Program: English

Division: Arts and Humanities

Date: October 16, 2017

Writer(s): The English Department

SLO/SAO Point-Person: Martin Nash & Karin Spirn

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Section One: Program Snapshot

A. **Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).**

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 (**https://goo.gl/b59nCy**)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Multiple Measures- After the anticipated shifts in student enrollment from our Multiple Measures changes (e.g. more students being placed at transfer level), the department worked with the Office of Institutional Research and Planning to study the impact of the changes on course-level student success. During the 2016-17 year, when over twice as many students were admitted to 1A as in previous years, success rates for the course stayed flat at 74% (success rates had varied from 73-76% during the previous five years). In addition, students who placed into 1A by only GPA had 76% success in the course, which is higher than the average success for the course. This demonstrates that the students who would have previously been barred access to English 1A due to their Accuplacer scores were as prepared for success in English 1A as students placed using the old system. In addition, students placed only using Accuplacer (those with High School GPAs under 2.5) had significantly lower success in 1A (68%) than those who placed by GPA only, suggesting that GPA is a stronger predictor of success than Accuplacer score. In addition, those students placed by only GPA who took English 4 or 7 in Spring 2017 had 80% success in these challenging courses, suggesting that standards were not lowered in 1A to allow these students to be passed along.

   The use of multiple measures placement more than doubled placements into 1A for African Americans, Filipinos, Latinos and multi-ethnic students, thereby reducing disproportionate impact in our placement process. Each of these demographic groups had comparable success to the student population overall in their 1A courses (all 72% or above for students in that group who placed by GPA only).

   The lack of change in the overall success rate indicates that the movement towards a more equitable and efficient placement process has not been disruptive to course-level student success

Enrollment Management- Overall FTEF used within English was lower by more than 1 FTEF in both Fall and Spring (2 FTEF total, for the academic year), likely due to our changes in student placement. It was expected that students would take fewer English FTEF/FTES as students moved through our typical GE transfer pattern more efficiently.

   The department made efforts to shift the course offerings in anticipation of changes in placement, but enrollments are still changing our offerings to match the new enrollment and placement patterns. Fill Rate had dropped for a time but is now back at or above 100% for English 104, English 1A, English 4, and English 7. FTEF from Full-Time Faculty has achieved parity with the overall campus number in the low to mid 40% range.

B. **Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).**

Vacant Senior Instructional Assistant Position: The most significant change to both our program and its needs has been the loss of our Senior Instructional Assistant. We lost our program's most experienced and senior educator, Cindy Ahre, when she retired. The loss was compounded when our previously approved replacement hiring process was canceled mid-hiring process (after completed level 1, during the scheduling of level 2).	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management

For two years, the college's planning priorities have included "Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses."

Stated plainly, English department Instructional Assistants are our basic skills students', and prospectively our English 1A students', most accessible and best tutors. Tutoring in English, both basic skills and transfer, is a specified item on their district approved, collectively bargained job description:

1. Provide learning assistance to students individually or in groups in understanding and assimilating material presented by a certificated instructor in a variety of educational settings;
5. Tutor students in the assigned discipline

The programs with needs that necessitate Instructional Assistant support know that there are no campus staff that can better support a student's learning in their discipline than an Instructional Assistant. There is no tutoring program or service that works as closely or as effectively with the course and program curriculum than an instructional assistant.

We understand that planning priorities do not mean that all requests will be filled or resources provided, but it's hard not to question the function or purpose of the planning priorities if identified priority areas are actually being reduced.

English 1A Lab Instructional Assistant Pilot: Our department developed a plan during the 2016-2017 Academic Year to pilot the use of our English Instructional Assistants in some of our transfer level courses (English I.A.'s had historically supported the basic skills program). The plan was curbed subsequent to the vacancy of the Senior Instructional Assistant position over the summer and has subsequently been re-initiated after several weeks of discussion and triage during the first weeks of the Fall 2017 semester. An on-call hourly position has been made available through grant funding to support a renewed pilot of instructional assistant support to transfer students; we hope to revise the practices employed by the pilot as we gather more data and insight into how effective the program has been.

Reduction in Basic Skills I.A./Tutoring Support:
In addition to the effect of the instructional assistant vacancy, the English 1A Instructional Assistant Pilot has meant more scarce resources in the face of an increased need in the basic skills area. More than twice as many students, post-multiple measures placement changes in English are placed directly into English 1A, nearly a 125% increase. The result has been a significant reduction of our basic skills offerings. According to English 1A instructor feedback (from the Coming Together Workshop, February 3, 2017) and the research of Dr. John Hetts, these students still struggle with affective skills such as regular attendance and completing homework as well as skills

	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
X	Human Resources
X	Learning Support
X	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
X	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

necessary for success including sentence structure, mechanics and usage, and research skills. For these reasons, offering Instructional Assistant support in English 1A labs serves the goal of providing accelerated students with the scaffolding necessary to be more successful. The English 1A attached lab already offered an opportunity for hands-on practice, heightening student readiness and engagement, and having instructional assistant support in the labs provides additional support to students as they do detail oriented hands-on work, better ensuring sound practice of sentence structure, mechanics and usage, and research skills.

Instructional Assistants are also a valuable resource for new faculty and adjunct faculty. IAs work with faculty to develop shared curriculum, offering continuity in a system that relies heavily on adjunct faculty. They work with adjunct faculty to help them support LPC students, teaching them about campus resources as well as serving as a resource for the teaching of shared curriculum. IA support, post-multiple measures placement changes in English 1A, could and should be leveraged now that we have more than doubled the number of students placing into English 1A, many more of whom will be first-semester college students in need of guidance and support with student skills.

English SmartShops: Study of English 1A students post multiple measures placement changes suggested that about 25% of students have not, or will, not succeed in English 1A. However, based on BSI webinar information/common knowledge about transfer comp students taking college level English during their first semester of English, we learned that students can, and do, succeed with additional support. Because we anticipated a cut to RAW Center funds and a 25% non-success rate, we had faculty tutors collect data on the kind of English support services they were providing in the RAW center, specifically, the kinds of topics students sought help for. These results were entered into a spreadsheet and analyzed, giving us specific information needed to create more targeted interventions. The result is the creation of reading and writing workshops offered in the Smart Shop Series format (not unlike the Woodland College or Glendale College workshop series). These workshops can serve up to 45 students from all classes that require reading and writing.

The workshops are appropriate for all levels, and the sheer number of workshops offered and the variety of topics will specifically benefit the now high number of students now in English 1A who are in their first semester of college post multiple measures placement changes. While our English 1A success rates for Fall 2016 and Spring 2017 were 75% (basically unchanged as expected post placement), we are serving nearly double the number of students in Eng 1A and roughly 25% of that much higher number of students served will not succeed. These workshops aim to offset this number. The English department is collaborating with transfer center, library, and counseling to offer 6-8 different workshop per week on English related topics as well as study skills, library research, and transfer.

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

Study of Placement Process: We continued our review of the success data for students matriculating through our revised placement process; the same success trends, indicating that students placed based on G.P.A. were as or more successful than students placed via Accuplacer. The department continues to look at differences within different demographic cohorts in order to identify needed professional development, support services, or curricular changes that would help us meet the college mission of inclusive student learning. **Source Integration:** The department re-ran a multi-level student learning outcome inquiry focused on paragraphing and source integration (see section K). **Umoja Learning Community:** In 2016, the English Department hoped to implement the Umoja Learning Community in Fall 2017. Happily, we met our goal. It was achieved by assembling a team of students, faculty from our department and other disciplines, and administrators who met in Fall 2016 to first apply for affiliation with the statewide Umoja program.The application process helped us design our program to include 2 linked courses: PCN 30 and English 1A. Meanwhile, our intention to bring Umoja to LPC was presented to and accepted by LPC's Academic Senate. By early Spring 2017, our application for affiliation was accepted by the statewide Umoja program. We then promoted Umoja at high schools and to students in our English 104 courses. After consulting with students and other stakeholders, our original 2 linked courses grew to 3 when we added a Library Skills course to support students' research in English 1A. From there, with the support and coordination of the Department, we added English 4 and PSCN 10, to be offered to Umoja students in the second half of the academic year. Finally, the RAW Center supported Umoja and Puente students by dedicating a tutor from the English Department for 2 hours per week. As one student recently commented, the tutor helped her improve her essay for English 1A in "such a profound way. I am more confident about the direction of my essay." **Veterans' Engineering Tech. Program:** The English department continues to support the college's Engineering Technology program designed to train military veterans for careers in technology, engineering, and related fields, primarily associated with our partner Lawrence Livermore National Laboratory. Our designated English 1A course teaches technical writing alongside academic writing. The course has been successful in assisting veterans in their transition from military to civilian life. To date since spring 2015, 61 student veterans have taken the course. A fourth	Mark an X next to each area that is addressed in your response.

section will take place in spring 2018.

Transformations Grant/BSSOT: In fall 2016, the English Department, along with the math department, was awarded a Transformation Grant to support its work on MMAP. With a goal of improving student success, the grant focuses on (1) studying the efficacy of the new placement process, (2) providing professional development focused on English 104 and English 1A, and (3) collaborating with the Adult Education program to create new pathways for at-risk students.

All of the work supported by the grant should lead to programmatic improvement. In fact, the department culture supports innovations that transcend individual practice. Historically, the English department has collaboratively developed, shared, and revised materials used in all sections of a class as well as implemented practices to ensure consistency across the sections and throughout the English pathway. The English department's relatively high student success rates along with the department's ability to quickly implement innovations such as the MMAP suggest that the department's collaborative focus serves the students and the college well. Building on the department's past success, the grant leadership has chosen to design professional development opportunities that result in programmatic innovation as well as support individual instructor's professional development. The professional development will be focused on providing time for research, discussion, and reflection, resulting in meaningful and wide-spread interventions within the English 104 and 1A. This work also serves to build relationships and community, which, according to the research on Appreciative Inquiry, is the basis for a culture of innovation.

CORA Training for Faculty: In an effort to support an underserved & under-represented student population, the English Department advocated for professional development to train teachers on how to better serve men of color inside and outside the classroom. Teachers signed up for this online course to complete on their own time, read a book and relevant articles, and participated in several webinars all discussing and showing best practices in teaching men of color. The program seeks to empower teachings, reminding teachers that all can teach men of color, but that through enhanced relationships (authentic care), attention to bias, as well as choosing relevant content, critical reflection, collaborative learning, and performance monitoring, men of color can feel more supported and successful in the classroom. Of the 51 full-time & part-time faculty and instructional assistants in English, 10 have completed the training and another 8 are currently working on the training. In June 2017, three English department members (Elena Cole, Michelle Gonzales, Karin Spirn) attended the CCEAL Annual Convening in San Diego, a conference organized by the creators of the CORA program.

Definitions of terms:
https://goo.gl/23jrxt

	Community Partnerships/Outreach
X	Curriculum*
	Enrollment Management
	External Factors
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	Human Resources
	Learning Support
X	LPC Planning Priorities https://goo.gl/LU99m1
X	Pedagogy
X	Professional Development
X	Services to Students
	SLO/SAO Process
	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

Non-Credit Adult Education: Since the last program review, the department has drafted and signaled support for a non-credit English course outline for adult education students, to prepare them for other noncredit or credit courses at the college. Department faculty have participated in the noncredit task force as it researches and adopts related policies, and are working with the current and previous adult-education program manager to position the English course in an appropriate non-credit sequence.	

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

N/A (see A, B, and C).	Mark an X next to each area that is addressed in your response.
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

Need for Grants/Restricted Funds Processing Office or Coordinator: In recent years, community colleges have been lucky enough to secure 3SP money, Equity funds, and a variety of grants, most recently the Transformations Grant. These funds require a great deal of people power to secure and to disseminate. Coordinating the writing of funds proposals has been done by different people, people who are learning as they go, and often last-minute, putting a lot of strain on those who step up to do a role they should be involved in but not necessarily coordinating. Once the plans are written and the funds need to be awarded, we have also had trouble using the funds as promised and/or transparency of spending has been questionable. A processing office coordinator could aid in the coordination of grant writing, the coordination of spending, and the coordination of initiatives for the purposes of getting the most out of our dollars.	Mark an X next to each area that is addressed in your response.

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I.A. Training for Writing and Reading Support: The department continues to seek professional development funding to support instructional assistant training in reading and writing support (the historical emphasis has been on grammar and student skills). Efforts to find funding through professional development and the college foundation have been unsuccessful. As the instructional assistants continue to expand their role in transfer courses, the need for regular professional development in reading and writing support becomes greater.

Limited Administrative Oversight for Grant Support: The college has continued to experience a shortage of administrator support, which has impacted the administration of this grant. Time is needed to work through the development of innovative approaches to professional development, for example, and limited administrator oversight becomes an obstacle without that time. An additional obstacle is a general lack of experience, campus-wide, with administering grants, resulting in difficulty administering grant objectives as quick as

is necessary given the life of the grant, a lack of set processes for doing so.

Statewide Common Assessment: The state's common assessment rollout has been delayed again. Department faculty actually made overtures about being able to view the test as currently constituted, given that some campuses have already been piloting a version of the assessment. We were told, in no uncertain terms, that we would not be allowed to view the current alpha version of the placement test. The refusal to allow us to preview the structure or type of testing involved has made anticipating or planning for the new test impractical.

Institutionalized Funding for Academic Support Is Lacking: Whereas the English Department has previously identified the Reading And Writing Center and Library database and materials budgeting as areas needing greater, more routinized institutional support, we can now add our program's instructional assistants as a currently underfunded area.

Developed, Detailed Plans for Replacing Building 400 Needed : Planning around the new bond-funded construction has been proceeding apace, and we've heard indirect mention in town hall presentations of more integration among programs and support systems in an "emporium" model. There is no unified, identifiable plan for what spaces English will occupy in the future and what capabilities and staffing those spaces will have.

English 1A Lab/Transfer Course lab space: The department has continued to advocate for dedicated space for English/Language arts facilities, but there has been only a suggestion that some integrated facility may be included in the 2100 replacement.

**Facilities will also be addressed in Question H.

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Support for Improved, Sustainable Grading Practices:	Mark an X next to each area that is addressed in your response.

Support for Improved, Sustainable Grading Practices:

- An English Department task force focused on teaching DE classes will share online grading approaches and techniques in a semester-long series of meetings and report back to the English Department.

- A group of English faculty will be participating in a reading group in the Fall 17 semester. This group will meet regularly over the course of the semester to discuss readings on various topics. One of the topics to be covered is providing feedback to students. This group will share out with the department.

- A professional development group called Working Together will be hosting a Fall 17 FLEX Day session focused on grading philosophies and practices. Some of the topics to be discussed are the history of grading and various methods of evaluation, grading the process and the product, the purpose of feedback, and how diversity and grading intersect.

- A follow-up Working Together session will explore in more detail some topics that emerged from the FLEX Day discussion. This session will likely include the sharing of practical grading techniques such as the use of rubrics and standards, as well as other discussion related to the art of giving feedback.

- Marty Nash will share reflections and perhaps strategies from the two Working Together sessions with the department. Time permitting, he would like to create a survey for instructors to share with students to gauge the types and amount of feedback that are useful. He would also like to interview students on the types of feedback they find helpful and then share results with the department.

Transfer Level Instructional Assistant Support: A departmental task force of three full-time faculty and one instructional assistant has been formed to review and evaluate the current practices of the English 1A Instructional Assistant lab pilot and to make recommendations for changes to the curriculum and structure of the pilot for Spring 2018 and beyond.

Globalizing Curriculum: The program is making efforts to globalize its curriculum. The program added a world literature course to satisfy the AA-T a few years ago, and it is being offered for the fourth time this semester. The course is also

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now part of the new Global Studies AA-T, which will launch in Fall 2018. In the spring of 2017, three English instructors earned fellowships with Stanford University's Educational Partnership for Globalizing the Curriculum. During the 2017-2018 academic year, they will meet with Stanford staff and other LPC and California community college faculty to discuss the benefits and challenges of globalizing the curriculum, and they will have access to Stanford's library system. The instructors projects are as follows: one is experimenting with teaching American Studies in a transnational context for a critical thinking course, one is teaching literature of the African diaspora in an Umoja English 4, and one is bringing comparative literature and ethnic studies methodologies to the study of world literature. They will present the results of their work at a symposium at Stanford University in May 2018. The English instructors will also be learning Stanford's Lacuna Stories program, which will allow students to annotate digitized course readings. Students will be able to tag their annotations, either with tags provided by the instructor or with their own tags, and the instructor will be able to use the "sewing kit" to gather together related annotations, identify popular passages as a place to begin classroom discussion, or catch reading errors to address in class (for example, where the author's thesis appears). This program would be particularly useful in flipped classrooms and DE settings. As this is open source software that will be loaded onto the LPC server, the whole campus will have access. Our program may consider doing outreach to introduce the program to teachers, which would mesh with our goal to increase the presence of Reading Apprenticeship methodologies at the college.

Reading Apprenticeship: Through the support of the Transformation (BSSOT) grant, two faculty, one of whom will be from the STEM area, will be trained in Reading Apprenticeship Leadership, Community of Practice, in 2018-2019, with the goal of preparing them to design, implement, and lead a Reading Apprenticeship program for LPC faculty across the disciplines. The goal will be to run the first RA cohort in Spring 2019.

As the BSSOT Grant ends in Spring 2019, other funding sources that name Reading Apprenticeship as a goal / outcome will assume costs of the RA program, such as BSI, SSSP, and / or Equity.

Facilities: We plan to work closely within the requisite shared governance committees and college-wide processes to present the facilities challenges that are limiting the growth of the English program and the facilities and equipment we anticipate in the near-term development of our program.

Library Resources: The English Department is requesting from the library subscriptions to print copies of literary magazines and journals for use in classes.

Smart Shops: The most important plans on moving forward with the Smart Shops next year are listed as follows:

- Continue revising Smart Shop curriculum as needed
- Plan for spring
- Increase marketing efforts
- Create a student survey
- Administer student survey
- Analyze the student survey data
- Analyze IR office data

Reading and Writing Center: Develop and advocate for a comprehensive program to fill the tutorial and supplemental instruction reading, writing, and research needs of the general campus.

Non-Credit Adult Education: The department is preparing to offer one or more sections of a college preparatory course through Community Education, off-campus, in spring 2018, while the course outline makes its way through the curriculum approval process so that the class can be offered as LPC instruction in about a year.

Prepare for Common Assessment: As previously noted, a state developed common assessment is coming, and the English department will, naturally, revisit the role of the assessment test in a Multiple Measures assessment process once the test becomes available.

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Yes. Our ability to offer our transfer-level courses is hampered by limited classroom space and limited lab space. Similarly, the scope of our transfer level English course instructional assistant support is limited by not having a consistent space to conduct the class meetings.

    Developed, Detailed Plans for Replacing Building 400 Needed: Planning around the new bond-funded construction has been proceeding apace, and we've heard indirect mention in town hall presentations of more integration among programs and support systems in an "emporium" model, there is no clear, identifiable plan for what spaces English will occupy in the future and what capabilities and staffing those spaces will have.

    English 1A Lab/Transfer Course lab space: The department has continued to advocate for dedicated space for English/Language arts facilities, but there has been only a suggestion that some integrated facility may be included in the 2100 replacement.

    Reading and Writing Center Inclusion in Academic Support Center: Any new developments toward a facility built to foster integrated student support services must incorporate reading and writing support for the campus.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

> *Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

Inclusivity: Umoja, Puente, CORA training
Learning Centered: S.L.O. inquiry focus on quote
integration.
Support for Completion: Multiple Measures changes, Reading and Writing Center, I.A. 1A Support

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X_yes_____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: English 104, English 1A, English 4, English 7

Text of the CSLO, SAO, or PSLO:

English 104
- Write about an author's words and ideas in an academically responsible way.

English 1A
- Write an academic essay using textual evidence to support a thesis.
- Research a topic using credible sources and document sources in an academically responsible way.

English 4/7

- Write an academic essay synthesizing multiple texts and using logic to support a thesis.
- Write a research paper using credible sources and correct documentation.

Describe the quantitative or qualitative results:

We assessed five SLOs for four courses using a large-scale assessment of all composition course. The assessment measured integration of sources (quotes and paraphrases) into essays. This assessment was a repeat of an assessment given in Spring 2015. In Spring 2017, 754 students took the assessment. While all students took the same eight-question assessment, the raw scores were translated into SLO scores according to course level. For example, a proficient (2) score was set at 4 for English 104, 5 for English 1A, and 6 for English 4/7. We expected students to improve at each level of composition.

Students did improve slightly at each level, but not nearly as much as we expected. Average scores for English 104 were 4.98, for English 1A were 5.67 and for English 4/7 were 5.74. This meant that the average SLO score actually decreased for each course. This was particularly significant for the jump between English 1A and English 4/7 a .69 drop in average SLO score. We believe the cause of this drop is that we do not adequately review MLA and other technical aspects of source integration in English 4/7, expecting students to have mastered this skill before entering the course, which they evidently have not.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

These findings were similar to the last time we ran this assessment in 2015. Since that time, we have developed teaching materials on source integration for English 4/7. These materials were first used in Spring 2017, the same semester we ran the assessment. The materials may not have been used widely enough, or perhaps further intervention is needed to improve student understanding of this topic.

In order to continue to experiment with how best to support students on this topic, the English department has formed a sub-group to focus on issues of MLA citations and source integration. We may run the assessment again in a year or two, or seek a different method of assessment.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

These findings were similar to the last time we ran this assessment in 2015.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area: <u>Plan for analysis and discussions</u>:   Summer 2018 retreat: Research SLO (104, 1A, 4, 7)   February 2019 meeting: 11, 12, 13, 19   Summer 2019 retreat: Writing and Grammar SLOs (100A, 104, 1A, 4, 7)   February 2020 meeting: 20, 32, 35   Summer 2020 retreat: Reading SLO (100A, 104, 1A, 4, 7)   February 2021 meeting: 41, 44, 45
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: 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:

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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.

English 29

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.

N/A

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.

N/A