

Program Review, Analysis, and Planning

Department Name: English Writing/Reading Center

Data Analysis

Based on data provided by ORPIE:

- Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

The average ENGW FTES/FTEF is lower than the college-wide average, as is average enrollment. There are several reasons for this. ENGW courses are not transfer or Pathways courses, nor are they pre-requisite or co-requisite courses, but rather self-paced, fractional-unit credit intensive courses, so only that segment of the student population willing and able to seek out additional instructional assistance above and beyond their transfer-prep course load would enroll in ENGW courses. In addition, the associated costs of enrollment, as well as several courses requiring textbook purchases and the required lab-hours affiliated with course completion for all ENGW courses, would also account for their lower enrollment/FTES.

- What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

The factors mentioned above constitute some of the key contributing factors. However, as regards the downward trend in overall enrollment numbers in the past five or six years in particular, another relevant factor would be that this reflects the pattern of declining enrollments in all programs and services across campus in general, most forcefully indicated by the recent transformation in GWC's change in college-size status (and corresponding change in funding). Lastly, in the wake of AB705, GWC has in the past year or two dramatically decreased its level of funding and support and offerings for pre-transfer level courses in ESL and English, the primary areas from which ENGW courses draw their students. As these offerings disappear from campus, so have many of the students who depended on them in their efforts to prepare for work in transfer-level/Pathways courses like English 100. The move to enhanced noncredit, which will save money under the new funding formula and also allow for course repeatability of ENGW 020 and others, could address this decline in substantive ways.

- Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

We are currently underway on a process to transform credit-bearing ENGW courses to enhanced noncredit ENGW courses this coming year, as well as linking this to new bundled certificate programs. This will help us serve our distinct populations by reducing costs and improving access. We are also in discussions with the ESL department to consider developing a

possible new co-requisite model aligned with their new ESL 061, 062, and 063 courses, which would allow us to be inclusive of an even wider contingent of our student population.

- How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our ENGW course success rates have consistently outperformed GWC's overall course success rates. To compare just the three most recent years, in 2015-16 our success rate was nearly double that of GWC's (69.6% to GWC's 36%); the following year, the ENGW course success rate was nearly twenty percent higher than GWC's (71.6% to 53.8%); and this past year, ENGW course success rates were even more than twenty percent higher than GWC's (72.2% to GWC's 49.6%). Additionally, our ENGW course success rates have improved each year, over and above the previous year's high success rates.

- Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

Nearly all success rates for all different demographic groups have been stable or improved since the previous Program Review cycle in 2015-16: Native Hawaiian/Pacific Islander success rates have been stable and consistent; Black or African American student success rates have improved; Asian student success rates have improved, as have those of Hispanic/Latinx and White students. The only demographic group experiencing disproportionate impact in any fashion would be students designated as Two or More Races, and in this case, this was only true in one semester. By the following semester (Spring), that demographic group also had improved success rates since the previous Program Review.

- Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

The ENGW courses, being self-paced elective courses for writing instruction, are offered by the Writing Center, which is not a department as such, and therefore does not award degrees. However, in the wake of AB705 and the ongoing calls for statewide acceleration options, the Center is in discussions about the possibility of bundling enhanced noncredit ENGW course offerings as part of a certificate program in the near future.

- Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Not applicable, except to say that the work students in ENGW courses do is instrumental in their overall writing and campus success, so that the Center provides an invaluable service in the path toward transfer readiness.

- Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Not applicable.

- Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

Yes. As has been confirmed by GWC's Office of Institutional Effectiveness, all ENGW SLOs have been assessed for the current Program Review cycle.

- Did your department review all Course Outline of Records in the last 6 years? If no, why not?

All CORs have been reviewed, but not all needed changes to them have yet been implemented, while others are currently in progress. For example, the most recent reviews of the course outlines of record for ENGW 001, 002, and 003, when placed alongside Center offerings and expectations and needs, have indicated that these courses will be suspended and retired. These were low-enrollment courses where the online components created additional costs to the campus through its arrangement with Pearson; in addition, Pearson's materials have remained insufficiently aligned with ADA compliance expectations. As another example, the ENGW 025 course, which aids students in the process of preparing their writing materials to apply to the UC system, is also in the process of being revised to better align with current UC application procedures, models, and expectations. Lastly, several other ENGW course outlines of record will be adjusted when the aforementioned processes of movement to enhanced noncredit, bundled certificate, and possible ESL co-requisite options take shape in the coming year.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The landscape of the campus, its declining enrollment numbers, its new funding model, its administrative leadership changes, its recent ENG and ESL curricular changes, and the advent of AB705 and its aftermath all present a very different environment than that described in the period of the previous Program Review. For these reasons, a number of the key goals have shifted in response to these changes. One that has not changed is the effort to address the non-repeatability of ENGW courses. After unsuccessful efforts a year or two ago to secure exceptions for ENGW courses to this campus-wide restriction, the emphasis has now shifted to conversion of these courses to enhanced noncredit, a plan currently underway. Once this has been successfully implemented, the non-repeatability problem will have been completely addressed.

Another priority identified in the previous Program Review cycle was to expand awareness of Center offerings and outreach. Since that time, we have dramatically increased the class visits conducted by coordinators, faculty, and staff of the Center, not only to English and ESL courses but into classes from other disciplines as well. Simultaneously, we have greatly expanded our hosting of instructors and their

classes in orientation sessions in the campus itself, conducted by coordinators, faculty, and staff. Relatedly, we have produced new and updated WRC informational and promotional materials that have been provided in a more systematic and widespread way to new and returning faculty (part-time and full-time). We have also done more outreach to faculty in other departments and disciplines to take part in our Basic Skills workshops and direct their students to the many benefits to be derived from greater usage of the Center for their related disciplinary instructional needs.

Lastly, in the previous Program Review cycle, we identified greater tutor training as a priority. This has been achieved in a myriad of ways. In the intervening period, we have hired five new and highly educated and experienced instructors with special expertise in English composition and ESL. We have also hired our first graduate tutor fluent in Vietnamese, which has been of great value to our Vietnamese-language speaking student population. All instructors and tutors have received clearer assistance in training in, accessing, and utilizing our ENGW Canvas platforms; and our current staff is among the strongest we have had in many years: highly motivated, engaging, knowledgeable, hard-working, and conscientious. This wide range of improved training and support has made the Center a far more effectively functioning entity as a result.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

The Center is eager to continue working on strategies for increasing enrollment. We will also be looking at how best to update, revise, and expand course offerings to address the greatest instructional needs of our student populations in the post-AB705 environment. Additional effort will be made to reduce costs for students wherever possible. Lastly, we are eager to identify opportunities to work with administrators to cultivate an environment in which there is greater long-term institutional support for the Center and its central instructional missions.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1:</u></p> <p>Increase enrollment</p>	<p>Enrollment data</p>	<p>Converting ENGW courses to enhanced noncredit/bundled certificate</p>	<p>Transfer Degrees Certificates Career advancement College readiness</p>	<p>Student Success Equitable Achievement Learning Environment Communication Engagement Resource Optimization</p>	
<p><u>Goal 2:</u></p> <p>Update, revise, and expand course offerings</p>	<p>Input from English/ESL departments regarding key needs and partnership opportunities</p>	<p>Consultation and partnership with faculty</p>	<p>Transfer Degrees Certificates Career advancement College readiness</p>	<p>Student Success Equitable Achievement Learning Environment Communication Engagement Resource Optimization</p>	
<p><u>Goal 3:</u></p> <p>Reduce costs</p>	<p>Cost data under old formula vs new funding formula</p>	<p>Revise curricula where relevant; suspend/retire courses where relevant; research OER options where relevant</p>	<p>Transfer Degrees Certificates Career advancement College readiness</p>	<p>Student Success Equitable Achievement Learning Environment Communication Engagement Resource Optimization</p>	