

PROGRAM REVIEW UPDATE 2015-2016

Program: English

Division: ALSS

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Writer(s): Karin Spirn, Catherine Eagan, Maureen O'Herin, Martin Nash, James Ott, Meghan Swanson Garoupa

SLO/SAO Point-Person: Catherine Eagan

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

New Hires: Two new full-time faculty, 5 new part-time faculty, and 3 new Instructional Assistants.

New Courses:

104W –An accelerated pathway for students who place into English 100A (two levels below transfer)

English 1A with emphasis on technical/practical writing to support engineering-technology

partnership with Lawrence Livermore National Lab.

Approved AAT courses: English 35, 41

Newly leveled courses for repeatability: 12B, 19B

Need for increased sections: IR data shows that our course fill rate has not been below 100% since Spring 2011. It reached a record high of 109% in Fall, 2014. This points to a need for increased section offerings. Waitlist data supports this need as well; the average English wait list for the last four semesters has been between 13-15 students. The overenrollment of English courses creates a bottleneck that prevents students from completing their certificates, degrees and transfers in a timely fashion. It also prevents students from maintaining a full-time schedule.

Increased Percentage of Latino/a students and Disproportionate Impacts: Our percentage of Latino/a students has steadily increased, from 19% in Fall 2010 to 29% in Fall 2015. The Puente program is an excellent option for students who are interested in a Latino/a themed learning community. Our department's participation and leadership in this program also demonstrates our commitment to recognizing and supporting Latino/a students. However, LPC's equity data shows that Latino/a students have 60% of access to English 1A compared to students overall. Our upcoming move to a multiple measures assessment process should help mitigate this disproportionate impact. Initial Equity Report data suggests that African American women may also be experiencing lower success than African American men and the larger student population, so this is a population for whom we may need to develop interventions. Also, in order to strengthen our work with students of color, we may want to explore the Teaching Men of Color Certificate Program offered by The Center for Organizational Responsibility and Advancement.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

English 104W Acceleration Project

We launched the English 104W course, an accelerated sidecar course that allows students who placed into English 100A (two levels below transfer) to take English 104 (one level below transfer), along with a sidecar support course (104W). We are now in our third semester of this option, with strong success. In our first semester, Fall 14, 67% of the students passed 104 and 104W, making them eligible for 1A in a single semester. This compares to Spring 14 (before the pilot), when only 29% of students passed English 100A. These students still had to pass an additional semester of English (104) before 1A eligibility. The students in our pilot had double the success reaching 1A in half the time, compared to the general population of students with a 100A placement. Michelle Gonzales and Karin Spirn presented these results at the Accelerated Learning Program Conference in Costa Mesa during June, 2015. Katie Eagan will be presenting them at the conference for the English Council of California Two-Year Colleges, our major professional organization, this October.

Responses to Unity SLO Assessment

Based on our findings that some English 104 and 1A students struggled with writing unified paragraphs, we have added assignments about unity to our bank of assignments on Blackboard. Several instructors have added specific lessons about unity to their courses, and many have added unity to grading rubrics.

Quote and Source Integration SLO Assessment

After the success of the Unity Assessment in English 1A, we decided to implement an assessment of a single skill at all levels of our program. We created an assessment on the topic of quote and source integration. The assessment was given in Spring 2015. It was taken by 846 students at all levels of our program. We determined that students in the lower courses (104, 105) scored more strongly than expected, while students at the highest level (4, 7) did not score as well as we had hoped. We are now creating new assignments and other plans to strengthen these skills for our English 4 and 7 students.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Staffing Issues

We have not had a full Instructional Assistant staff in basic skills classes for 3 years. The Human Resources department has not posted or opened our positions promptly, and when they did, there were errors in one position's salary.

While we have hired two new faculty positions, staffing remains an issue. For the last three years (since Fall 2012), our percentage of FTEF taught by full-time instructors has averaged 37%. We have consistently had numerous instructors in campus leadership positions (accreditation lead, accreditation report editor, program review coordinator, Puente coordinator, Basic Skills Committee coordinator, Integrated Planning Committee Co-Coordinator, Facilities Committee Coordinator, RAW Center coordinator). Campus leadership is an important part of our department's culture, but we need more faculty to support our English department duties.

Sabbatical leave replacements have not been provided to meet program needs. With three English department sabbaticals in the last two years, this has become a real impediment to progress in our department.

Waitlist Archive

While we know English courses have long waitlists, we have no way to track the student need represented by these waitlists. Creating an archive of opening-day waitlists would aid the college's enrollment management process and allow the college to see which courses are most impacted.

Facilities Needs

We are concerned about the lack of dedicated space for our basic skills program in the future. Our dean and the IT department have been extremely helpful in ensuring our needs for transfer classes in the new building (100). However, we are worried about the limitations to growth in our basic skills program, due to lack of dedicated/appropriate space.

Supportive Infrastructure for Learning Communities

Without a dedicated learning communities coordinator and centralized planning for learning communities, the logistics for these communities (publicity, enrollments, support services) have been very challenging. The faculty also needs funding for development of LC courses, training in best practices for LCs, and meeting time for collaboration with other instructors in the same LC.

Transparency/Shared Governance

The college needs to ensure the involvement of English faculty in earliest stages of planning process for any learning community, remote offering of English courses, Equity Plan action, or Middle College offering of their courses. There should be no assumption of English participation without adequate notice, or approval of department, or adequate funding. English has repeatedly learned of commitments made by the administration weeks or months before that involve English

department participation, but the department was not given the chance to participate in the decision-making process. Many of these commitments (most notably the English courses offered at the charter school) have been highly disruptive and time-consuming for English personnel.

Other Needed Supports

Support for Learning Communities and Other Projects: We have faced insufficient institutional support for ongoing coordination of special programs (CFS, Puente, RAW Center, charter school classes).

Support for SLO Data Collection: We have been unable to ensure integrity and reliability of data collected for SLO analysis. Because we have a large number of sections for most courses offered, coordinating a shared assessment becomes a very large and difficult project for one member of the English department to devise and spearhead. We conducted a comprehensive study last year (Spring 2015), but it was more work than would be feasible each year, and it did not sample student writing; it was only a multiple-choice assessment. A comprehensive and reliable collection of data would require some reassigned time for an already strapped department.

Added Staffing in Office of Institutional Research and Planning: The overburdening of the office of Institutional Research has left us unable to move forward with a study of our assessment process. We surveyed students and instructors in Spring of 2014, but have not received the results of the instructor survey due to the IR office being saddled with many other pressing tasks. More support for this office will be critical for us to move forward using evidence to improve our program.

Increased Funding for Library Collections and Resources: The library resources, particularly databases, are not adequate for many research projects. Our English majors sometimes face a barrier in doing their oral presentations and honors projects because there are not enough full-text academic articles available on literary, cultural, and ethnic studies. In addition, the criticism on literature besides U.S. literature is very thin. Having access to the MLA International Bibliography, ProjectMUSE, or JSTOR would make a big difference for them. Google Scholar does provide a little more help, but the sources are usually only partially reproduced. The growing online book collection is a positive step in providing students with a diversity of materials, but again, it seems to be limited to certain publishers. Boosting interlibrary loan or partnering with the LINK + system at some Alameda County libraries would be a positive step forward.

Support for Innovation

One of our major goals for this year was to create an accelerated pathway for students who place one level below transfer. These students could take English 1A along with a sidecar support course. We had hoped to pilot this class for Fall 2016, and we were funded with a grant from the California Acceleration Project to do this work. However, we were not approved for the reassigned time (3 CAH for both fall 2015 and spring 2016) needed to coordinate this project, even though it was paid for by the grant and would not cost the college anything. For this reason, we were forced to postpone this project until we can be released from other duties to allow us the time to work on it. One of the college's goals in the Educational Master Plan will be "Create the infrastructure to support the pursuit and implementation of grants." Departments may hesitate to pursue grants in the future if these grants will be rejected by the administration.

D. What are your most important plans (either new or continuing) for next year?

Multiple Measures Assessment

We are planning to implement multiple measures assessment, based on the data provided by John Hetts and Katie Hern. We will participate in the RP Group's Multiple Measures Assessment Project to research the effects of our new practices. We would also like to pursue training for full and part-

time instructors regarding best practices to support the new student bodies created by the changes in assessment procedures (both English 1A and English 104/105 will have new student makeups if more students assess directly into 1A). We are interested in pursuing the district's Innovation Funding in support for this project.

Revamping of Course Sequencing

We are assessing our the sequence and numbering for our composition courses and determining changes that need to be made. With the new 104W course, and with the possibility of a new accelerated pathway to 1A in the future, we want to make sure our composition sequence is logical, easy to understand, and supportive of student need and success.

Investigating the Needs of Low-Placing Students

We are also investigating the needs of students who place low in our assessment process, including those who place into 100A and/or Learning Skills English courses. We will work with the Learning Skills program and DSPS as needed to create strong support for these often at-risk students. We may need more training on best practices for supporting these students.

Accelerated 1A Pathway

We will continue to work on implementing an accelerated 1A sidecar course, though this process has been stalled due to the administrations refusal to allow English instructors to have reassigned time for this project, despite the fact that we have a grant to pay for it (see "obstacles" above).

Strengthen Documentation

We plan to create strong, ongoing documentation processes for SLO discussions and other department discussions, including posting all meeting minutes online. We may also create new rubrics in order to facilitate SLO reporting.

Facilities

We will continue to advocate for sufficient and cohesive English/Language Arts facilities.

RAW Center

We will support the Reading and Writing (RAW) Center in expanding its services for face-to-face and online students.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Goal: We plan to create strong, ongoing documentation processes for SLO discussions and other department discussions, including posting all meeting minutes online. We may also create new rubrics in order to facilitate SLO reporting.

Planning Priorities:

- **Establish regular and ongoing processes to implement best practices to meet ACCJC standards**
- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes**

Goal: We will support the Reading and Writing (RAW) Center in expanding its services for face-to-face and online students.

Planning Priority:

- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.**

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

NA

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

The most significant new impact has been the new English 104W Course, which has allowed low-placing students to accelerate their progression to English 1A.

We changed our English 100A curriculum and stopped using the book *Sentence Structure*, which saved money for students and lessened the amount of skills-drilling assignments in favor of more targeted grammar instruction.

We increased the value of the essays in English 104 from 100 to 200 points each, allowing student writing to be a larger focus in grading for those courses. This means that students who do not do well on the essays are less likely to pass the course based on smaller, scaffolding assignments, and students with strong writing skills are more likely to pass.

We have also impacted student veterans through our partnership with Lawrence Livermore National Lab. In the summer of 2014, Las Positas College partnered with Lawrence Livermore National Laboratory (LLNL) and Alameda County Workforce Investment Board to establish a new 24-month career pathways program to provide technical education and training for student veterans interested in careers in engineering technology. The program is designed to generate a pipeline of qualified candidates for LLNL and other Bay Area employers such as NASA and Sandia and Lawrence Berkeley national laboratories. A key component of the program is offering summer internships for veterans that include worksite activities, tours, job shadowing, on-site training, mentoring and learning activities. Along with math and engineering courses, students take English 1A, ideally with an emphasis on practical / technical writing. To assist in this program, a faculty member from the English Department worked closely with a Ph.D. specialist in technical writing at LLNL to develop

curriculum that both meets the course outline of record and engages students in assignments using a technical writing textbook. The faculty member taught the first pathways cohort in spring semester 2015. In addition to academic and technical writing, the veterans wrote personal narratives that recounted aspects of their military experiences. Many of these stories have been published online at www.lpcvetstories.com, a new website that was an outcome of the course. The pathways-oriented English 1A course is scheduled again for spring 2016.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

The results of our Quote and Source Integration Assessment, given Spring 2015 and discussed on October 9, 2015, revealed that our basic skills students (English 104/105) had stronger skills than expected, with an average SLO score of 2.77/4. This average means that most students have achieved proficiency and many have achieved a "strong" or "mastery" score.

- B. Discuss assessment results that indicate a need for improvement.**

The results for the highest-level composition courses, English 4 and 7, were not as strong as we had hoped. The average score of 2.06/4 is barely above mastery, showing that about half of students are not achieving mastery.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

Based on our findings from our Quotation and Source Integration SLO project, we will create a glossary of terms for the Reading and Writing (RAW) website so students are more certain about different genres and types of texts, as well as other terms used throughout the English department. We would also like to work with the librarians on expanding student education around the differences between each type of source, vital for proper citation as well as research that uses a variety of sources. We will create and renew assignments on Blackboard for our department to use, particularly in English 1A, 4, and 7. We are interested in pursuing training on best practices for teaching research and documentation. We would like to develop more consistent rubrics for instructors to use in courses, in order to facilitate the SLO process.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

No DE sections were individually assessed in the last year. One DE instructor participated in the Quotation Analysis SLO Project. For that instructor's courses, the average score was 5.69/8. The average score for students overall at that level was 5.86/8. The overall student population for the assessment was 97% face-to-face. Thus, the DE students performed similarly, if a bit below, the face-to-face students.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

Possible training in best practices for teaching documentation.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Based on our findings from our Quotation and Source Integration SLO project, we will create a glossary of terms for the Reading and Writing (RAW) website so students are more certain about different genres and types of texts, as well as other terms used throughout the English department. We are also almost finished creating a RAW page on unity, based on our previous assessment on this topic. We will create and renew assignments on Blackboard for our department to use, particularly in English 1A, 4, and 7. We are interested in pursuing training on best practices for teaching research and documentation. We would like to develop more consistent rubrics for instructors to use in courses, in order to facilitate the SLO process.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO x

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

We will assess all composition courses (100A, 104, 105, 1A, 4, 7)

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	About 20
Spring 2016	About 20