

Instruction

Section 1: Program Information

Catalog Description

The English discipline fosters an appreciation of literature in its cultural context and the development of composition, critical thinking, and textual analysis in transfer Hybrid (on and off campus), Fast Track, and Learning Communities. English courses also satisfy general education requirements for lower division transfer and can be used to fulfill the associate degree majors in English Literature or in Language Arts, the English associate degree for transfer, or the liberal arts associate degree with an emphasis in humanities. Students may also earn one of two certificates of achievement: -English Literature- Writing Competency. Students in English courses receive skills that will help prepare them for the following jobs and/or careers:-Blog Writing,-Business Writing,-Editing and Publishing,-Entertainment,-Freelance Writing,-Grant Writing,-Human Resources,-Journalism,-Management,-Non-profit work,-Online Content Creation,-Pre-Law,-Research,-Sales,- Screenwriting,-Teaching domestically and abroad,-Technical Writing,-Theater,-Tutoring, and-University or College Teacher Assisting.

Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

Division Administrative Assistant Cathy Day Full-Time Faculty Cynthia Cross (ESL) Carsten Dau* Jamie Dingman* Amber Durfield* Tom Eiland* Jana Fossum* David Godoy* Nick Henson* Gina Hogan * Suzanne Martinez* Eric Odegaard* Nicole Povero* Becky Rudd* Dale Salwak* Anna Villeneuve*	Part-Time Faculty Steven Camacho Keith Curran Sean Curran* Michael Gonzalez James Hall Shea Handa Shanyn Hanson Adrianna Hernandez Joseph Huver Donna Kelly Mikage Kuroke Brian Linville Particia Monaster Marcelle Morris Zakaria Naiyer Laryssa Nava David Overly Riley Phillips Alfredo Raygoza
--	--

High School / Dual Enrollment Faculty David Asencio Kathleen Cook-Heube Nicholas Dante Lee Eisen Melissa Gaw Katherine Hertenstein Marc Rodriguez Claudia Soria Dean Tsuyuki Adam Williams Maria Zavala	
---	--

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college?

Associate in Arts Degree in English for Transfer (AA-T)

Associate of Arts Degree in English Literature (AA)

Certificate of Achievement in Literature

Certificate of Achievement in Writing Competency

The English program supports the college mission by providing one of the foundations for academic success by teaching students how to read and write critically, particularly in response to text. With a wide range of classes (composition, literature and creative writing), students acquire the writing skills necessary for academic success. They also explore beyond the general education courses with a variety of literature and creative writing courses. The program provides diversity and sensitivity to growing cultural and ethnic interests. The English department's mission is aligned with the college's mission of transfer in that we are actively recruiting English majors to complete the required coursework in an AA-T in English and/or AA in English Literature. The Writing Skills and Literature Certificates also prepare students for employment, including working at the Writing Center.

Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The purpose of the program is to enhance reading, writing and critical thinking skills that apply across the curriculum. In all courses faculty promote social, cultural and economic equity by offering diverse texts and utilizing OERs. The faculty offer a range of grading styles and course design to enhance success and equitable access to the widest range of the student population. We have added multiple literature courses to reflect and represent the voices and ideas of a wide range of cultures.

Section 3: Course Curriculum

Curriculum Table ([prepopulated](#), [noneditable](#))

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

Curriculum List

- ENGL 101: Reading and Composition
- ENGL 101E: Reading and Composition, Enhanced
- ENGL 101H: Reading and Composition - Honors
- ENGL 102: Introduction to Literature
- ENGL 103: Composition and Critical Thinking
- ENGL 103H: Composition and Critical Thinking - Honors
- ENGL 104: Argumentative Writing and Critical Thinking
- ENGL 104H: Argumentative Writing and Critical Thinking - Honors
- ENGL 202: Introduction to Poetry
- ENGL 210: Creative Writing: Fiction and Non-Fiction
- ENGL 211: Creative Writing: Poetry
- ENGL 213: Horror Literature
- ENGL 213H: Horror Literature - Honors
- ENGL 216: American Latino Literature
- ENGL 224: Queer Literature
- ENGL 224H: Queer Literature - Honors
- ENGL 233: Asian American Literature
- ENGL 243: African American Literature
- ENGL 251: Introduction to English Literature I
- ENGL 252: Introduction to English Literature II
- ENGL 261: Introduction to U.S. American Literature I
- ENGL 262: Introduction to U. S. American Literature II: 1865-The Present
- ENGL 271: Introduction to World Literature: Ancient - Early Modern
- ENGL 272: Introduction to World Literature: 1600's through Twentieth Century

- ENGL 280: Introduction to Women's Literature
- ENGL 290: Ethnic Voices in Film
- ENGL 291: Film as Literature
- ENGL 291H: Film as Literature - Honors
- ENGL 293: Children's Literature
- ENGL 293H: Children's Literature - Honors
- ENGL 294: Introduction to Shakespeare
- ENGL 295: Ethnic Voices in U.S. Literature from 1900 to Present
- ENGL 298: Literature of the Bible

Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?

All course outlines of record have been reviewed by the program and the Curriculum Committee within the past six years. Course prerequisites have been reviewed as part of the six-year review process.

Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?

All courses have been aligned with CalGETC. Our courses are not related to specific businesses and industries.

Formats (modality type, course length, evening/weekend, noncredit, etc.)

Composition courses (ENGL 101, 103, and 104) are regularly offered in all modalities (in-person, online, hybrid). These courses are also regularly offered in 8-week versions and in the evening.

Literature courses (ENGL 102 and all 200 level courses) are regularly offered in traditional in-person formats. The program has begun offering some literature courses (ENGL 102, ENGL 202, ENGL 213, ENGL 293) in fully online modes. Additional courses (ENGL 102, ENGL 216, ENGL 243, ENGL 261 ENGL 293) have been offered in hybrid formats though the enrollment numbers in these courses have varied across terms.

In recent terms the literature courses have been impacted by the lower enrollment numbers faced college wide. We will need to further consider options for the modalities of the literature courses to best meet students' needs.

No noncredit courses are offered by the English program.

Are there any limitations preventing timely progress toward educational goal attainment?

Currently there are no identifiable limitations towards timely progress towards educational goal attainment. We will remain focused on implementing state-wide initiatives for timely progress such as implementing common course numbering and further aligning Citrus courses for CSU and UC transfer.

Section 4: Student Success Data

Power BI Dashboard

<https://app.powerbi.com/view?r=eyJrIjoibW1NmRkOGQtOTIhMC00NzZlThmNjctNW1YTE4ZTA1MzM3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWUwLTdhYTcxNTlyMGZkYyIsImMiOiZ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

How does your program compare with college-wide data?

- In comparison to campus wide data, out of the 3,149 college-wide degrees awarded, 184 AA degrees awarded in 2023-2024 were for the Language Arts Division, and for the English program specifically, 6 students were awarded AA in English Literature, 15 students were awarded AA-T in English, and 9 completed the Writing Competency Certificate.
- They were mostly female in the 20-24 age group.
- As of academic year 2023-2024, there were a total of 41 students with a declared major in English down from 150 in 2019-2020 and 62 in 2022-2023. This indicates that the number of students declaring English as a major is declining as reflected in campus-wide enrollment.
- For 2023-2024, 17 students out of 41 students have a declared major of AA in English literature, language arts or liberal arts; 15 are working on AA-T in English; and 9 are working on certificates in writing competency.
- 2023-2024 Program-level degree awards are as follows: By gender, 23 females; by age, 24 for the 20-to 24 age group and 20 for the 25 to 49 age group; and by ethnicity, 30 to Hispanic/Latino and 18 to white.

Compare performances within your program to those of the collegewide data.

- Overall, the largest enrollment group for English courses is in the General Education (GE) courses or English 101 and 101E, and that group has a retention rate of 86% and a success rate of 63% compared to the overall campus retention rate of 91% and the success rate of 74%.
- Per the Institutional Research and Planning “Did You Know” monthly report, in 2023-2024, Citrus College achieved the highest transfer-level English completion rate among all community colleges in Los Angeles County within a one-year time frame. Within one year, 75% of students who enrolled in an English course for the first time completed a transfer-level course.
- The second enrollment group is the Core course or Literature courses. It is important to note that retention in literature courses is higher than GE courses at 91%, and the success rate is higher at 72% which means students do better in literature courses than GE or English 101/101E.
- In 2023-2024, the average retention rate is 83% in online vs 92% in traditional English courses whereas the average success rate is 58% in online vs 75% in traditional. The lower retention and success rates in online courses may be attributed to a lack of orientation about and/or technical skills for online courses. It could also be a lack of motivation to persist.
- Age: Student population for English courses is comprised of 19–49-year-olds with a few over 50 years old. Based on enrollment in GE English courses, the highest enrolled age group is

- the 20–24-year-olds, followed by 19 or younger, then 25 to 49. The highest retention and success rates are for the 19 or younger group with retention at 90% and success at 71%.
- Gender: More females are enrolled in English courses than males for both GE and Core courses; more females persist than males (88% vs 85%); and success rate is slightly higher for females than males (68% vs 62%)
 - Ethnicity: The majority of the 4,755 students enrolled in English courses for fall 2023 and spring 2024 are Hispanic/Latino at 66.9% (3,179), followed by White 13.8% (656), Asian 9.8% (464), and African American 3.9% (187). In addition, most students enrolled are female at 53% (2,556). The Asian and White populations have the highest retention rate at 91%; meanwhile, the African American population has the lowest success rate at 53%.

Write about any notable equity gaps in performance.

- The largest population of students in GE and CORE courses are Hispanic/Latino followed by Asian and White; how representative are our curriculum and course materials of those groups?
- Females do better in the GE and Core classes, so what are the barriers for the males?
- Why is the success rate higher with 19 or younger groups?

What potential obstacles or barriers do students face?

- Limited communication on the job potential for English majors
- Limited promotional activities or events for English as a discipline
- Core (Literature) course enrollment has severely declined; we may need to reconsider offerings or marketing.
- Online courses fill rates are higher than traditional courses for GE and Core courses, but retention and success rates are lower than traditional courses. In other words, students want to take more online courses than traditional, but they are less successful in online courses.
- Lack of orientation or onboarding of students for online courses impedes their persistence in online courses or maybe many students assume online courses will be like how they were in the pandemic.
- Limited guidance and/or inaccurate information for the students due to lack of focused, English specific counseling.

What opportunities are available to address these barriers?

- Explore ways to promote the English AA and AA-T degrees and Certificates
- Explore ways to promote literature courses campus wide
 - Work with Performing Arts programs/faculty to integrate literature courses/events into plays or productions.
 - Leading into the registration period, send out Canvas messages to current and past-semester students
 - Have instructors conduct class visits
- Develop or expand internship opportunities for English majors, so they can see the connection between the certificates and/or degrees and job potential.

- Review and discuss the success and retention rates for African American and Hispanic/Latino students to address equity gaps.
- Establish faculty inquiry groups to address equity gaps and to research and recommend best practices that faculty can implement to close those gaps and to increase student success rates.
- Promotional activities that expose students to the value or appeal of the art of creative expression, such as Open Mic events.

Links to [Guided Pathways](#) and [DEIA+](#)

Section 5: Program-Level Student Learning Outcome Assessment

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)

Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

Current Status of Program: The English program currently equips a diverse population of students at all levels of preparedness to be successful academic writers across the curriculum. The program strives to uphold academic integrity. There is solid alignment between course level SLOs and program level SLOs. Across the courses and Program, there is a clear focus on argumentation, utilizing secondary and primary sources, and cultural awareness and ethical reasoning. Within the scope of the larger Program SLOs, some degrees and certificates focus more on rhetorical and writing techniques while others focus on literature and literary theory. Within literature degrees, courses utilize critical theories to consider how literature reflects the diverse human condition. All of the degrees, certificates, and skill-awards align with the Program SLO of college-level writing.

Modifications that have been made: The faculty have collaborated to revise the SLO review system to better collect representative samples of student work. We have also worked to collectively assess samples, discuss them, and interpret data in meaningful ways. We have used this discussion to influence our classroom instruction. SLOs have been regularly assessed and revised as faculty have deemed necessary.

Faculty have discussed how to better promote the program. We have begun to use the newly created English department Instagram, College outreach (Instagram and other social media), production and distribution of flyers across campus, among other strategies.

Modifications that need to be made: The quickly changing world of AI requires the program to grapple with how to assess student work. We also need to consider whether and how to instruct students in the use of generative AI to prepare them for academic success as well as their future professions. Due to challenges to fill our literature courses, we need to better advertise our degree.

Current Status of Degrees:

Despite campus-wide low enrollment, degrees are being awarded at a comparable rate to previous years.

Current Status of Certificates:

The faculty also need to assess certificates and skill awards to determine their value for students' education as well as professional prospects. Due to the lack of Literature Certificates awarded, the program will consider whether to continue offering it or ways to better promote it.

Summary

Overall, the Program SLOs are being met by the courses, awards, certificates, and degrees. Currently, faculty are focusing on broadening the reach of the literature classes and certificates.

There is a clear alignment across the program's student learning outcomes.

Section 6: Assessment and Planning

Past Recommendations and Goals ([prepopulated, noneditable](#))

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Below are the goals from our last comprehensive review 2017-2018

EFMP 1 – Institutionalize and expand the Writing Café to increase student success in support of writing across the curriculum.

EFMP 2 – Establish writing-across-the-curriculum standards and distribute these online to faculty and students.

EFMP 3 – Collaborate with local high schools to align curriculum and facilitate seamless flow between the high schools and the College and thereby increase student success in Citrus College English courses.

EFMP 4 – Utilize technology resources to facilitate more effective pedagogy.

EFMP 5 – Collaborate with facilities planners to design classrooms appropriate to English pedagogy.

Below are the goals from our recent annual review 2024

GOAL 1 Create an inquiry group to identify how we can better support instructors.

GOAL 2 Create an inquiry group to determine best practices to address issues of student retention and success, especially in terms of issues of diversity and equity.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

We increased the unit level of English 101 in order to help students have a more comprehensive learning experience. We added English 101E to address AB705 and to enhance developmental skills for students. We have also expanded the Writing Center support system by including embedded tutors to courses both online and in person. We have expanded the range, diversity and modality of our literature course offerings. We have promoted and implemented wider use of OER. The program continues to respond in a timely manner to statewide initiatives like Common Course Numbering (AB1111).

Overall Weaknesses: In what ways does your program need to improve?

The program needs to actively promote its messaging to focus on Language Arts as a critical thinking tool and a tool for creative expression and self-identity.

The program needs to create an inquiry group that focuses on determining the cause/causes for the equity gaps that impact student success. Once the program has a better understanding of the causes, we could then pursue a course of action based on the findings.

Our program needs dedicated and centralized classroom space for English instruction and support. The program also requires physical space that will provide regular engagement that fosters collaboration among faculty and students.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

Our literature courses reflect and represent the diverse population of students and create a space and supportive environment, such as African American and Queer Literature. For example, a student enrolled in Queer Literature expressed that though they might be struggling to complete the coursework, they did not want to drop the course because it is the one space in which they feel like they belong.

Additional institutional resources that would aid in offering support include having funding for discipline specific professional development that focuses on culturally responsive teaching and learning. In addition, funding beyond the professional learning stipend would provide the opportunity for faculty to attend nationwide conferences to further their professional development.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

We will continue to dialogue to address the changing needs of our students, including new advances in technology, the changing financial and social environments, and the ever-changing job market.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

The program needs climate control, including fans, in ED classrooms to provide a reasonable and safe learning environment to promote student success and retention.

Our program would benefit from a counselor whose focus is assisting students in understanding the different English courses.

Need for funds for inquiry groups to facilitate discussions and training to improve student retention and success.

Funds to provide laptops or Chromebooks for students enrolled in English courses to use for the whole semester to address equity gaps created by students forced to write on their phones. Such devices limit the ability to view feedback.