

Administrative Comprehensive Program Review: Administrative Comprehensive PR 2024-2025 - Language Arts

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Program Review Year

2025

Division

Language Arts

Department

Language Arts Division Office

Subject

- LADO LA Division Office

Overview

Title Administrative Comprehensive PR 2024-2025 - Language Arts

Year of Last Administrative Unit Review Fall 2024

Originator Gutierrez, Robert

Area Manager Robert Gutierre

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Pouncil, Matais

Department Overview

- **1. Please describe the functions of your department. Feel free to use a bulleted list for ease of reading.**

The Division of Language Arts houses Enlace and four departments with a diverse offering of general education course, noncredit curriculum, and credit coursework to deepen and enrich your learning development to successfully complete degree, certificates, and transfer requirements.

Enlace

Enlace, which began in 1983, is an academic program supported by counseling, tutoring, community mentoring, and student organizations. Enlace serves underrepresented Chican@/Latinx students of San José and nearby communities.

English Department

Evergreen Valley College offers a transfer degree in English and a variety of courses to expand your literature horizons. Earning an English degree hones critical thinking, writing, and communication skills. With an English degree, graduates can work in education, publishing, and media.

English as a Second Language Department (ESL).

ESL Department offers five levels of credit-based courses, certificates of competency, and noncredit courses. These courses provide students with college preparation and academic language instruction. Achievement of fundamental English language skills will help students succeed in securing certificates or degrees as well as improving job or career prospects.

Translation & Interpreting Department

The Translation and Interpreting Program at Evergreen Valley College fosters a supportive learning environment designed to equip bilingual learners with both theoretical knowledge and practical skills for careers as translators or interpreters. Earning a Certificate in Spanish TI or Vietnamese TI prepares students to work in fields such as medicine, education, and law, enabling them to bridge communication gaps and assist community members in Spanish or Vietnamese-to-English interactions.

World Languages Department

World Languages offers classes in a multitude of languages for you to choose from, each offering studies in language and culture. We will guide you through the process of language acquisition and cultural understanding.

- Sign Language
- French
- Vietnamese
- Spanish

2. Describe current department staffing including whether they are filled or vacant.

Classified Full Time

Assigned to the Department

5

Actually Staffed

5

Classified Part Time Permanent

Assigned to the Department

2

Actually Staffed

2

Classified Part Time Hourly

Assigned to the Department

0

Actually Staffed

0

Administrators

Assigned to the Department

1

Actually Staffed

1

Other (please specify)

Assigned to the Department

0

Actually Staffed

0

- **3. List department goals. For all follow-up Program Reviews, please provide an update on the department's progress on achieving its department goals set during the last program review cycle.**

According to IEC records and archives from 2007 to 2024, there is no record of a comprehensive program review submission for the Division of Language Arts. However, goals were submitted in the 2023-2024 Annual Update Resource Request under Department/Program Goals and Commitments to Action. During this period, the Division of Language Arts prioritized supporting the college's strategic goals outlined in the Educational Master Plan, aiming to shorten students' time to achieve their educational goals and to close equity gaps in goal attainment.

Goal 1: Services on AB-705 Taskforce, completion of ESL GSP and ongoing implementation, communities of practice for English 1A/105. The key action for the goal is to Fully implement AB705 and markedly reduce pre-collegiate math & English courses; add support for students in transfer-level coursework.

Goal 2: Participation in East Side planning group, launch of English 1A dual enrollment at Yerba Buena High School, offering noncredit/bridge to credit ESL at San Jose Public Library. The key action for this goal is to Include more students in early outreach programs and dual enrollment in the underserved communities in East San Jose.

Goal 3: Curriculum redesign of ESL, strengthening for co requisite courses in English, Writing Center redesign, Communities of Practice, and elimination of basic skills reading and writing. The key action for this goal is to increase the percentage of students who complete transfer-level math and English in their first year.

Progress was made toward several goals through ongoing professional development for 100% of faculty teaching English 1A and English 105 Community-Centered courses. Faculty received 8 hours of compensation, both full-time and part-time, to participate in communities of practice professional development meetings. These meetings provided a platform for English faculty to share best practices and analyze equity data.

In spring, the division continued to offer a dual enrollment section of English 1A at Yerba Buena High School, achieving high success rates among junior and senior students. To further the goal of increasing the percentage of students completing transfer-level math and English within their first year, the division also implemented an English Academy, which served 96 first-year students, preparing them for English 1A.

Additionally, the division entered into a Memorandum of Understanding (MOU) with the City of San Jose. Through this partnership, EVC and the San Jose Public Library (SJPL) collaborated to host six noncredit ESL courses across six SJPL branches on the East Side as part of the SJECCD East Side Expansion initiative.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or improve unit services. (The resources can be personnel or fiscal).**

The division received \$1000 for office and instructional supplies to support faculty with basic needs such as batteries for office keyboard and mouse, copier paper, dry erase markers, index cards, copier machine specialized staple cartridge.

- **5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.**

Modeling off Enlace scaling up English Academies in partnership with the Math Department. The week-long Summer Academy will prepare you for the first year in college-level English and Math. Led by faculty from our English and Math Departments, students learn fundamental skills to apply to their college-level coursework in preparation for the fall semester. Leveraging AB-1705 and Basic Needs funds, we offered a supportive environment that creates community and motivates learning and designed to build on analytical and critical thinking skills to have confidence in your first-year transfer-level college composition and math classes. Students received free "grab-n-go" lunch daily sponsored by EVC FRESH.

Service Area (Department) Effectiveness

Service Area Outcomes

- **List the department Service Area Outcomes. (See the supplemental guide to SAOs for information on how to create a SAO; your department should have 2 to 3 SAOs and at least one must be process outcome).**

The following are the Service Area Outcomes for Language Arts.

1. Students will have access to a schedule of classes in Language Arts with clear descriptions about course expectations and to fulfill program goals.
 2. Process administrative forms with efficiency, accuracy, and tracking mechanisms for quality assurance of records management and service.
 3. Faculty will have access to the status of curriculum development and SLOs in order maintain currency curricular standards and assessment.
 4. Faculty will have access to departmental and division agendas and minutes to improve communication.
 5. Faculty and classified professionals will report satisfaction with having current knowledge and information of institutional goals and priorities, such as Guided Pathways, AB-705, Dual Enrollment, and Accreditation.
- **Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/deparment/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

SAO 1: Scheduling

This assessment process ensures that the Language Arts Division provides students with a clear and organized class schedule that aligns with their academic goals. The dean of Language Arts collaborates with department faculty leads to evaluate student pathways, including certificates, associate degrees, and Associate Degrees for Transfer (ADTs). To assess the effectiveness of scheduling, the division analyzes key data points such as college enrollment reports, section roster reports, course modalities, and student success metrics, including completion and success rates. Additionally, schedule planning is coordinated with other discipline deans to ensure course availability and alignment across departments. These efforts contribute to an optimized class schedule that supports student progress and degree attainment.

SAO 2: Administration

The Division of Language Arts has evaluated its administrative form processing to ensure efficiency, accuracy, and proper tracking mechanisms for quality assurance in records management and service. In collaboration with the senior administrative assistant, improvements continue in the processing of critical student petitions, such as prerequisite waivers and course substitutions.

This process requires a structured submission system that includes supporting documents like transcripts, syllabi, and catalog descriptions to assist faculty in assessing course equivalencies. The assessment has identified a need for further procedural enhancements to improve efficiency and ensure timely fulfillment of student requests.

To address these concerns, the dean has gathered feedback from discipline faculty and senior administration, formulating recommendations that have been shared with the Vice Presidents of Student Services and Instruction, deans, and the matriculation task force. Ongoing reviews indicate that this process requires further refinement and technological solutions to streamline and enhance service delivery.

SAO 3: Support

To ensure that faculty have access to curriculum development and Student Learning Outcome (SLO) status, allowing them to maintain current curricular standards and assessment practices, the Division of Language Arts Office provides routine reports and administrative support to faculty leads. This assistance helps faculty complete curriculum updates and SLO assessments effectively.

During the 2023-2024 academic year, the Division saw significant improvements in course revision updates and SLO completions. The leadership of EVC's SLO Coordinator played a crucial role in enhancing guidance and structural procedures. With clear instructions from the Student Learning Outcomes Assessment Committee (SLOAC) and the SLO Coordinator, the Division of Language Arts was able to generate and distribute reports to faculty, facilitating their assessment and reporting processes.

SAO 4: Access to Agendas

Agendas are emailed in advance, posted in the calendar invitation, and accessible by all employees in SharePoint folder with archives dating back to Fall 2021.

SAO 5: Communication

Division agendas reflect that faculty and classified professionals regularly receive updates on institutional goals and priorities, including Guided Pathways, AB-705, Dual Enrollment, and Accreditation. These updates are shared through presentations or reports during division meetings.

and communicated via email to ensure transparency and alignment with institutional initiatives.

- **What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

As mentioned above, the Division Office, with support from the dean, will collaborate with the Matriculation Taskforce and the Office of Academic Support to enhance the petition review process. The goal is to streamline procedures and implement improvements that provide students with a more efficient and supportive experience. A significant success story for the Division is the dramatic improvement in SLO assessment reporting and curriculum updates within one year. The Division saw an increase in SLO assessment reporting completion rates from 53% to 93%, demonstrating a strong commitment to curricular improvement and assessment standards. This progress reflects the effectiveness of structured guidance, administrative support, and faculty engagement in maintaining academic quality.

Related Assessments

Additional Information

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

If yes, how much funding did you request? 1000.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment

Supplies 1000.00

Technology

Other (Contract, Subscriptions, Memberships, etc.)

Total

Are you requesting additional resources?

Yes

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

Equipment, Technology and Supplies

1. Supplies**Total Amount Requested**

1000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

basic office supplies

If there is any Ongoing Cost of this item?

Yes

If so, what is it?

1000

TotalSupplies

Total Amount Requested:1000

Ongoing Cost: 1000

Criteria for Resource Allocation

Department Background & Performance

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 75%. The data from the document attached to this AURR provides a comparison between Language Arts and campus-wide enrollment and outcomes for Spring of 2024. The program's success rate (68.82%) is slightly below the campus average (74%), but exceeds its baseline standard of 63.38%. Females are more represented in the program (56.78% vs. 51.55% campus-wide) and have higher success rates than males, who are less represented and perform below campus averages (63.37% vs. 72.01%). The largest age demographic, 18-24 years, has a lower program success rate (63.89%) compared to the campus (74.27%), while students aged 40 and over outperform campus averages (75.25% vs. 67.03%). Success rates by ethnicity show that Asian students excel the most in both program (76.40%) and campus (83.47%), whereas American Indian and Black/African American students have the lowest rates. Finally, most program students are enrolled during the day (64.48%), aligning closely with campus trends, though program rates for evening and mixed schedules show room for growth.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

The program performs slightly below campus averages in most categories. The are areas for potential improvement, particularly in overall success rates, male student success, and younger age group performance. Fortunately, the Division of Language Arts beginning to engage in course-level data to assess equity gaps and develop targeted interventions. Thanks to the college's participation in Excelencia in Education: Community Colleges Transforming by Engaging Latinos, the 4-year project is helping the college examine disaggregated data down to the course-level to increase student success.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

not applicable

Assessment results (could include: SAO/SLO)

The resource request is for \$1000 in office supplies to support faculty with basic instructional supplies needs.

Additional Resources

The Division of Language Arts received Fund 17 dollars from AB-1705, Basic Needs, and StrongWorkforce to support the the English Department, ESL, and Translation & Interperitng, and Enlace. These funds were allocated to the respective departments.

\$15,000: ENGL, AB-1705, Communities of Practice, meetings

\$ 22,000 ENGL, AB-1705, Summer Academies, faculty compensation for curriculum development and teaching academies

\$ 12,000 ENGL, Basic Needs, Summer Academies (meals for all students)

\$ 148,000, Translation & Interperitng, Strong Workforce (see detailed budget attached)

\$23,000, ESL, AB-1705, ESL Guided Self Placement

Previous use of funds

The Division of Language Arts received Fund 17 dollars from AB-1705, Basic Needs, and StrongWorkforce to support the the English Department, ESL, and Translation & Interperitng, and Enlace. These funds were allocated to the respective departments.

\$15,000: ENGL, AB-1705, Communities of Practice, meetings

\$ 22,000 ENGL, AB-1705, Summer Academies, faculty compensation for curriculum development and teaching academies

\$ 12,000 ENGL, Basic Needs, Summer Academies (meals for all students)

\$ 148,000, Translation & Interperitng, Strong Workforce (see detailed budget attached)

\$23,000, ESL, AB-1705, ESL Guided Self Placement

Manager/Vice-President Prioritization

Total Amount Requested 1000.00

Total Amount Requested by Manager 1000.00

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

1000.00

Supplies Ranking

1

Equipment**Equipment Ranking****Technology****Technology Ranking****Other (Contract, Subscriptions, Memberships, etc.)****Other Ranking**

Attach Files

Attached File

TI Department Budget 2023-2024.xlsx (/Form/Module/_DownloadFile/5741/42281?fileId=553)

Language Arts Enrollment and Outcomes.xlsx (/Form/Module/_DownloadFile/5741/42281?fileId=558)

FA24 LA.pdf (/Form/Module/_DownloadFile/5741/42281?fileId=599)

EVC_Assessment Status_28Sept2023.pptx (/Form/Module/_DownloadFile/5741/42281?fileId=600)

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin