

## PROGRAM REVIEW Fall 2019

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**Program: English**

**Division: Arts and Humanities**

**Date: 10/21/2019**

**Writer(s): Karin Spirn, Catherine Eagan, Maureen O'Herin, Martin Nash, Kisha Turner**

**SLO/SAO Point-Person: Angelo Bummer, Martin Nash**

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**Audience:** Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

**Uses:** This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

**Sections:** The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**Help:** Contact Karin Spirn: [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

### **Links:**

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

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### Section One: Program Snapshot

#### No Significant Changes Option

Contact person: \_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

**Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20

**A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The English department largely teaches composition courses at the basic skills and transfer levels. Starting in Fall 19, due to AB705 legislation, course offerings have shifted to mainly transferable courses, with only one basic skills course (English 104--one level below transfer, and a mirrored noncredit course, NENG204) offered. The entry-level transfer course is English 1A, basic freshman composition, along with a new course, English 1AEX, which has the same outcomes but more instructional hours to support students who previously would have placed into basic skills. We offer two variations of a second-semester critical thinking course (English 4 or 7). Some combination of these transferable composition courses are a core requirement for most LPC degrees and transfer pathways.

We also teach a smaller proportion of creative writing and literature courses. We offer an AA and AA-T in English and a certificate in Creative Writing. English offers courses in two learning communities, Puente and Umoja, which are designed to support the success of underrepresented students.

**B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Last year, our success rates have increased slightly in English 1A and English 4 but dropped in English 7. We had much lower enrollments in English 7 (629 students) compared to 4 (940 students). We would like to work with counseling and develop our online information on the English website to clarify the distinction between English 4 and 7, which in most cases fulfill the same requirements. We still hear anecdotal reports that students are more often referred to English 4 (critical thinking with literature) than to 7 (critical thinking with nonfiction), despite 7 being an equivalent course and possibly more desirable/relevant for many students. We are also interested in changing the course numbers to clarify the distinction.

We have discussed data from the success dashboard in many other sections of this Program Review (most notably the Equity section).

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary	<b>x</b>	LPC Collaborations	SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity

External Factors		Learning Support		Professional Development		Technology Use
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**C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

We conducted Opening surveys in English 104, 1A and 1AEX, our three entry-point courses. Unfortunately, some data seems to have been lost for 104, and only one section was reflected in our data. But we did find the following trends:

- African-American students were over-represented in English 104 and 1AEX and under-represented in 1A, indicating that either they were more likely to have GPAs under 2.5, more likely to desire a more supportive course, more likely to be enrolling in courses that might not be their first choice, or some combination of all of these. The department should work with the IR office to determine the reasons for enrollment patterns for African-American students and other low-numbers student populations that sometimes are overlooked in data analysis due to difficulties in drawing conclusions about groups without large data sets.
- English 104/1AEX had twice the rates of self-identified students with learning disabilities than English 1A. In both 1AEX and 104, 18% of students reported having been diagnosed with a LD, compared to only 9% in English 1A.
- There does not seem to be an overwhelming influx of non-native speakers into English 1AEX. We worried that this open-access class might lure students who would be better placed into ESL classes with the temptation of a shorter pathway (but one that they do not have the preparation to succeed in). Six percent of 1AEX students self-reported that English was not their first language and they are still working on learning it fluently. English 1A also had a 6% response rate for this question, indicating that there are not large numbers of potentially misplaced students. Further investigation by instructors in the classrooms and success rates for non-native speakers will be needed to ensure that students are being placed correctly.

Mark an X before each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
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**D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

**Create and implement our plan for AB705 Compliance (Curriculum Committee Items, Course Offerings, External Factors, Student Equity)**

To comply with AB705, the English department developed and implemented English 1AEX, an alternative 1A-level course that provides additional support such as that previously offered through basic skills coursework. The new course meets the same outcomes as the current English 1A, with additional support for reading, writing and research needs. The supported course is currently required for students who do not have a GPA of 2.5 or above from an American high school in the last ten years. (Students who are not required to take the supported course may still opt to do so).

Some sections of 1AEX scheduled for Fall 2019 did not fill by summer and were cancelled, but access was needed closer to the beginning of fall (see Question F).

We are continuing to offer one basic skills course (English 104, one level below transfer), but this course is not required for any student. Students who place into 1AEX can opt instead to take English 104 and then English 1A. Our lowest-level course, (English 100A, two levels below transfer) has been discontinued. We have also deactivated English 104W, a course that was designed to accelerate 100A students into 104 and provide them with extra support.

Finally, we created a noncredit course, NENG204, that mirrors English 104 so that students have a low-stakes entry-point into the composition sequence.

**Noncredit/Mirrored Courses (Curriculum Committee Items, Course Offerings)**

We created NENG204 which mirrors English 104, so that students have a low-stakes entry-point into the composition sequence. Three students are currently enrolled in this course.

### **Creative Writing Certificate (Curriculum Committee Items)**

The creative writing certificate has been completed.

### **Focus on the Arts (LPC Collaborations)**

Martin Nash and Toby Bielawski collaborated with other faculty to present a Focus on the Arts Flex Day session for Spring 19. The English department is building on this artistic focus by planning the first LPC Literary Festival for Spring 2020. (See Question G: Short-Term Planning)

### **Faculty Inquiry Groups (FIGS) (Professional Development)**

In Fall 2018, 15 faculty participated in one or more Faculty Inquiry Groups (FIGs), presenting the results of their inquiries at either the English Department's one-day long Fall 2018 Work-and-Planning retreat or a department meeting in Fall 2018. The FIG topics included the following:

- 100A & 104 DSPS Student Needs (surveys and interviews conducted);
- Reading Apprenticeship (created curriculum and gave flex day presentation);
- Non-Credit for English (created "mirrored" English 104);
- Grammarly: developed curriculum and best practices for using Grammarly in English classes;
- Feedback for Student Writing: Conducted surveys, analyzed students' feedback, and made recommendations.

### **Reading Apprenticeship Program (Professional Development, LPC Collaborations)**

A group of RA-trained faculty from English and other disciplines participated in a Faculty Inquiry Group and promoted RA practices in the classroom and across the curriculum. They developed web materials and curriculum presented at Flex 2019, as well as making presentations at PDC and Student Success Committee. As a support to that effort, one RA-trained faculty member and a part-time faculty member, both trained to use Lacuna Stories, Stanford's open source digital annotation software, co-led two trainings for faculty interested in using it in their classes.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<b>x</b>	Course Offerings		Financial/Budgetary	<b>x</b>	LPC Collaborations		SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources		Pedagogy	<b>x</b>	Student Equity
<b>x</b>	External Factors		Learning Support	<b>x</b>	Professional Development		Technology Use

**E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

**NonCredit for RAW Center (Curriculum Committee Items)**

We have decided not to pursue this option for now.

**Umoja (Learning Support, LPC Collaboration, Course Offerings)**

Umoja was interested in adding at least one additional cohort to the learning community. Due to the drop in college enrollments over the past year, this investigation was not pursued. However, one or more additional cohorts should be added when feasible, due to the high levels of disproportionate impact on African American students and Umoja's positive effects on closing equity gaps.

**Lacuna Stories Digital Annotation Software (Pedagogy, Professional Development, Technology Use)**

We had planned to continue using the Lacuna Stories annotation software this fall after having two trainings funded by BSSOT last year and offering a Flex Day session, but unfortunately, we heard from Stanford University this summer that they have not received additional grants to update this open-source software. Though it works well enough as is, they also have concerns about keeping student information and past annotations on their server due to privacy concerns. We are now having LPC's IT department talk with Stanford staff about the possibility of hosting Lacuna Stories on our server. Once we hear back, we will revisit the issue of whether it is the most effective software to get our students annotating and annotating socially. There are a few other options out there, for example hypothes.is, which part-time instructor Kat King is currently using at another college. (She was not staffed at LPC in Fall 2019.)

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**F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

**Scheduling/Enrollment Issues: 1AEX Sections Cancelled/Subsequent Lack of Spaces for Entering Students (Course Offerings, Student Equity)**

During the summer of 2019, four sections of 1AEX (our new open-access 1A class with built-in support) were cut for Fall 2019 due to low enrollments. One of these sections was subsequently re-added. This course was new this fall as part of our AB705-compliant course sequence. No sections of this course were full (at 25 students) at the beginning of the semester, but most sections had enrollments of approximately 20 by the start of classes. Most 1AEX enrollment occurred in late summer.

Cutting this high number of sections may have had repercussions for overall English access. All 1A sections were full at the beginning of F19. All prime-time sections had wait-lists, and all DE sections had completely full wait-lists.

In response to this impaction, sections were added for F19. Three DE sections, English 1A, 4, and 7, were added in late summer and filled immediately. Three additional late-start DE sections of 1A were added and all filled. One section of a late-start hybrid 1A was added at the beginning of the semester, with 15 students enrolling.



In the future, it will be important to work carefully with our dean, IR and enrollment management leadership to make sure that needed course sections are not cut, necessitating last-minute additions to the schedule.

One of our SCFF proposals also expressed the need for offering 1AEX courses in summer and online. For summer, we would need to hire an instructional assistant, and currently all instructional assistants are 10-month employees. We have not yet submitted curriculum for an online 1AEX and will not be able to do so until we can be guaranteed an English 1ADE instructional assistant. In the meantime, we need a dedicated 1AEX Instructional Assistant for two semesters to develop an online support system that mirrors that offered in non-DE 1A and 1AEX.

### **SCFF Application Process (Human Resources, LPC Collaborations)**

The SCFF application process was onerous and made it difficult for faculty working on it to complete other duties during Fall 2019. The calculation of requested cost/benefit metrics was particularly challenging and required multiple lengthy meetings with administrators for numerous members of the English department as they tried to complete their applications.

### **Administrative Support (Human Resources, LPC Collaborations)**

The high turnover rate in administrator positions has hindered the English department in furthering many needed initiatives. This fall, our dean, president and chancellors are interims, our supervising VP and director of equity are newly-appointed, and we are lacking a director of DSPS. We have benefited from the guidance of many helpful administrators including some of the interims and new arrivals listed above, but the constant change and vacancies makes it difficult to move forward with plans for supporting our students. We feel there is a need for better supports around administrative tasks on campus in order to retain administrative talent and relieve the administrative burden on all college personnel. This includes:

- Research and actions on best practices for retaining administrative talent
- More classified support for deans, possibly the reinstating of the division Staff Assistant position
- More reassigned support for program coordinators and for the English coordinator specifically, as administrative and reporting duties have increased substantially
- Stronger evaluation process for administrators to identify areas that could be strengthened

### **Equity in Support Services for English Courses (Course Offerings, Learning Support, Facilities/Supplies/Equipment, Human Resources, Student Equity)**

Currently, the availability of support services is not equitable across our English levels and courses. Issues include:

- No summer or online 1AEX sections

- No instructional assistant support for DE courses, and not enough support hours for face-to-face courses
- Lack of equal computer access between different sections of the same course. In particular, we need at least two extra laptop carts with 45 laptops each

We have applied for SCFF funding to address these issues.

**Support for At-Risk Students (Learnings Support, Services to Students, Student Equity)**

The English department has been troubled by a lack of reliable support for students who are struggling academically or psychologically. While the campus has many wonderful support services and caring personnel, these services have not been prioritized in funding and planning, even as the need for them grows. Several factors have contributed to this trend, particularly those changes that prioritize completion of degrees or course sequences: SCFF, AB705, Guided Pathways. These initiatives and priorities are positive, but they must not come at the expense of our most vulnerable students. In particular, we have been concerned about:

- Lack of reliable DSPS support and leadership
- Failure to provide standard DSPS services, particularly notetakers
- Closure of Learning Skills program, with no clear plan to provide LD-specific support courses
- Failure to provide reliable and easily accessible support services for students in crisis
- Failure to intervene in a sensitive, appropriate and timely way with students who have expressed violent or dangerous impulses

At a minimum, these issues hinder the college and the English department from fulfilling our mission to support an inclusive body of students in achieving their goals. At worst, these issues endanger our students, faculty and campus community by failing to identify and intervene with students who have expressed the need for help, and those who have expressed dangerous ideation towards themselves or others. LPC is in need of robust, centralized supports that are easily available to all students, particularly those most at risk.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
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<b>x</b>	Course Offerings		Financial/Budgetary	<b>x</b>	LPC Collaborations		SLO/SAO Process

<b>x</b>	Curriculum Committee Items	<b>x</b>	Human Resources		Pedagogy	<b>x</b>	Student Equity
	External Factors	<b>x</b>	Learning Support		Professional Development		Technology Use

**G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.**

**Literary Arts Festival (Pedagogy, Community Partnerships/Outreach)**

To promote our new certificate in Creative Writing, the LPC Literary Arts Festival will be a free, all-day event on May 9th that will include author workshops, panels, speakers, the poetry slam, book tables, open mics, and the LPC Anthology Publication and Awards ceremony. Workshops and panels might include publishing, diversity and writing, memoir writing, poetry slam writing, genre writing, and screenwriting. Activities will include a poetry wall and small workshop groups; tables will include books for sale, writer consultation, small press books, and a writing exercise table. We will also include music, food, and artwork. We hope the festival will become an annual event to publicize our Certificate in Creative Writing, celebrate LPC and the Tri-Valley’s literary arts community, and make LPC a celebrated hub for the literary arts. We have applied for SCFF funding to support this endeavor.

**Creative Writing OEI (Course Offerings)**

We are seeking funding to create an online-only creative writing certificate as part of the OEI.

**Introduction to Campus Resources in English Courses (Learning Supports, LPC Collaborations, Services to Students)**

English will investigate incorporating an introduction to campus resources in all English 1A and 104 courses. Since these courses are taken by almost all students at the beginning of their college pathway, they provide a strong opportunity to connect students with support services including DSPS, EOPS, the health center, the RAW and tutorial centers, the library, and other important campus supports.

**Word Jam (Course Offerings, Curriculum Committee Items, Learning Support, Pedagogy, Student Equity)**

English hopes to implement a “Word Jam” (official title still to be determined) inspired by the Math Jam model. The Word Jam would be available for students who place into 1AEX. The Jam would be a

2-week intensive English academic non-credit course where they'd strengthen composition skills by writing a research paper, under the tutelage of an English instructor in a setting of about 10 students : 1 instructor. The program would be three hours per day, split into a morning and afternoon cohort. Also, students could present their paper to the campus community, including Watemi, in a forum and have the opportunity to further it by making it an honors project or independent study. We are hoping to use SCFF funds to support this endeavor.

**Professional Development (LPC Planning Priorities, Pedagogy, Professional Development)**

The English department plans to engage in professional development activities on the theme of “approaches to Essay 1” this year. Almost all students are entering English at the transfer level. These students, even when prepared for college work, come to LPC with a diverse set of experiences, instructions and assumptions about essay writing that can be difficult to address before the first essay of the term is due. The department plans to explore best practices for structuring, scaffolding, and evaluating an initial essay assignment to draw on students’ background knowledge while helping determine what skills they need to strengthen for future work.

**Equitable Supports (Course Offerings, Community Partnerships/Outreach, Learning Support, LPC Collaborations, LPC Planning Priorities, Services to Students, Student Equity)**

We hope to create equity in support services for English courses by working with the IR office to research the following issues:

- Analyze the equity and success in English 1A hybrid and late-start classes in order to know how to improve equity of Lab support, or whether we should discontinue offering these classes.
- For extra support classes (1AEX and 104), what type of support from the college (DSPS, ESL, counseling, student health services, Library) is needed to increase success and how best can we embed these services in these courses.

Based on IR findings, hope to to coordinate/create revised curriculum for all 104/1AEX support Labs. We also need to create stronger placement guidance for students about which classes offer extra support (104/1AEX) and which do not (1A). We also need online outreach and marketing of these course options. We are hoping to use SCFF funds to support this endeavor.

Mark an X before each area that is addressed in your response.

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**H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).**

**Supporting 1AEX Students (Human Resources, Learning Support, Pedagogy, Student Equity)**

We will certainly be focusing on addressing the needs of our new 1AEX students and assessing the curricular model we have chosen to mainstream them, over the next few years and beyond. SCFF proposals focused on equity, student supports, increased course offerings in summer and online, and faculty professional development have already been submitted, and SCFF proposals for a word jam and non-credit skills-based and behavior modification courses are in development. We have also re-submitted our classified position request from last year and will be working on how to best use our current resources (4 Instructional Assistants) and any newly funded resources (embedded RAW tutors in 1A, if our SCFF application is successful) to support student learning and acceleration.

**New Building (Course Offerings, Facilities/Supplies/Equipment)**

We will also have to address the challenge of room scheduling for our classes as the demolition of Building 400 (the current English Center) and the construction of the new building (which will house the new English Center) begin in the next 2-5 years. So far, we have been given no timeline in terms of when the demolition will occur and where our 104/1AEX classes can be held once that happens. This is a concern as these classes require the physical proximity of the Instructional Assistants and a computer lab or laptops for approximately 45 minutes per section. We are already feeling the crunch of trying to find rooms for our 1A classes that have a lab/computer component, so we will need to be

proactive in planning our strategies for appropriate classrooms to house our program before the demolition/construction occurs.

**Globalization of Curriculum (Curriculum Committee Items, Pedagogy)**

We already have our English 41 course, Modern World Literature from the 17th-century to the present, and we will soon teach our new English 42 course, Literature of the African Diaspora in America, which we created and ran through curriculum last year. We purposely designed the course to allow for the reading of literature by African Americans, enslaved peoples, immigrants, and sojourners so that the course would have a global focus. We hope to survey our English courses to learn more about how often instructors are integrating writers from outside of the US and issues that affect other parts of the world into their courses, as well as about how often instructors are comparing US experiences of a variety of issues, whether immigration or opioid use or income inequality, to experiences of people and countries outside the US.

**Academic Honesty (Learning Support, LPC Collaborations, Technology Use)**

Four English faculty have been and will be working with the Academic Senate on updating campus resources to support academic honesty (board policy, catalog language, web site/pages, dishonesty reporting form, software to prevent cheating and plagiarism, and reporting software) and on making a long-term plan for creating a culture of academic integrity and learning on the LPC campus.

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**Section Two: Current Topics (Required for All Programs)**

**A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:  
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?  
 yes     no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): English 1A
SLO or SAO: Write an academic essay using textual evidence to support a thesis
Describe the quantitative or qualitative results: In Fall 18 and Spring 19, English 1A instructors used a shared assessment related to the English 1A writing SLO. Among other things, the assessment measured students' abilities to write a paragraph with a controlling idea and

supporting evidence from an article. At a meeting on May 30th, we discussed results of the assessment. Here are some instructors' observations:

Students did better on the final than on the midterm

The writing helped show who was misreading the article

Helped instructor identify patterns of weakness and change approach to teaching paragraphs

Showed weaknesses in MLA conventions

Gave a snapshot of students' abilities at that point

Discuss any actions taken so far (and results, if known): Some English 1A instructors are continuing to use the assessment

Discuss your action plan for the future:

Learn how to aggregate data across all sections (didn't use eLumen to collect data)

Consider making a customizable version of the assessment that could be adapted to class topics

Create a clickable rubric in Canvas

Consider standardizing weight of grade as it could influence students' performance

**C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

**We haven't. We've had to focus on 1A/104 because of AB705. We did this previously trying to incorporate more research. We could do a similar shared assessment for 4/7. We need to find out if we need a lab.**

Degree/Certificate:

Program SLO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):



Discuss your action plan for the future:

**D1. SLO/SAO Progress Review:** To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

One course, English 1AEX, is listed. This course should have the same SLOs as English 1A. These SLOs have been submitted to the SLO Committee.

**D2. This question has been removed.**

**D3. This question has been removed.**

**E. This question has been removed.**

**F. Student-Centered Funding Formula (SCFF):** The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

#### Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

**F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.**

- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

This year, we created a Creative Writing Certificate. This will increase opportunities for students to earn a certificate in English. We will track the numbers of students pursuing and earning this certificate over the next few years. We applied for SCFF funding to create an all-online version of this certificate as well.

**F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?**

Providing needed DSPS and Learning Skills support for students with learning disabilities.

- Increased DSPS counselors
- Consistent DSPS director

- Funds to pay student notetakers
- Reinstatement and redesign of Learning Skills courses

Contacting students who dropped out to find out why.

- Counselor time to contact students

**G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.\***

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

\*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

**G1. Equity Actions:** Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

**Actions we have taken to increase equity have included:**

**Black History Month February 2019/Latinx Heritage Month October-November 2019**

Kisha Quesada Turner and Michelle Gonzales participated in campus-wide initiatives to create meaningful activities and events showcasing African-American and Latinx heritage and culture. These events included food, music, film, art, speakers and campus reads. Students from the Umoja and Puente clubs, the Black Student Union and the LPC Student Government played important roles in planning and executing these activities, which contribute to campus climate that is welcoming and meaningful to a diverse student body.

**Embedded Tutoring in Umoja and Puente**

Both learning communities have embedded tutors to increase student success.

**New Teaching Materials with POC Focus**

Michelle Gonzales and Kisha Turner have created materials to be used on the RAW Site and in classes that discuss the use of student voice in academic assignments, guiding students to use their own identity, dialect, and positionality to address academic topics.

**Wokeshops**

Kali Rippel, Kimberly Burks, and English's Kisha Turner supported students in offering their first "wokeshop" on the topic of "Black Love" in late September. A wokeshop is workshop centering around a topic of interest to students of the Umoja Learning Community and provides a safe space for all members of the community to hold deep conversation about the topic. Students from all Umoja cohorts and the greater campus community, members of Watemi, some Puente students, and assorted faculty and students assembled for good food and honest conversation.

**Kurzweil PDFs on Canvas**

For our Basic Skills reading materials, we have added Kurzweil PDFs on Canvas that will be accessible to students with visual impairments.

### **Co-ordinating Historically Black Colleges and Universities (HBCU) Tour in Spring 2019:**

English professor Kisha Quesada Turner co-coordinated the Spring 2019 HBCU Tour which took 20 LPC students on a tour of five HBCUs. The hope of the Tour was to inspire, motivate, and help Black/African American students research and give them tools to transfer to a culturally-affirming baccalaureate university.

### **Creation of New Course, English 42, Literature of the African Diaspora in America**

#### **Umoja Learning Community**

LPC's Umoja measures Umoja students who enrolled in at least one Umoja course in the fall term and one Umoja course in the consecutive spring term who have continued in LPC the following fall term. In AY 2018-2019, fourteen of sixteen Umoja students persisted in the way described. Though the number counted in Umoja is small, compared to the Collegewide rate of retention for Black/African American students, the Umoja retention rate indicates success. The Umoja data shows an 88% retention rate from Fall to the following Fall. Simultaneously, campus wide data shows that the College needs 10% more Black/African American students to persist from Fall to Spring in order for the College to reach full equity. The provision of dedicated Umoja faculty--in particular, a dedicated counselor--could be a reason why the persistence rate for Umoja students is higher than the College-wide rate.

Of concern to Umoja is the students not included in its count of sixteen. Umoja originally started out with at least 27 students in AY 2018-19. It would be helpful to know why those students didn't persist. Anecdotally, some chose to work instead of attend school, and at least one moved to a different college in hopes of better opportunities for student athletes.

In Fall 2019, the students of the current Umoja cohort will be assisting in the efforts to improve success gaps at LPC by researching causes of the equity gaps and proposing solutions.

Umoja at LPC was also granted a \$16,000 grant by the Umoja statewide apparatus. The grant funds, to be used in AY 2019-2020, will be used to purchase loaner books; develop student leaders who will recruit students for the 2020-2021 cohort; and provide dedicated Math and English tutors.

**G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).**

**Equity Gaps**

During AY 18-19, African American students had 64% success rates in English courses, Latinx students had 70% success rates, white students had 75% rates and Asian students had 79% success rates. While only African American students came close to facing a disproportionate impact (defined as less than 80% of the highest group--African Americans had 81% as high success as Asian students), these gaps are still significant and need to be addressed. Many of the most successful interventions, such as CORA training and learning communities, are high-resource, but they need to be provided in order to insure equitable outcomes. Other needed interventions are:

- More faculty diversity
- An increase of literature courses reflecting student identities; possibly developing suggested pathways for these students
- Exploring establishing a learning community for Filipinx, South East Asian, and Pacific Islander students
- Late-start courses to accommodate students who need more time to enroll; more time may be needed due to figuring out how to navigate the College; applying for and receiving financial aid; making the decision to enroll as opposed to working full time.

**DSPS Students**

English students with learning disabilities need stronger support from DSPS. Last year, the English department met and worked with DSPS Director Jason Jones to identify beginning steps for strengthening collaboration between English and DSPS. Unfortunately, Jason left his position this year. The position is currently vacant and DSPS is woefully understaffed. Plans for DSPS representatives to visit English Basic Skills Courses were abandoned after DSPS could not provide this service, promised by Jason Jones, in a timely fashion. The loss of two DSPS counselors last year also hurt staffing and impeded our ability to collaborate and find support for our students. DSPS needs a strong and experienced director, positive support from higher administration, and robust staffing. Learning Skills courses should be reinstated and should teach best practices for students with learning disabilities (for example, note-taking methods, processing techniques, tools for self-advocating, etc.). Also, student note-takers should be paid by the college.

**Other Equity Needs**

The following actions are needed to ensure a diverse faculty and equitable supports for students in all English courses:

- Stronger recruitment, job-security and community for part-time faculty in order to retain talented and well-trained instructors
- More consistent administrative leadership
- Training and support for identifying needs for Pacific Islanders, foster youth, LGBTQ students, and other vulnerable student populations
- Stronger learning supports for online classes
- More flexible and accurate placement options, including late placements and robust guided self-placement.

**H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?**

**Section Three: Curriculum Review  
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**Curriculum Updates**

**A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.**

Three courses appear on our report:  
English 4/7 (Due 2013)  
English 12C (Due 2011)

We believe all three of these are errors. On the course outline, English 4 is listed as active since F15, and English 7 as F16. These numbers correspond with our records of most recent updates.

English 12C is not an active course.

**B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.**

We just updated our AA, which is interdisciplinary, to add new courses and delete some from other programs (like humanities) that are no longer offered. We are now in the process of updating our AA-T, not only to add new courses (like English 42, Literature of the African Diaspora in America) but to change the courses on List A. List A courses have to be transferable to a CSU, and our curriculum chair, Craig Kutil, worked with the CSUEB articulation officer last spring to make all our courses transferable. For that reason, there is



no need to have any course on List B. Having all courses on List A will remove barriers for students who sometimes cannot complete the AA-T if a given course on List A or B is not offered in a given semester or cancelled.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

- We are considering offering an all-online Creative Writing Certificate as part of the OEI.
- We are still considering what 1AEX would look like if offered online. It is important to ensure equity not only in terms of availability of courses in multiple modalities and at multiple times, but we also do not want to decrease equity by offering a course in an online format if it is likely to have extremely low success rates.

**Section Four: CTE Updates  
(CTE Programs Only)**

**A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).**

**B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.**

**C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.**

**(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).**

**C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?**

**C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?**

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Other issues:

1AEx ESL for the future.

Online