Feather River College

PROGRAM LINK TO COLLEGE MISSION

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

PROGRAM VISION AND GOALS
1. Describe the goals of the program and how these relate to the FRC Mission.

The English program at FRC serves three primary academic purposes: providing core curriculum instruction for all students, instruction for the English major, and writing support across other disciplines.

The first of these three purposes, core curriculum instruction, provides the students at FRC the courses that are required for their general education requirements, transfer to 4-year institutions, and college- level writing skills. There are three main areas (ENGL 101, 102 or 103, and ENGL 119 or 120) required for the general education path or for transfer, as well as several courses that provide students with options for their humanities elective requirements.

The second primary academic purpose for the program is to offer students a major in English, resulting in an A.A.-T degree. The A.A.-T in English provides students with a solid knowledge in literature and culture of the Anglophone world. Through the study of literature, students develop an understanding of important themes that have been present throughout the history of the English speaking world and an understanding about how these themes have shaped thought and literary expression. The major is based in writing, discussion, development of interpretive skills, and the application of critical thinking methods in a wide variety of situations.

The third purpose of the department, writing support across other disciplines, includes English courses that are cross-listed or which count in other degree pathways, as well as English courses developed for upper-division curriculum in support of existing and proposed A.S degrees. In addition, the English Department supports Student Services' First Year Experience initiatives with writing workshops, the Book in Common, and ongoing Writing Across the Curriculum workshops for faculty and students.

Each of these academic purposes relate to the FRC mission by offering a variety of courses to help students obtain various degrees, transfer preparation, and workforce preparedness skills. The program also offers a variety of instruction, including face-to-face, hybrid, and online courses. Further, we offer correspondence courses through our Rising Scholars (ISP) program.

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Altogether, the goals of our program are: to prepare the general student population with transferable written and oral communication skills; to prepare the English major with foundational preparation in literary study, communications, and writing; and to enhance the learning community at large through elective courses, real-world experiences such as the Student Research Symposium and *Cambium,* the Fine Arts and Humanities journal, and through workshops for students and faculty, including the shared experience of the book in common.

2. What have been some program accomplishments since the last program review?

Since our last program review, the English Department has added a new full-time faculty position to support student instruction. The Department has also committed to several initiatives on campus, including First Year Experience (which includes supporting student attendance at campus events and the Book in Common initiative), the Student Research Symposium, *Cambium*, the River Writers, and committing to Writing Across the Curriculum instruction for faculty and student improvement.

- First Year Experience (FYE): Working in conjunction with Student Services, the department created a shared assignment, a Personal Essay that each ENGL 101 student completes within the first three weeks of the semester. This assignment is meant to empower new students by asking them to situate themselves in the academic community and to reflect on why they are here. The Book in Common is also administered by the English Department in support of FYE, and all sections of 101 are assigned this book.

- Student Research Symposium: Since 2018 the Department has developed, organized, and hosted the Student Research Symposium each semester. It initially included all 101 sections but quickly expanded to include student presenters from across campus. Today, it reflects participation from Math, Business, the sciences and social sciences, from several courses in the English discipline, as well as some upper-division presenters in the B.S. program and Outdoor Recreation Leadership. It is truly a cooperative effort, relying on a tremendous amount of faculty and staff participation and significant aid from Student Services. The symposium has become a tool for multi-modal learning and performance.

- *Cambium*: This Fine Arts and Humanities journal showcases student work from across campus and is open to community members as well. Along with the symposium, *Cambium* is a true community building endeavor honoring the creative impulses of our students. The English Department collaborates with the Art Department to gather and screen contributions with the help of one or more student editors. We have produced two annual issues thus far.

- River Writers: River Writers supports English majors and other students interested in creative writing of all kinds. It is an approved club that meets weekly, sharing readings, developing writing, and sponsoring student events.

Work with the First Year Experience initiative and the Research Symposium help to meet all seven Campus Wide Student Learning Outcomes (CWSLOs) by providing students with many opportunities to get involved in their community, achieve goals, meet deadlines, and communicate effectively. The department has also worked to ensure that the Research Symposium is interdisciplinary, so these opportunities are being offered to students outside of our program.

Cambium and River Writers both help students to meet CWSLOs 1, 2, 5, and 6. Both of these opportunities also provide students a unique opportunity to engage in writing that is personal and showcase their abilities in and out of the classroom.

Education Summit Connectivity:
Finally, over the past few years that FRC has hosted the Educational Summit connecting regional faculty, the English Department has developed a strong relationship with local high school Humanities instructors. This enables us to think of possible through-lines in curriculum, creates trust and a healthy exchange of ideas, and it often emboldens our peers' students to try co-enrollment in classes at FRC. Future endeavors include a once a semester meeting with the district English Department to continue ongoing conversations with the secondary teachers as well as a mid-year meeting with the entire Arts and Humanities group from the annual Summit.

3. What support does the program need to assure its continued success? Explain by referring to specific program goals and objectives.

Several of our department initiatives impact all students, not just English majors. For example, Writing Across the Curriculum is an initiative that is intended to support faculty and students in writing in multiple disciplines. The Student Research Symposium is another initiative that is open to all students, and many faculty outside of our discipline have classes that participate in the Research Symposium each year. Through interdisciplinary work, students learn to reflect critically on issues and strengthen their critical thinking skills. This directly relates to several CWSLOs, but particularly is relevant to number two. Making connections between ideas and disciplines is particularly important and is a great asset for students moving forward in their education or careers.

The English Department needs the full support of Instruction and Administration. We reach nearly every student on campus, and therefore our offerings have among the widest-ranging effects on student success. Likewise, the English Department, through the Student Research Symposium and *Cambium*, and our cooperative efforts with the Art Department, Student Services, and other departments, contributes tremendously to the campus community at large. By supporting student research, students' creative endeavors, and requiring students to attend other campus events, the English Department highlights student engagement and campus life. To these ends, to assure our continued success the Department requires a timely and successful search for a third, tenure-track, full-time faculty hire. There was some resistance to filling this position last year, which resulted in an untimely process and the demotion of this position to an interim basis. It is imperative that this be a full-time, tenure-track position once again. Too much good work is being done by this department on behalf of too many hard-working students to lose sight of the necessity for dynamic, full-time faculty engagement. With the possible addition of a second B.S. degree in the CTE Division in the

coming year, the required support from the English Department only increases our need for a third full-time position. It would be an exceptional loss to our students should this position disappear.

Secondly, we need the support of Advising. Although we have courses that currently transfer well according to IGETC requirements, several of our classes have suffered from diminishing enrollment. The perception that literature courses, for example, create roadblocks in student progress is patently untrue. So is the idea that students don't want to take an additional English course. Further, as forthcoming changes in transfer requirements shift students farther from the humanities, it will be even more imperative to find ways for students to explore their interests, surprise themselves with classes they might not otherwise have taken, and to honestly live up to the liberal concept of a "Breadth" requirement in a well-rounded education. The English Department has worked with Advising to shift these classes to more desirable time slots and we've begun scheduling online offerings. Both of these moves have helped with enrollment somewhat. The downward trend is disheartening, however, but need not be inevitable.

STAFFING
1. How many full-time and part-time faculty teach in this program (in-person, online, and ISP)?

Currently, the English department has three full-time faculty members. Last year, 2022-23, one of our full-time faculty members retired and our department has hired an interim replacement for the 2023-2024 academic year, with the intent to run a search in Spring of 2024 for a full-time, tenure-track replacement. All full-time faculty teach a combination of face-to-face, hybrid, online, and/or ISP courses, depending on current department needs. Our department also has two associate faculty members. One of these associate faculty members teaches face-to-face and online classes for our campus-based students and teaches a course for the ISP program. The other associate faculty teaches face-to-face courses on campus. We also have three associate faculty members who teach in our ISP program, all of whom work remotely.

With our current staffing, approximately 83% of our online and on-campus (i.e., excluding ISP) courses are taught by full-time faculty (approximately 15-16 courses a semester by full-time faculty and 3-4 by associate faculty).

2. What changes to staffing, if any, could make this program more effective for course offerings and student success? Also, how could staffing changes contribute to other programs and towards improving student interest and success in the program?

Currently our third position has been filled with an interim one-year appointment due to a late search in Spring 2023. The pool was small but robust, but our timing limited our choices of candidates. The current plan is to fill this as a full-time, tenure track position in Spring 2024. This will be an important addition to our department as we need to support core writing requirements for all students as well as English majors and other interdisciplinary and writing across the curriculum needs. These goals require three full-time faculty members.

The department also continues to support other majors by offering two Humanities courses and Film Appreciation, both of which help fulfil area C requirements. We have recently extended these as online offerings, which has enabled more students to progress smoothly. Additionally, we offer capstone courses for the Equine and Ranch Management bachelor's degree and have open discussions with the Environmental Sciences department to help support their students for the future Ecosystem Restoration and Applied Fire Management Bachelor's of Science degree.

Student interest and success in college often hinges on their success in English. Our department is currently the largest department at FRC and has the unique experience of offering courses to all degree-seeking students. Beyond our cooperative interdisciplinary engagement and fundamental engagement in Student Services initiatives, department members are highly involved in student affairs as active committee members and club advisors. Each of us maintains membership on either 2 or 3 committees, we advise the River Writers and Eagle Pride clubs, create and produce the annual edition of the college literary and arts journal, *Cambium*, participate in multiple campus events in support of DEI and other initiatives, work with administration and faculty flex to help support faculty and students in Writing Across the Curriculum, and represent both clubs and the department at events on campus for new and prospective students.

We also work with many FYE initiatives and support these endeavors in our classrooms. As expected, this amount of coordination and staffing requires a large time commitment by our faculty and department chair. Currently, our department chair does not receive a stipend. Between full-time faculty and associate faculty on campus and in ISP, scheduling, managing, and coordinating is a large and sometimes onerous undertaking, unlike most of the other one or two-member departments at Feather River. Providing a stipend for this position would greatly enhance the efficacy of the program.

CURRICULUM
1. Describe the educational pathways the program offers: completion of general education, certificates, associate degrees, bachelor's degrees, and/or transfer degrees.

The English Department currently provides options for three of the required core English areas (ENGL 101, ENGL 102/103, ENGL 119/120) to the general student population, as well as a broad selection of elective courses that fulfill General Education and transfer requirements to the student body as a whole. To better serve our students' ability to transfer, we have built ENGL 110, which works with literature and literary studies in critical thinking contexts, thus providing another avenue for student success. Additionally, we have worked on building a course within our department that will satisfy the Ethnic Studies requirement for all students.

Within our department we've developed an A.A.-T. for English Majors. While there are no discrete pathways through the transfer degree, it captures areas of literary study, creative writing, Film Appreciation, and Humanities. Lastly, we currently offer two of the capstone courses for the Equine and Ranch Management bachelor's degree and are working with the Environmental Sciences department to see how we can support their incoming bachelor's program in Ecosystem Restoration and Applied Fire Management Bachelor's of Science.

2. What changes and conversations have occurred in the program to incorporate equity-minded curriculum? Examples from specific courses may be included. *See the Building Equity into Curriculum and Reducing Barriers to Learning (i.e., ideas, checklist) in the appendices to guide this reflection.*

By its very nature, the English classroom compels equity-minded discussion and our syllabi reflect reading, writing, and multi-modal assignments with respect to diversity and inclusion. For example, one reading sequence in our Critical Thinking textbook focuses on "Identity," and covers issues of race, gender, and sexuality. Other sequences explore autobiography and problems in education. Combined, these readings invite self-exploration and incite reasoned argumentation. Recent iterations of our literature courses have focused on queer and ethnic authors and have examined indigenous knowledge. Gender Studies figures powerfully in our writing, communications, and literature classes as well.

On the other hand, AB705 underlined challenges to equity when it comes to persistence, retention, and student success in Math and English. From 2018 through the Covid years the Department placed embedded tutors in writing classes as a response. These tutors were high-achieving students who were then trained and paid to work with their peers in and sometimes out of class. They were especially effective during Covid at finding and helping isolated students in need. The program has been sidelined since 2021, when our department began to offer a 1-hour co-requisite course, ENGL 100, that students who need additional support in ENGL 101 can enroll in instead. This course attempts to bridge some of the skills gaps that students come to us with; however, enrollments in this course have been low. It is our hope that in the future, we will be able to offer this course as a zero-fee course if we are able to get it funded. This will allow more students to have access to the course due to the fact that cost, especially for out-of-state tuition, can be prohibitive.

Another response to AB705 is our commitment to supporting Writing Across the Curriculum on campus—both by offering faculty trainings and workshops and student-centered workshops.

The department has also undergone a major revision to our ENGL102 course, creating a new course to take its place: ENGL 110. This course is offered online or hybrid in-person and is designed to transfer as an option for students in place of English 103. Both are critical thinking and reading classes, with ENGL 103 focusing on non-fiction essays and 110 focusing on critical analysis of literature. The goal for this class is to increase transferability, as the current 102 doesn't transfer as well to the CSU and UC system, as well as other small colleges that use the IGETC for transfer, and that many of our athletes transfer to after their time at FRC. Offering this course online also allows students more flexibility with their learning plan, which is critical for students who live in more rural areas, high school dual-enrollment students, and student athletes who need flexible schedules for their athletic obligations.

English faculty have also maintained committee membership on the Diversity committee and have engaged in planning and coordinating several diversity initiatives on campus such as Women in STEM night and bringing the Stonewall Alliance to campus for faculty and student training. Faculty

member Will Lombardi also serves as the Eagle Pride advisor on campus and works closely with this student group to focus on diversity and equity related to LGBTQ+ issues on campus. Faculty member Nikki Grose has volunteered to serve on the Equity Plan taskforce with Michelle Petroelje in the 2022-2023 revision.

The Book in Common Initiative also provides us with the opportunity to bring issues of diversity and equity to campus. In recent years we have selected books that directly or indirectly focus on issues of diversity and equity that face our culture: *Evicted* by Matthew Desmond, which looked at race and homelessness; *The Devil's Highway* by Luis Urrea, the story of illegal immigration from Mexico; *How to Be an Anti-Racist,* by Ibram X. Kendi*,* which offers a fresh look at racism in America; *All We Can Save*, a collection of essays by women on climate change; and *The Best We Could Do,* by Thi Bui*,* exploring Vietnamese immigration. All of these texts, as well as future texts used as the Book in Common, can serve as a discussion base for multiple classes on campus as well as the campus community as a whole. These offer our students a unique opportunity to engage in conversations regarding diversity and equity in our society.

Lastly, the department is working towards offering more options for zero-cost textbook classes (utilizing OER when possible) in order to address issues of equity. This undertaking will require careful consideration to balance both student needs and access to achieve higher completion and success in English classes. By offering alternative options for readings for students, we hope to reduce barriers that may prevent successful completion or retention.

3. Discuss how the program incorporates sustainability efforts, goals, or conversations in its curriculum?

Since 2016, our Book in Common initiative has included four texts that focus on environmental issues. *The Sixth Extinction* by Elizabeth Kolbert examines life in the Anthropocene, and *A Fire Story* by Brian Fies offers a first-hand account of the devastating effects of wildfire in California. *All We Can Save*, edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson and *Breathing Fire*, by Jaime Lowe, both highlight issues of sustainability and conversations about the environment and our role as stewards of the world around us. They also offer students and faculty the opportunity to discuss critical issues facing our world today, specifically issues that are important in our community—conservation, wildfires, fire prevention, and responsible land management practices.

Since 2017 the Department has offered ENGL 180: Nature Literature in America each Fall semester. This course explores issues in environmental literature, history, and philosophy. It invites students to explore their place in the natural world, thereby developing their own personal land ethic.

We are currently working with the Environmental Studies department on course integration into the new Ecosystem Restoration and Applied Fire Management Bachelor's of Science degree that was recently approved. The goal is to develop new coursework such as Literature of the American West and Environmental Humanities, and to revise existing coursework, such as ENGL 180, ENGL 310,

and ENGL 416, to help the program meet the student needs for communication, research, and critical thinking related to their program.

4. Discuss how course outlines have been reviewed, and what curricular changes have resulted from these reviews.

AB705 lead to the creation of a new course, ENGL100, intended to support students who have lower college-readiness in the disciplines of reading and writing. In 2021, this one credit course began to be offered as an option for ENGL 101 students to enroll in. The course is designed to bridge some of the skill gaps that students have.

The Department has also created a new course, which was derived from a major revision of ENGL 102. ENGL 110 is a four-credit course that will be submitted to the C-ID and UC system for approval. This course as an option for critical thinking (currently ENGL 103 is the main course that students take due to transferability).

Future goals in the coming year include a revision of ENGL 246—Women in Literature—to identify ways this course can count as the Area C requirement (currently only two literature classes are listed—180 and 245). We would also like to revise and review ENGL 170 and 172 for better alignment and transfer as Arts and Humanities credits.

We are in the process of collaborating with Katie Desmond, Interim Assistant Dean of Instruction, to revise some of the ISP student courses, starting with ENGL 180 that has received a first round of revisions for the 2023-2024 academic year. We are working with Dr. Desmond to align our courses offered to ISP students with on-campus offerings as much as possible and will continue to work on revisions for the ISP English courses. With equity in mind, part of these revisions will be to consider how the ISP courses can adopt OER to move towards zero-cost textbook options.

INSTRUCTION

1. How does the program develop course scheduling to meet student needs?

Table 1: Total Enrollment (%) by Instruction Method

Total Enrollment by Instruction Method

Legend: ■ F2F ■ Hybrid ■ ISP ■ Online
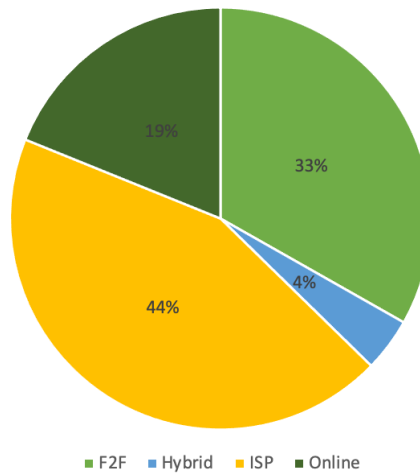
As illustrated in the table, our department offers courses in four methods of delivery—online, ISP, Hybrid, and Face-to-Face. Currently, approximately 44% of our enrollments are from ISP students. For our traditional students, which make up 56% of our average enrollments (2018-2022), 56% of students take face-to-face courses, 34% take online courses, and 7% enroll in hybrid offerings. By offering our traditional students a variety of choices, our department takes into consideration many scheduling needs, such as athletic schedules, students who live in more rural areas served by our district, high school students who cannot attend morning or on-campus classes, and non-traditional students who may have family or work obligations.

Additionally, we have also offered a course for the first time this semester (Fall 2023) that is simultaneously an in-person and online synchronous course with Zoom meetings and is an evening course. This course was scheduled with much consideration to the needs of community members, athletes, and those with limited transportation (as our community transportation does not offer hours that suit the needs of students who take evening classes nor does it reach all areas in our county).

Course development and revisions, discussed further in the curriculum section of this review, also help us to meet the needs of students by offering courses that transfer to a variety of higher education institutions in and out of the California system.

Our department regularly meets with advisors to review current trends in student course-taking behaviors, the need for online and flexible hybrid courses, and the current course needs of our students. At the heart of these discussions is the goal of offering students a variety of choice and flexible coursework for students to complete their degrees, certificates, and/or transfer requirements.

2. Describe effective and innovative teaching strategies (activities, projects, etc.) used by faculty to increase student learning and engagement.

The Research Symposium, chaired by Dr. Lombardi, has been a highly successful campus-wide event that engages students in rigorous research and provides them with a unique opportunity that many community college students don't have—to present their research to the campus and surrounding community .

Many of our classes are also based around student choice for projects, readings, topics, and other assignments, which increases student engagement and passion for learning.

Active classroom strategies that focus on discussion, "doing" instead of lecture, and real-world assignments and practice help students to increase their critical thinking, engagement, and overall learning in their English classes. Research has shown that active learning techniques can help students learn better and can be particularly impactful for underrepresented student groups.

ASSESSMENT

1. Describe how students have achieved Program-level Student Learning Outcomes (PSLOs). Explain how PSLOs are assessed and how assessment been used to improve student learning and/or curriculum? Please be as detailed as possible.

Each course in the English curriculum has course level SLOs that build on or address specific PSLOs. In this way, when CSLO assessments are completed by individual faculty members, we are able to access how students are achieving program-wide SLOs. Data achieved from the YES survey can also be used to capture student achievement for the PSLOs as all of our PSLOs are closely linked to the CWSLOs.

The department also plans to complete department-wide norming with specific consideration for the PSLOs in order to assess how individual faculty are helping students to achieve their SLOs.

One area for improvement would be an English major survey for graduating students to assess how well they feel they have achieved the PSLOs. Another survey for all core-writing or AA Liberal Arts: Arts and Humanities students could capture some useful data to help the department in assessing the achievement of the PSLOs.

2. How do PSLOs support college-wide SLOs (CWSLOs)? Please use the table below and example, to capture this support using the following scale: (0) PSLO does not address CWSLO; (1) PSLO scarcely touches on CWSLO; (2) PSLO addresses the CWSLO to a moderate degree; (3) PSLO strongly meets the CWSLO:

Table 2: Program Level SLOs and College Wide SLOs

	Commun-ication	Critical Thinking	Info Literacy	Ethics	Sense of Self	Inter-personal	Respon-sibility
Comprehend cultural and literary background of	3	3	3	1	1	3	3

the English-speaking world.							
In English, use written verbal expression to communicate information factually, argumentatively, and creatively.	3	3	3	3	3	3	3
In English, read, comprehend, interpret, and respond to a wide variety of materials touching on literary knowledge, society, culture, the arts, history, gender, politics, and philosophy.	3	3	3	3	3	3	3
Total Impact	**9**	**9**	**9**	**7**	**7**	**9**	**9**

As indicated by the data in Table 2, each of our program level SLOs meets to some degree each of the college-wide SLOs, with the strongest links being between using written and verbal expression and reading and comprehending a variety of materials and the CWSLOs. Each of these PWSLOs strongly meets each of the CWSLOs. For students enrolled in core-writing courses for all degrees, our program is instrumental in helping those students achieve the CWSLOs. For English majors, they continue to work towards achievement of the CWSLOs in each of their major-specific courses. For Liberal Arts: Arts and Humanities AA degrees, students also have the option to take several English courses in the completion of their degree. Between 2018 and 2022, outside of all students being required to take ENGL101, ENGL 102 or ENGL 103, and ENGL 119 or 120, 11 students completed their AA-T in English, and 105 students completed their AA in Liberal Arts: Arts and Humanities.

3. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs? Please use the table below and example, to capture this support using the following scale: (0) CSLO does not address PSLO; (1) CSLO scarcely touches on PSLO; (2) CSLO addresses the PSLO to a moderate degree; (3) CSLO strongly meets the PSLO:

Table 3: Program Level SLOs and Course Level SLO

	Comprehend cultural and literary background of the English-speaking world	In English, use written and verbal expression to communicate information factually, argumentatively, and creatively	In English, read, comprehend, interpret, and respond to a wide variety of materials touching on literary knowledge, society, culture, and the arts, history, gender, politics, and philosophy

English 010	2	3	3
English 100	2	3	3
English 101	3	3	3
English 102	3	3	3
English 103	3	3	3
English 119	2	3	3
English 120	2	3	3
English 128	3	3	3
English 170	3	3	3
English 172	3	3	3
English 180	3	3	3
English 228	3	3	3
English 245	3	3	3
English 246	3	3	3
English 252	3	3	3
English 256	3	3	3
English 257	3	3	3
English 277	3	3	3
English 310	0	3	2
English 416	0	3	1
Total Impact	**54**	**60**	**57**

As illustrated in Table 3, in the twenty courses used to assess the connection between the CSLO and PSLO, the score for each PSLO is between fifty-four and sixty, with sixty being the maximum possible This is an excellent indication that our courses meet the PSLOs and help students to also achieve many of the CWSLOs. The one area where the support is the weakest is in the English 310 and 416 courses, which were designed to support the Bachelor of Science Equine and Ranch Management Program. These courses do not address our first PSLO: Comprehend cultural and literary background of the English-speaking world. However, as these courses are not designed as part of the AA-T or AA in Liberal Arts: Arts and Humanities degree programs, we do not consider this an area of focus. These courses were specifically designed with the Bachelor's of Science in Equine and Ranch Management in mind. The PSLOs for Agriculture are as follows:

1. Theoretical knowledge, practical experience and skills of modern procedures reflecting the technology and science based nature of agriculture and animal resource management.
2. Knowledge of concepts and theories with a balance between production and protection of soil, plant, and animal resources.
3. An ability to analyze data and solve problems related to the agricultural field utilizing the scientific method.

4. A proficiency in critical thinking, reading, writing, and oral language skills in the agriculture occupational context.
5. An ability to enter employment in a field of agriculture or transfer to a college of agriculture at a four-year university.

ENGL 310 and 416 would be ranked a 3 (strongly meeting the PSLO) in their program SLOs 3, 4, and 5, showing the interdisciplinary nature of our coursework and how our courses and students are gaining valuable knowledge and skills related to curriculum across the campus.

4. What were the most important things your department learned from assessment? How has the program used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Reflection is critical to continuing to meet student needs in a higher education setting; as our culture and workforce shifts, so do the needs of students. Taking time to reflect on our courses, many of which were written before our current department members taught here, is an opportunity to assess whether these courses best serve our students and encourage persistence, retention, and successful completion of their English courses as well as their other educational goals.

Looking specifically at the information in this Comprehensive Program Review, it is clear that we need to do more work on identifying courses that need revision and working towards more articulation our course offerings. Anticipated changes to degree requirements from CalGETC also mean that substantial course revisions, additions, and possible removals will be necessary in the coming academic year.

It is also important for our department to prioritize norming sessions with all faculty members who are teaching English courses to ensure that there is a uniform assessment of our PSLOs and CSLOs. Adding some space for a conversation and assessment of CWSLOs and how they connect to our individual courses as well as our program would also be a step in moving towards a more consistent, standardized grading approach.

Lastly, creating a survey or some kind of data collection system to help capture student perceptions of the PSLOs for majors and CSLOs for all students would help us to continue to improve and revise courses to continue to best meet student and campus-wide needs.

STUDENT LEARNING AND SUCCESS

Tables 4-9 review data from Fall 2018 to Fall 2022. This data specifically looks at the retention and success of different groups of students, including retention and success by gender and race/ethnicity (noting the limitation that we only have data for binary genders), by athlete and non-athlete, by instruction method (ISP, F2F, Hybrid, and Online), and by ENGL 101 and 103, which are the most common core writing courses taken by students at FRC. It is our hope that this data will capture the overall patterns of success and retention in the years directly before Covid, during Covid, and now coming out of Covid.

This data shows some variation in success and retention rates, but overall student trends seem to show consistent rates of success and retention.
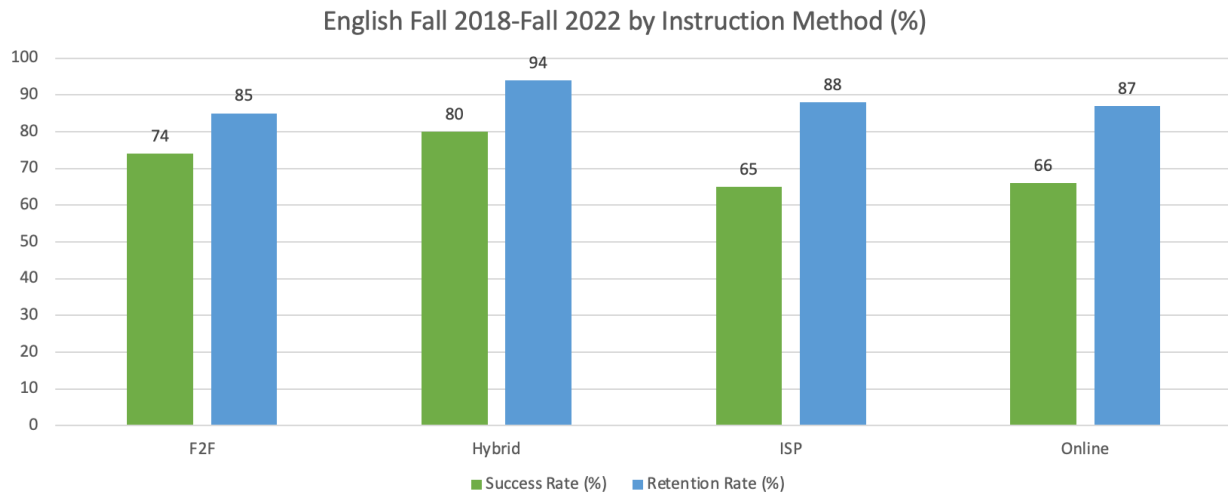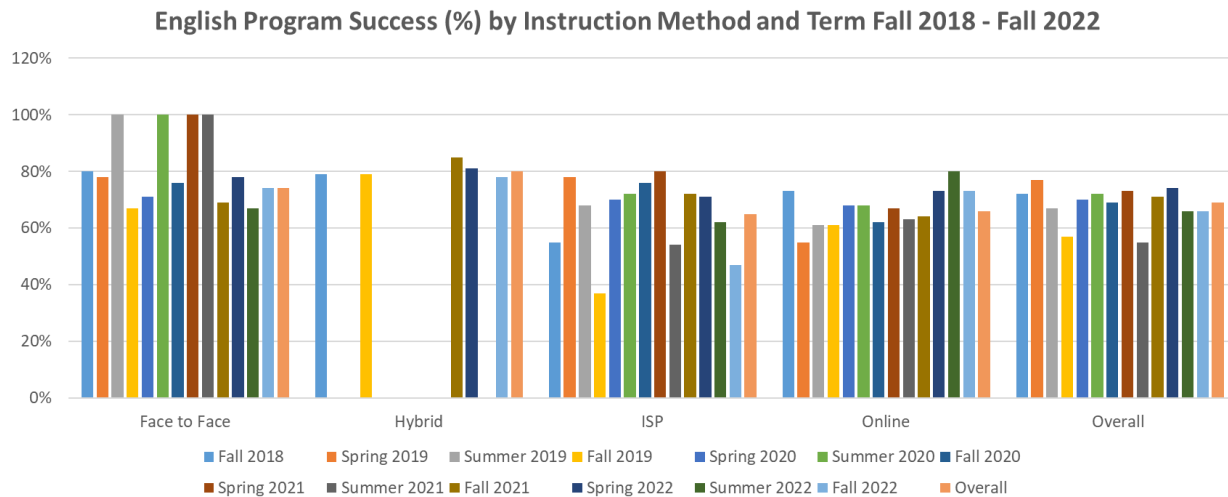
Table 4: English Courses by Instruction Method (%)

English Fall 2018-Fall 2022 by Instruction Method (%)

Instruction Method	Success Rate (%)	Retention Rate (%)
F2F	74	85
Hybrid	80	94
ISP	65	88
Online	66	87

■ Success Rate (%) ■ Retention Rate (%)

Table 5: English Course Success (%) by Instruction Method

English Program Success (%) by Instruction Method and Term Fall 2018 - Fall 2022

■ Fall 2018 ■ Spring 2019 ■ Summer 2019 ■ Fall 2019 ■ Spring 2020 ■ Summer 2020 ■ Fall 2020
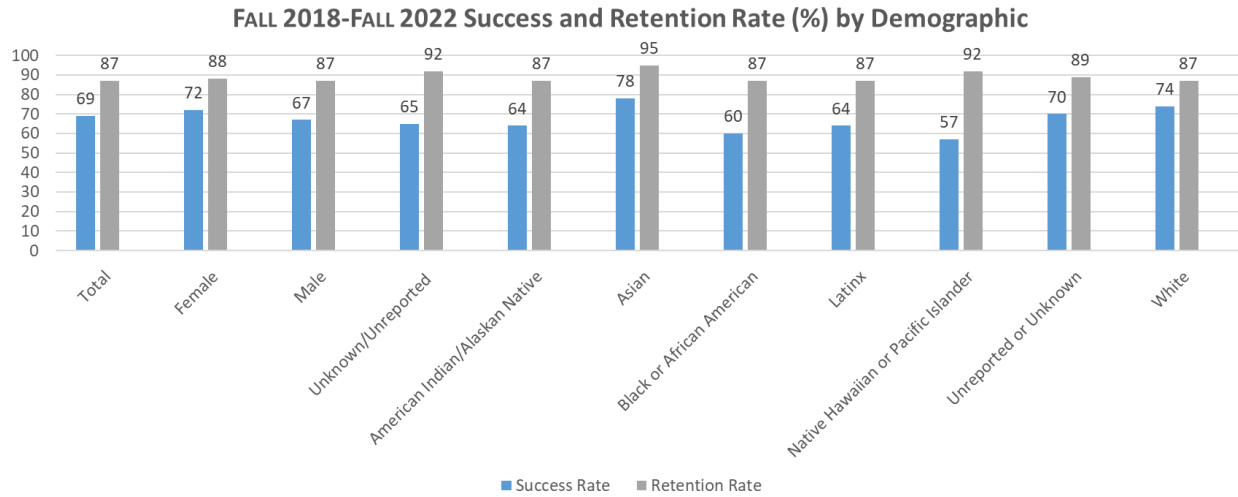■ Spring 2021 ■ Summer 2021 ■ Fall 2021 ■ Spring 2022 ■ Summer 2022 ■ Fall 2022 ■ Overall

Discussion:

Success rates have been consistent for F2F and hybrid students, with ISP and Online courses having the lowest success rates.

Overall, student success did dip slightly during Covid lockdowns, which is a trend noted across the nation. However, since 2020 and 2021, we have seen a slow rise in success back to pre-pandemic levels in all methods of instruction.

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Table 6: Success and Retention Rates (%) by Demographic

FALL 2018-FALL 2022 Success and Retention Rate (%) by Demographic

Demographic	Success Rate	Retention Rate
Total	69	87
Female	72	88
Male	67	87
Unknown/Unreported	65	92
American Indian/Alaskan Native	64	87
Asian	78	95
Black or African American	60	87
Latinx	64	87
Native Hawaiian or Pacific Islander	57	92
Unreported or Unknown	70	89
White	74	87

■ Success Rate ■ Retention Rate

Discussion: As is the trend across the nation, students who identify as male, Black, Latinx, and Native Hawaiian or Pacific Islander have lower levels of success in English courses. However, the persistence rates are more equal to the students who identify as female, Asian, or white.

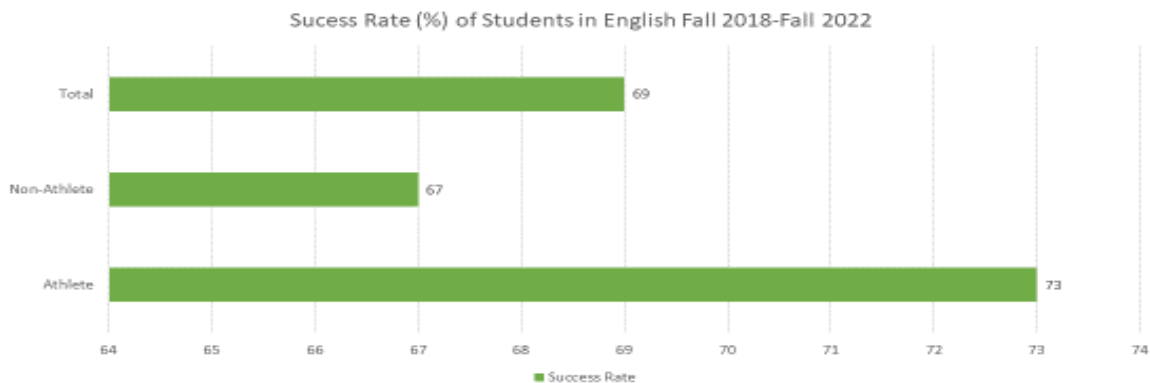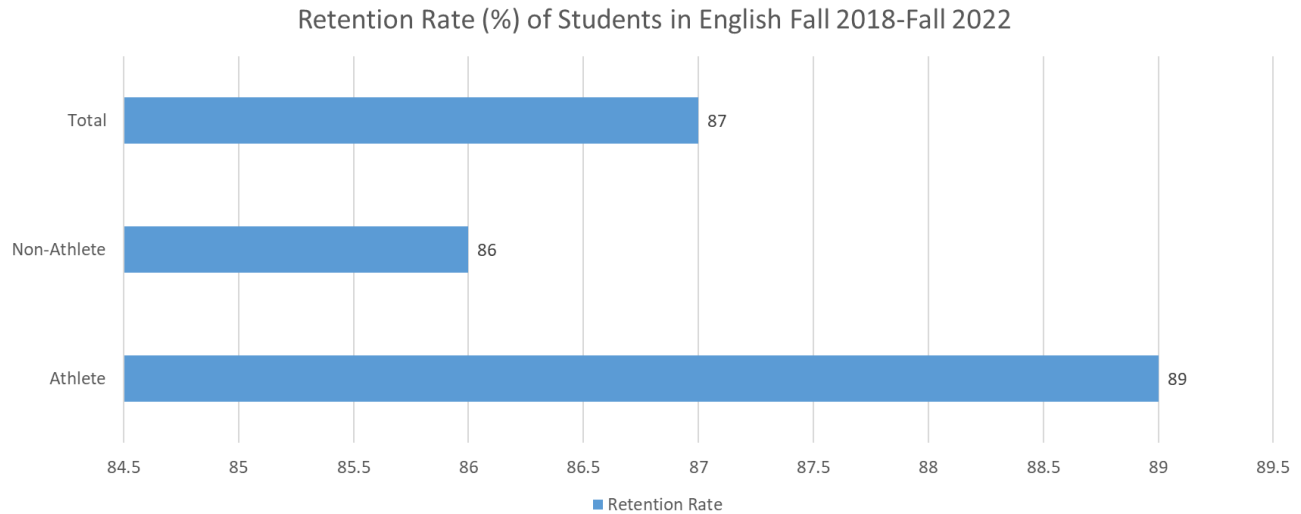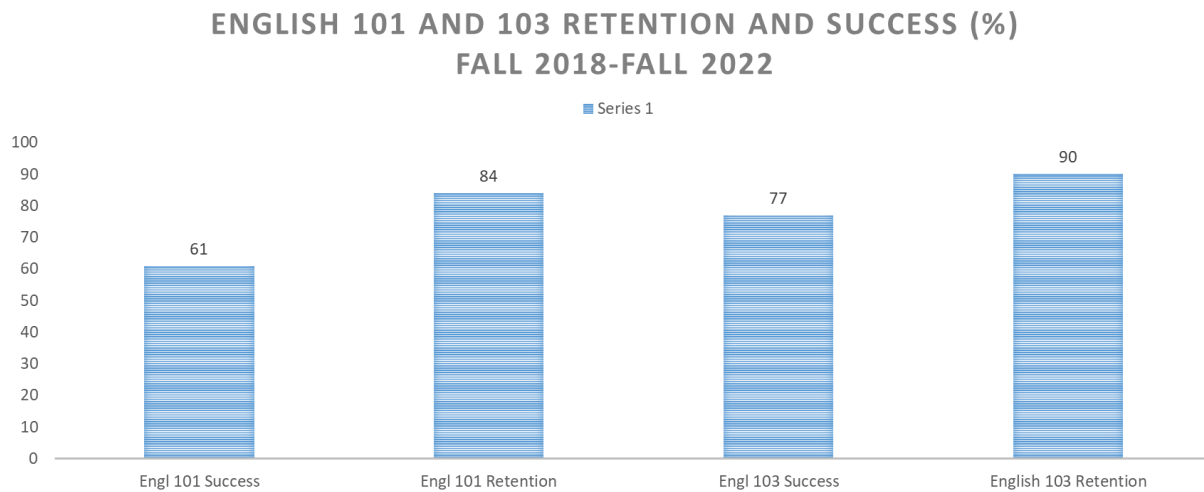Table 7: Success Rate (%) of Student Athletes in English

Sucess Rate (%) of Students in English Fall 2018-Fall 2022

	Success Rate
Total	69
Non-Athlete	67
Athlete	73

■ Success Rate

Table 8: Retention Rate (%) of Students in English

Retention Rate (%) of Students in English Fall 2018-Fall 2022

Category	Retention Rate
Total	87
Non-Athlete	86
Athlete	89

■ Retention Rate

Discussion: In English courses between Fall 2018 to Fall 2022, athletes are retained at higher rates and succeed at higher rates than non-athletes.

Table 9: English 101 and English 103 Retention and Success Rates (%)

ENGLISH 101 AND 103 RETENTION AND SUCCESS (%)
FALL 2018-FALL 2022

■ Series 1

Engl 101 Success	Engl 101 Retention	Engl 103 Success	English 103 Retention
61	84	77	90

Discussion: Student success between Fall 2018 and Fall 2022 is relatively low at just around 61%. However, students who successfully complete and enroll in 103 have a much greater chance of success, with success rates for ENGL 103 being 77%.

1. What are some program goals to strengthen and/or grow this program to accomplish greater student interest, learning and success?

Learning and Success

Table 10: Liberal Arts Awards by Major

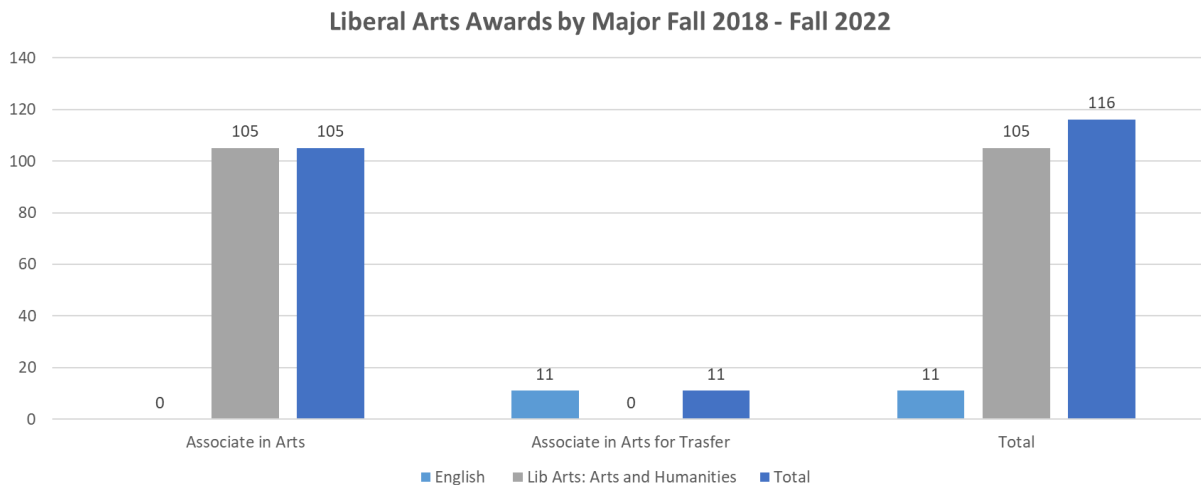**Liberal Arts Awards by Major Fall 2018 - Fall 2022**

Table 10 includes data on two cohorts of students who commonly take more English courses than the three required core classes—English majors pursuing their AA-T and those pursuing their AA in Liberal Arts and Humanities. However, most of our students accounted for in this review and in other data sets are students who are not enrolled in the AA-T or AA in Liberal Arts and Humanities. These students are typically taking the courses as general education requirements.

The data clearly shows that F2F has continued to be a method of instruction in which students are more successful. However, student and advisor feedback also suggests that students have a greater interest in access to more hybrid and online offerings. Therefore, in order to meet student needs and offer a greater variety of courses by method of instruction and increase student success, the department can work towards increasing success of students who are enrolled in online courses. This includes looking at accessibility and course construction over the coming year. We are also currently engaged in discussions about revisions to ISP course offerings and hope that these revisions will also lead to greater success for our ISP students enrolled in English courses.

Working with Student Services and on equity initiatives will also be critical to improving student success for some of our disproportionately impacted groups. As the data shows, students who identify as male, Black, Latinx, and Native/Pacific Islander have lower levels of success. Collaborating with various campus stakeholders on DEI initiatives is one way that we can continue to support student success for these groups.

Lastly, focusing more efforts on initiatives like embedded tutoring, increasing ENGL 100 enrollment, and offering student workshops on writing will help address the success gaps between ENGL 101 and ENGL 103.

Student Interest
Department initiatives and student-focused activities, such as *Cambium*, flexible offerings for creative writing and literature courses (such as hybrid, online, and evening course offerings), the English club

(River Writers), and participation in recruitment events (such as New Student Orientation, Day in the Mountains, etc.) will help generate student interest in reading and writing. Our work on course articulation (through additional courses and substantial revisions) as well as our collaboration with other departments (Agriculture and Environmental Sciences) to offer courses to students in other disciplines can also generate more student interest in our current and future course offerings.

2. How does the program consider or approach issues of student equity related to retention and success? This may include use of tutors and other student support services, etc.

The department has used embedded tutors in the past, though the challenge has been recruiting and retaining tutors. Another challenge is training tutors as often by the time tutors have been trained they are close to graduation and we must begin recruiting and training new tutors. This results in sections that have no tutors or inefficient use of tutor time, which means the embedded tutor program is not as effective as it could be.

We have also launched the ENGL 100 support class, which has only had moderate success so far. It is our hope that AB1705 will allow us more freedom in determining and placing students who need to enroll in this course. We will continue to review research and look to other colleges to identify successful models in solving the equity issues related to co-requisite.

So too, we have begun to include multi-modal approaches to the classroom and to assignments in order to address different types of learners. In recent years students are much less likely to be confronted by the standard lecture/note taking experience and more likely to work in groups, do in-class writing, spend part of the class period outside, or do other kinesthetic learning exercises. On Canvas course pages, students may be asked to record video responses, for example, rather than written responses, and as a group faculty are redesigning current Canvas courses to address new uniform standards.

3. Describe the average student demographics of the program and discuss success rates of different student populations by mode of instruction (i.e., race, ethnicity, sex, age. Analyze data provided by the Institutional Research. *Look at enrollment, retention, and success data by delivery mode as applicable.* What are your observations?

As stated previously, our students who identify as male, Black, Latinx, and Native/Pacific Islander tend to have lower success rates but tend to have equivalent retention rates. Likewise, students who enroll in tradition in-person (F2F) classes tend to have higher success rates. These trends mirror nation-wide trends, and therefore offer us the opportunity to continue to review research at other institutions in order to continue to work towards improved success rates.

4. Are there differences in course retention and completion rates between in-person/on campus, online/hybrid courses and ISP courses as applicable? Explain.

See discussion in 1 and 3.

5. What has or might be done to improve course completion and retention rates?

See discussion in 1.

6. What has been done to improve the number of degrees and certificates awarded? Explain.

In the last several years, we have worked with advising to ensure that we have the greatest success at transferable courses for students. This has included substantial course revisions. More courses are currently pending revision Additionally, we have hired new faculty members to increase the course offerings for the department, both in the general education requirements and the English major requirements.

One goal of the department is also to partner with writing programs in the geographic area (such as the MFA program at UNR and the low residency MFA program) to offer writing retreats each summer. This would greatly benefit the visibility of the program, expose students to talented and professional writers, and would support the department's efforts in community engagement.

Since at least 2017 the English Department has: significantly enhanced its presence at all campus events, including recruitment events; it has participated in department-level student awards ceremonies; hosted an annual dinner for majors and prospective majors; formed a student writing club, the River Writers; introduced the Fine Arts and Humanities journal *Cambium*; and instituted an unofficial internal advising program connecting instructors to individual students pursuing the AA-T degree. Combined, this elevated campus-wide profile and deeper commitment to individuals within our program has increased the number of majors as well as magnified our reputation among students.

PHYSICAL RESOURCES
1. Describe the facility and resource needs of the program. Link these needs to student learning and overall program goals.

As so much of our work depends on the ability of students to have access to technology (PSLOs 2 and 3; CWSLOs 1 and 3), having more lab space available on campus would greatly improve student success and achievement of the SLOs. Having lab space or laptop carts available for faculty to reserve could greatly enhance our ability to teach information literacy, writing, communication, and research skills. Additionally, Wi-Fi availability on campus is prohibitive to student learning activities during class times that require technology. This often results in lost instructional time and less hand-on learning experience for students in the classroom.

2. If applicable, discuss how the facilities used or needed for the program may be made or used in a more sustainable, environmentally-minded way?

Again, greater access to technology could allow for more dependence on e-textbooks, online assignments, online texts and resources, etc. As one way to increase equity and access, we are reviewing potential zero-cost textbook course options; however, this initiative has little hope of being successful if campus and classroom technology doesn't support access to electronic materials. Unfortunately many students don't have (or don't bring) personal laptops to class. When they do, there are often connectivity issues (particularly in Main 207 and 208, SS 627 and 630). Phones are an inadequate way to work on these skills, but in cases where phones are available, the Wi-Fi and connectivity is problematic.

ADVISORY COMMITTEES

1. If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

Not Applicable

PROGRAM GOALS MOVING FORWARD

1. Given the analyses and reflection in this CPR, what are the goals of this program in the coming year?

Please see our response to question 1 in the Program Vision and Goals section of this review. The English Department has several initiatives that we believe will help address completion rates, increase our number of majors, and meet the skills gap that many employers articulate as a critical thinking and communication gap for potential employees.

1. Writing Across the Curriculum—by collaborating with faculty and Student Services programs on campus, the department hopes to increase the number of courses that are assigning college level writing. Additionally, our goal is to offer workshops in collaboration with other student service programs that will provide instruction and support for students in writing.
2. The English Department will continue to advise the English Club, River Writers, and will continue with the third edition of *Cambium* (Spring 2024) to promote creative writing and literary study at FRC. Both of these, along with a revision of the Creative Writing courses (ENGL 170/172), will serve as avenues to encourage community members and local high school students, as well as current and prospective FRC students, to engage in literary study, writing, and foster creativity and critical thinking.
3. Our department has started discussions with Plumas Arts to host an open mic night highlighting *Cambium* and other FRC student contributions to the literary community.
4. The faculty in the department continue to engage in professional development and learning opportunities related to equity and diversity in teaching and learning. We also maintain membership on the Diversity Committee and help to organize and promote events on campus with this committee as well as other student initiatives.

Conclusions
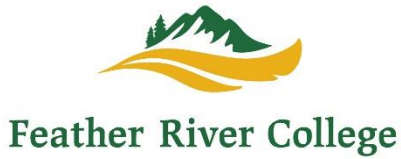
The English Department has been faced with difficult challenges in the last several years, including curriculum changes to pre-requisite and co-requisite requirements, general degree requirement changes, and looming changes to overall Arts and Humanities requirements for all general degree paths. English courses remain an important cornerstone in higher education. Humanities and the study of literature promote critical thinking, independent thought, and an understanding and respect for a variety of perspectives. The study of literature, including fiction, nonfiction, and poetry, allow us to connect and join in conversation with those around us. This study can help us analyze the past and present and determine paths that we have yet to explore. It is disheartening to learn that state initiatives and a national focus away from the Arts and Humanities, may push us further away from a robust education steeped in liberal studies; however, our department has members who are passionate about the value of the Liberal Arts to all students and have an incredible momentum that is reinvigorating the FRC campus and surrounding community with a love of literature, language, and creativity.