De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: English Department

2. Name of individual(s) completing the form: Karen Chow and Roseanne Quinn, Department Co-Chairs

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   The RAPP feedback in 2023-2024 was overall very positive and there were no suggestions for changes. RAPP feedback in January 2025 asked for more progress reported on the department's two goals, as well as student success numbers

4. Describe any changes or updates that have occurred since you last submitted program review (program review submissions).

Since our last program review, we have had one additional retirement of a full-time faculty, and we have established two new Noncredit courses (EWRTD501A : Introduction to Fundamentals of Writing, Reading, and College Preparation; and EWRT 501B: Advanced Fundamentals of Writing, Reading, and College Preparation) and a Noncredit Certificate for these two courses. 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. We are continuing conversations with Guardian Scholars faculty counselor Flora Payne about potentials for setting up a learning community for Guardian Scholars.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?

Supporting Foster Youth & Low Income students	Collaborate with the NextUP and Guardian Scholars program on professional development for faculty to learn more about Foster Youth issues, and invite NextUP and Guardian Scholars counselor/students at least once a year to engage us in discussing how to better support Foster Youth & Low Income students in our classrooms	Department chair & faculty	NextUP and Guardian Scholars, English faculty, LAD Dean, and Dean of Student Development and EOPS & learning communities	Discussion of how, with the existence of no student success cohort dedicated to this population, there is no way to identify FY and low income students, so discuss and put into practice: regular substantive interaction and use of promising practices from the Partners and Learning Equity Series	We are asking faculty to look at their course data for Foster Youth success and we have been discussing serving how to support student basic needs in department meetings	Increasing faculty awareness about what we as a campus have learned about Foster Youth from the Spring 2025 Partners in Learning summary of students' feedback on challenges and best instructional practices
Increasing interest in English majors	Increase the number of English majors through inspiring literary events and celebratory outreach; collaborate withBlack and Latinx student interest clubs and/or student success programs on planning at least 2 events per year	Literature Committee Chair & committee faculty	Student Success Cohort programs and student Black and Latinx affinity clubs/groups	Enrollment numbers, Student success numbers, and qualitative data (discussion forum questions from students such as what's working well for students) ; updates on collaborations ; department meetings & committee meetings	We are asking ELIT faculty to look at their course data for Black and Latinx students Need ability to offer more ELIT courses that center diversity such as Young Adult and Ethnic Lit and World Literature	We are having more department discussions about Teaching and Learning Strategies to Narrow Equity Gaps resource from the Professional Development Office; Creative Writing has received a grant to publish more Rising Scholars (system impacted students), and will be creating more mirrored noncredit to support more access; There is in development a noncredit certificate in

						desktop publishing

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

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

   English department has not requested additional resources.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

   Our department continues to offer Bundle courses (ENGL C1000 with LART 250 corequisite) which has a high enrollment of students from disproportionately impacted populations. English courses (typically ENGL C1000 and ENGL C1001) taught by English department faculty are in every student success cohort on campus (FYE; REACH; Puente; Umoja; IMPACT AAPI, Pride) and those courses do show higher success rates than courses that are not in learning communities. So, scaling up resources to have more learning communities with ENGL courses would probably result in increased success rates in ENGL C1000 and C1001.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. 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)

Learning Outcome (SLO, AUO, SSLO)	*Student Learning Outcome:** Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.
Method of Assessment of Learning Outcome (please elaborate)	Reading the following rhetorically and culturally diverse major texts: *They Called Us Enemy* by lead author George Takei (graphic memoir)*; A Raisin in the Sun* by Lorraine Hansberry (drama); *The Tequila Worm by* Viola Canales (young adult novel) and responding directly in Discussion Forum posts. The major assessment is from a Midterm essay on the first two texts and a Critical Textual Analysis on the last text.
Summary of Assessment Results	For the course in total, which was an EWRT 1A (newly named ENGL C1000 this fall) taught fall 2024 with the REACH student-athlete learning Community. The assessments of the major reading and essay assignments listed above led to an overall Student Success Rate, for the course, of 89% which is positive and demonstrably higher than the overall rate for all students.
Reflection on Results	Reflecting on this positive result, we decided to look back at the overall success rate for students who took the above course with the same REACH Learning Community student-athlete cohort and the same instructor, and who continued with the EWRT 2 (now named C1001) in the following winter 2025. This success was even higher at 94%. This demonstrates that the positive experience of the Learning Community and staying together for two successive quarters (studying similarly diverse rhetorical and cultural major readings) is working well for this particularly SLO and overall.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	A major department strategy is to continue to support all of our Learning Communities, as the English department offers a core course in all of them, and to advocate for adding more Learning Communities, with English courses, as students and faculty request them.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The English Department continues to make steady progress in advancing equity and supporting students in foundational reading and writing. The creation of two new noncredit courses and a corresponding certificate reflects a thoughtful response to the needs of adult learners, students without a high school diploma, and those seeking to build skills for transfer-level English. I also appreciate the department's engagement with NextUP and Guardian Scholars, and its focus on strengthening faculty understanding of how to support Foster Youth and low-income students.

The department's efforts to increase interest in English majors, expand culturally diverse literature offerings, and deepen engagement with learning communities demonstrate a commitment to both equity and disciplinary vitality. Assessment results showing strong outcomes for REACH students affirm the value of this work. Continuing to broaden access to learning community pathways and equity-centered curriculum will further strengthen student success across English courses.

11. Vice President/Associate Vice President Comments:

The English Department continues to demonstrate strong leadership in equity-centered instruction, foundational skill development, and student success. The creation of new noncredit writing and reading courses and a corresponding certificate expands access for adult learners, students without a high school diploma, and those seeking preparation for transfer-level English. The department's deep engagement with learning communities including FYE, Puente, Umoja, REACH, IMPACT AAPI, and Pride has produced consistently higher student success rates, particularly for disproportionately impacted students. Collaboration with NextUP and Guardian Scholars further strengthens faculty capacity to support foster youth and low-income students. Continued expansion of learning community pathways and culturally responsive literature offerings will further advance access, persistence, and completion.