in a section of an EWRT 1A (possibly an EWRT 1A + LART 250 bundle) for Foster Youth students, to see if being part of a class community with an embedded course tutor and support of a NextUp of Guardian Scholars counselor might help the success of those students.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We are writing two new Noncredit courses and a Noncredit Certificate for these courses in Writing and Reading Skills for Career and College Success, with the aim to offer these courses and certificate starting in Fall 2025. The targeted population for this course includes adult education students, students without a high school diploma, students with disability accommodations, and students who have not succeeded in transfer level English to help them improve writing and reading skills for career advancement/mobility or for success in transfer level English and other courses.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

No resources have been requested.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

N/A

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>These are the SLOs for EWRTD001A - Composition and Reading:</p> <ul style="list-style-type: none"> • Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies. • Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>For the EWRT 1A+LART 250 Bundle courses piloting using a common book (<i>First Gen</i>, by Alejandra Campoverdi) together in Fall quarter 2024, the methods of assessment of the SLOs were: 1) having students write about their own lives, modeling Campoverdi's narrative; and 2) writing analytical essays about <i>First Gen</i>; 3) producing a portfolio of EWRT 1A passing-level essays by the end of the quarter; 4) student reflection on their responses to <i>First Gen</i> and how it resonated for them, how they felt connected to the author and her story; 5) written reading response annotations on post-it notes pasted onto the book</p>

<p>Summary of Assessment Results</p>	<p>--one instructor noted it was the first quarter in which 100% of her students who qualified to turn in the portfolio passed the class</p> <p>--another instructor reported: 1 section: 5 not passing out of 20 1 section: 3 not passing out of 24 I would say from the 2 Bundles 5 or 6 of students who didn't pass needed a 200-level course (e.g. pre-transfer level course), 4 of them were with DSS</p> <p>--another instructor reported: <i>over 90% in one bundle passed and about 85% in the other bundle section passed</i></p>
<p>Reflection on Results</p>	<p>Responses from faculty who participated in the book pilot:</p> <p>“I would say for the Latinx community, it was a strong success. One student wrote way to much story because that how much memoir spoke to her. I had to tell her to save her google docx for future memoir and edit down to 4 pages, and I suggested she take Creative Writing course here at De Anza. She definitely unlocked a lot about her identity and resonated with Campoverdi’s experiences; she mentioned in one reflection journal, that she went to the Wellness Center to talk to a counslor. One of my AAPI students is a DSPS student. He wrote an essay about how privileged he is to get DSPS support as he takes his journey because his mother, who is a first gen immigrant, fought for him to have the supportive services so he can thrive and have a sense of autonomy.”</p> <p>Another instructor shared: “ They all just had so much to write about! Popular topics: parentification, generational trauma and breaking the patterns, risk-taking for First Gen Students. They really admired Campoverdi’s tenacity and candor! Many students wrote 6 pages for this essay! They loved our creative clay project where students made a medallion representing a challenge they have faced along with one that represents a strength/awareness that came out of it.</p> <p>A student who was born in the Philippines who has lived in Milpitas since grade school started the quarter really weak with grammar, essay structure, development and analysis, but he got a B- on the Campoverdi Essay. He wrote well on parentification and invisible inheritances, improving in all the areas I mentioned, which were quite weak at the beginning of the quarter. I wasn’t sure if he would pass at that point. He even developed a sense of voice in his writing.”</p> <p>--another instructor reflected: “Thanks for including me [in the pilot]! I been trying to teach students to name their feelings as a beginning step toward addressing their needs or concerns, especially when it comes to their academic identity. I feel like this memoir helped me do</p>

	<p>that. Also, the students learned to be mindful of their stress and found coping mechanisms including naming what they feel and creating a goal for themselves to work on so they can make until to the next week. I think Campoverdi’s genogram helped them thrive and stay hopeful whether they ended up passing or not passing EWRT1A.”</p> <p>Another instructor shared that she organized a field trip for her students to visit the Euphrat Museum exhibit and write about connections they observed between the artworks and the Campoverdi common book. This deepened their connection to the text and</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Continue using the common book (class loaner copies of the book which were purchased by the division through a grant enables students to not have to purchase the book). Instructors enjoyed the resources shared with each other in a Canvas course shell created around the book, in which things such as quizzes, an Into activity, vocabulary lists, and essay prompts were uploaded for sharing. It was also a moral boost talking with other faculty about how students responded to the book at a meeting of faculty participating in the common book pilot.</p> <p>Faculty reported that participating in the common book pilot for the ewrt 1A+LART 250 Bundle sections built a stronger sense of community between faculty as well as amongst students in the same sections of the class. Because the instructors held a Spring 2024 retreat in which they shared pedagogical ideas and strategies for the book, they used the retreat time to build up the Canvas site of shared resources more robust and were more excited to teach the book the following Fall. They also reported students, especially students who were children of immigrants and Latinx students, having a lot to say and write about the text because they experienced similarities to the author’s experience.</p> <p>Continuing to share instructor ideas for essay prompts and reading/annotation strategies, as well as creative activities that foster more student engagement and community building. Maybe have a sharing of student responses to the book and/or consider inviting the author to do a speaking engagement</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The English Department continues to focus on equity and student success. Their efforts to adapt their curriculum and student support following AB 705 continue to reflect positively in the throughput of students in completing transfer-level writing. They are also actively seeking methods to address the needs of students who need more support and struggle to pass their transfer-level writing. These methods include new noncredit curriculum and updating their collaborative work on the bundle courses. I commend the English Department for their consistent efforts to improve their equity gaps, to increase access, and to promote success.