

## PROGRAM REVIEW Fall 2020

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**Program:** English

**Division:** Arts and Humanities

**Date:** October 26, 2020

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**SLO/SAO Point-Person:** Angelo Bummer

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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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositacollege.edu](mailto:ntaylor@laspositacollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [<https://bit.ly/3fY7Ead>]

### 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: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

**Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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### Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

#### 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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.**

- English launched its new course, 1AEX (a transferable, first-semester English Composition course with built-in extra lab time and Instructional Assistant support) in Fall 19. English faculty exerted enormous effort the previous three academic years to begin acceleration (removing placement barriers that kept students in basic skills courses unnecessarily), and, with the advent

of AB705, created this new course that provides support in this transfer-level course for students entering with a GPA below 2.5.

- All English courses pivoted to DE for COVID/shelter-in-place Spring 2020. Our hard-to-convert courses, English 204N/104 (non-transfer, basic skills) and 1AEX, both of which include extra support for students, were converted to DE thanks to the extra work, flexibility, and expertise of our Instructional Assistants and faculty. Instructional Assistants were embedded in each of these sections to provide online asynchronous and synchronous support for our most vulnerable students.
- Online Course Development training was completed by 10 English faculty over the spring and summer of 2020. In addition to the spring/summer training, 19 English faculty completed training prior to COVID/shelter-in-place, so the total English faculty with Online Course Development training = 29. Only 6 instructors scheduled to teach Spring 21 classes online have not completed OCDP training, but the expectation is that these folks will complete training by the end of the Fall 20 semester. We are very proud of all the extra work our faculty and staff put into adjusting quickly to online in Spring 20 and preparing a quality distance education experience for our students in Fall 20 through Spring 21.
- A major reconstruction of the Spring 21 schedule was completed in Fall 20, offering a variety of DE courses, in a variety of modes, at a variety of times, based on the results of a student survey distributed to all Fall 20 English students which garnered over 600 responses.
- After we were forced to abandon using Stanford's Lacuna Stories annotation software because LPC was unable to host the program and its student data on our server, a number of English faculty started experimenting with Hypothesis, an annotation program recommended by Stanford that had recently started a Canvas integration. The Canvas integration allows students to access texts more easily for annotation and funnels their individual annotations and response posts into the SpeedGrader. The LPC English department led a district-wide pilot, offering free Canvas integration and additional pilot benefits beginning in August, and encouraged usage across campus through email, a September TLC workshop, and the October Flex Day. The pilot offers faculty greater flexibility in the types of texts that can be pulled into the annotation tool (files from Canvas, not just URLs on the open web or publicly available documents) and guaranteed access to technical and pedagogical support. Hypothesis is being used in disciplines ranging from English to anthropology to mathematics, and we submitted an Instructional Equipment Request to extend our usage of the tool into 2021. We have also used the tool for a department-wide reading and annotation of a 1974 CCCC statement, "Students' Right to Their Own Language," as part of a series of department conversations titled "Blackness X English."

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

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

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

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

### *Obstacles and Needs for Departmental function and service:*

#### **-An additional Full-time English Position needed**

As noted in previous Program Reviews and in the Full-time Faculty position request submitted to the Prioritization Committee, an additional full-time faculty position is needed in the English Department.

Almost every student who enrolls at LPC was/is/will be an English student. Full-time faculty are needed to connect these students not just to English reading, writing and critical thinking skills, but also to the resources and community of the college. Part-time English faculty are most often working at multiple colleges and are not easily able to attend English Department meetings (nor Division, nor Town Hall meetings). It is impossible for an English Coordinator, and a small group of 14 full-time faculty to update over 40 part-time English faculty about the projects and best practices gleaned from these meetings, so the lion's share of all the professional development and collaborative work of the department is shouldered by the full-time faculty. This includes work with the Curriculum Committee and the campus at large to discuss English prerequisites, which requires us to be familiar with the data that support and discourage their use; research into best practices in English instruction and participation in state and national dialogues in our field; development of our own and part-time instructors' teaching through staff development; work with Student Learning Outcomes to discuss the successes and failures of our teaching and make improvements; coordinated work with the Reading and Writing Center that serves across the campus; coordination with and training of Instructional Assistants; as well as, work with librarians and counselors and the Tutorial Center to develop innovative ways to improve student success. It is also the responsibility of the full-time faculty to disseminate information about all of this work and create professional development opportunities for the 40+ part-time faculty, so that innovations created by these collaborations can be implemented in all English courses.

An additional full-time English faculty position will provide the department with a much-needed additional full-time collaborator and curriculum builder. We have so many wonderful part-time English faculty; however, asking them to do more office hours than are in their contract, sit on committees for free, keep up to date with each new library acquisition or legislative initiative is unfair. It is emphasized by the college that these professional responsibilities are key to student success. To support this success, we either should pay a wage to part-time faculty that allows them to fully participate in the ongoing development of the English program, or we need to hire additional full-time instructors.

Another important aspect in our request for an additional full-time position is the English Department's continued interest in diversifying our faculty. Across the board, more racial diversity is needed in our department to mirror and respect the amazing diversity of our students. In addition, we would like to achieve neurodiversity in our faculty because many of the students in English courses struggle with learning disabilities. A faculty member who has achieved success while managing a learning disability would establish an important role model for our students.

#### **-Additional support/positions needed for TLC/online teaching and learning**

The COVID/shelter-in-place situation this past year has highlighted a need that has been noted in the English Department's Program Review every year: More support and staffing are needed in the Teaching and Learning Center. Although we applaud the work that went into training many instructors in the rudiments of online course development in summer of 2020, this training required hiring online-experienced faculty in addition to the TLC staff. Training for online teaching and learning post-COVID

will need more such workshops, as well as additional classes focused on best practices and discipline pedagogies. The TLC is simply not staffed with enough permanent positions to handle this.

Best practices for teaching writing online, illustrating how online English courses are implementing brainstorming, outlining, drafting, feedback, peer review, and editing in their Canvas platforms, are needed to support quality online English courses at LPC. In addition, online English courses require training and professional development for best practices in teaching and supporting reading skills in an online platform.

Over many years of searching out professional development and best practices, the English Department has many techniques for teaching these writing and reading skills in the face-to-face environment; however, we have no place to turn at LPC for direction and support in learning, developing, and implementing these best practices using the Canvas LMS. It is important to note that TLC workshops explaining the functionality of Canvas do not include the pedagogy that goes with teaching reading and writing skills online. More support and staffing focused on pedagogy will take TLC online training to the next level.

#### **-Additional support/positions needed for Institutional Research**

Another need noted in the English Department's Program Review every year is additional support and staffing for the Institutional Researcher. The English Department does its best with surveys, but we are not experts. As we try to understand how to serve students' needs in our classrooms, we continually come across questions we need to be answered systematically. For instance, we need to know which students benefit from the extra support provided in 1AEX and which students would do as well (or perhaps better) without having the extra lab hour. We also would like data to help us decide how best to use Instructional Assistants in courses and for student support. Our distributed surveys are somewhat helpful, yet the collection and analysis of the collected data are always problematic because we do not have the expertise of an Institutional Researcher. Right now, we hesitate to ask IR for help because we know how overworked the office is as it meets the research needs of the entire institution. We are glad that IR has a new position, but even more help is needed to meet the research needs of the campus and to retain the talent of the IR Director. Without additional support in IR, the English Department cannot make the data-driven decisions that we know are important for our students' learning outcomes.

#### **-Additional reassigned time needed for Coordinator**

Although we are happy to see more transparency and the addition of 1CAH for AB 705 Coordination in the recent revamp of the reassigned-time process, our department, like many others on campus, is struggling to meet all the needs and requirements for our department with the current CAH designated as reassigned time for the Coordinator. With over 55 full-time and part-time faculty, over 100 course sections, and coordination with four classified staff (Instructional Assistants), the English Department requires coordinator duties for what feels like a mini-division within the division. In addition, the English Department, offering courses that are basic transfer requirements, must be closely coordinated with the Guided Pathways, Curriculum, and SLO committees at LPC, not to mention State mandates such as AB 705. This spreads the Coordinator's time very thin, and frequently only high-priority duties are met, while everything else falls through the cracks, or the Division Dean is left with more work in an already overworked schedule. 3 CAH for English department coordination is simply not sufficient. The department understands that reassigned time and funding are limited; however, we fear that it will

become more difficult to recruit an English Department faculty to take on the role of Coordinator if the duties and reassigned time continue as they are.

### *Obstacles and Needs for Student Support*

#### **-Additional Instructional Assistant positions needed**

We need to institutionalize Instructional Assistant embedded support in all English 204N/104 and 1AEX courses, and add at least three hours support per section, per semester for students in each English 1A stand-alone course. This means that Instructional Assistants are needed for early morning and night classes, DE courses (all modalities), and Hybrid courses, as well as summer sections. Currently we have only 4 Instructional Assistant positions, all of which are on a 10-month contract, only one of which works full-time (40 hours per week). We are now only able to support 8-11 sections of 204N/104/1AEX per semester, and we are unable to put Instructional Assistant support in any courses offered over summer or in any other sections offered at a time not currently scheduled for our Instructional Assistants. Closing this equity gap requires two additional Instructional Assistant positions, at least 24 hours a week each, and at least one of the positions at 12-months to cover summer session courses.

#### **-Better Emergency Communication tools for instructors, instructional assistants, and students**

The reality of climate change and our extended wildfire season requires a better communication service; for instance, when students do not have internet due to power outages, they need to send and receive messages from their phones. However, our only communication tools with students are the very clunky Outlook email and Canvas Inbox. In an emergency, faculty and students are receiving dozens of messages on these systems, so they are not helpful with just-in-time outreach to individual, high need students.

The Puente and Umoja programs have been fortunate enough, this semester, to be a part of the Pronto messaging service pilot. Pronto, which can be integrated into Canvas, is an instant messaging service that has allowed the instructors to be in touch with students and students to be in touch with their instructors during power outages. Pronto can also be used within a Canvas classroom for students to do group work and for instructors to contact a whole class at once for more instant communication, like reminders about office hours, and other student support services. The reality of climate change and our extended wildfire season makes a service like Pronto vital, and it should be adopted campus wide.

#### **-Student space for internet and quiet**

As we continue online, students need more space and expanded hours for internet access and quiet. We applaud the administration's opening of the Tutoring Center; however, our students need this type of access beyond the two days a week/daytime hours currently offered.

#### **-Online Tutoring services**

Expanded online tutoring days and hours are needed early mornings, nights, and weekends. Most of our students do their homework during these hours, so that is when they need help and have questions. Whether students are at their jobs during regular business hours or at home with children, roommates, family, partners, etc., who are also working remotely/taking remote classes during the day, they require tutor availability during the hours when they have actual quiet and uninterrupted internet access -- nights and weekends. The hours currently available in the Tutoring Center, simply do not allow for this. Another option is to offer more paid hours for RAW tutors to expand their off-hours "drop-off" options.

### **-More options for online learning**

Zoom/online fatigue requires more 8, 9, 14, or 16-week class offerings. Block scheduling is needed, so students are completing the courses more quickly with less time spent online/Zoom. For instance, English 1A could be offered as an 8-week session at the beginning of a semester, and English 4 could be offered as an 8-week session in the second half of the semester. For this to work for students, additional 8-week courses would need to be made available so that they could build a schedule that would not be overloaded in the first or concluding 8 weeks. Chabot's Umoja has done this successfully with their students, so a model is there. This should be coordinated with Guided Pathways and deans across the divisions. Our Director of Student Equity and Success, Shawn Taylor, has been advocating for a First Year Experience, as counselor Angella VenJohn has for many years, and a 4 x 4 block schedule that shifts to the second set of courses in week 9 could be one option available to students.

### **-More Support for Students in 104 and 1AEX**

While data show that our 1A students need more support, as the success rate has mostly held steady, but the percentage of student W's and F's increased, students in 104 and 1AEX continue to need "wrap-around" support.

- **Embedded Counseling:** Over the past few years, we were lucky to have Angella VenJohn provide embedded counseling on topics such as time management and goal setting, but she had to pull back recently and only offer SEP sessions; this year, she was only able to offer a video lesson. While a video is an excellent idea for the campus as a whole, our students in these courses need more one-on-one and small group support for registration and the identification of a "pathway."
- **Embedded Outreach to Learning Disabled Students:** Our outreach to the DRC ended with nothing accomplished when its director left after only a year, so we have recently reached out to its new director. With the deactivation of learning skills courses, the inadequate staffing in the DRC, and the inadequate funding of Tutoring, LD students have had very little support over the past couple of years, despite the disproportionate impact that they experience. We will integrate NTUT 200 into our 104 and 1AEX courses to increase the likelihood that LD students take advantage of campus support services, but we believe that DRC counselors and perhaps even access to the Alternative Media Specialist should be embedded in some way. This is particularly pressing with the remote learning necessitated by shelter-in-place—too often, students don't access their texts via Kurzweill 3000, for example, because it's difficult to marshal the initiative to sign the forms and navigate the software. In the past, the Instructional Technologist would sometimes come to 400 to meet with Instructional Assistants, faculty, and a particular student, and we believe that having a visit from her and a DRC counselor to discuss resources and set appointments would be invaluable.
- **Mental Health Outreach from the Health Center:** Again, embedded Health Center Outreach would be very helpful to students. A number of students in these high-need courses exhibit anxiety and depression, and having the director or a nurse practitioner visit the class, with information about resources, whether the 8 free therapy sessions or the Chill and Chat series or the number to text if a student feels they are in danger of hurting themselves or others, is vital. Anecdotal information indicates that students need access to this support, which does not require students to access their parents' health plan—sometimes their parents are doubtful of



the benefits of therapy and medication. It is also vital for students who have no access to a health plan.

- Support for Students' Reading: We have applied for an Instructional Equipment Request to pay for Hypothesis to be integrated with Canvas past the 2020 free piloting period and would like to make it a part of 104 and 1AEX faculty's toolkit to support student reading. Holding students accountable for their reading and being able to "see" their reading is invaluable—when students comment on passages or ask questions about them, instructors can see how well students comprehend and draw inferences from a reading in a way that is not possible in a typical classroom discussion, whether in-person or online. In addition, faculty need professional development to use the tool effectively; since the annotation is "social," enabling the instructor and other students to see every student's annotation, it enables students to support each other in their reading but necessitates the creation of a safe learning space so that students don't feel shy about making a mistake and looking "stupid."

### *Obstacles and Needs for Full-time and Part-time Faculty Support*

**-We need more Professional Development opportunities** for online learning with a focus on writing, reading, and equity. We need best practices for teaching Writing and Reading online. This includes reading apprenticeship online training. Our current "Blackness X English" initiative is so far operating without faculty compensation; learning how to address the needs of students of color, particularly Black students, is something that requires ongoing attention because some of the ways in which our field approaches the teaching of reading and writing are intertwined with systemic racism. Undoing that relationship will be a years-long process. As equity is now a college priority, it follows that equity work like BxE should show up in all facets of the College's work, including professional development and professional responsibility for part-time instructors. It is imperative that the College act on its call to antiracism and legitimize faculty efforts to investigate the field, review, include, or modify curriculum or course outlines, and similar efforts.

**-We need transparent processes and open access to information and guidelines regarding online teaching and learning.**

- Continued work-from-home requires some explanation or guidelines regarding recompense for added costs to faculty who are now creating full-time, at-home offices (which includes buying chairs, new computers, microphones, cameras, lights for Zoom lessons, etc.). Or faculty should be allowed to bring equipment such as chairs, monitors, etc. from faculty offices. Greater clarity and explanation of the district/college policy (short-term and long-term), available online for all faculty (full and part-time) to equally access, would be most helpful.
- In our online environment, personal days and sick days need to be clearly defined for both faculty and students. For instance, if a faculty member is ill and offline for two-days, does the college notify the students on Class-Web, as was the policy in the exact same situation face-to-face? For the English department, this clarity is very important for our 40+ part-time faculty, whose schedules do not allow them to attend many of the district/college meetings which present the ever-fluctuating updates on policy, and they are often in positions that make them hesitant to ask supervisors. They should not have to. This information should be clear and available online.
- A clearer policy and guidance for online office hours is needed for full and part-time faculty.
- Although Spring 20 certainly required some quick decisions that understandably did not allow for careful long-term planning, the needs and obstacles facing the English department (and college)

require a more anticipatory plan for our continuing and future online learning environment. Better overall anticipatory planning for online class scheduling, finals/exams, and other academic policies is needed. Students, Instructors, and Classified staff should not be scrambling at the last minute to understand the semester schedule or the approved online policies of the college. The college's plan and policies for online learning should be in place, transparent, and available online to the whole learning community (full-time and part-time faculty, classified staff, and students) at least a month before the semester begins to create an effective and inclusive online learning environment.

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

**C. 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 available; if your program does not have a data packet or dashboard data, 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/2IYaFu7>

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

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

## *Course Sequences Trends*

**(throughput rates are average of Male and Female)**

104 to 1A

Fall17-Sum.19 Students enrolled in 1A from 104 (throughput) =50%. Success in 1A F76%/ M81%

F18-Sum.20: Students enrolled in 1A from 104 (throughput) = 45%. Success in 1A F77%/ M71%

**Notes on this data:** Keep an eye on throughput and Male success rate trends. Fall18 is post acceleration, so the drop in throughput makes sense, but it still is something to work on.

1A to 4

Fall17-Sum.19 Students enrolled in E4 from 1A (throughput) = 30%. Success in E4 F86%/ M85%

F18-Sum.20: Students enrolled in E4 from 1A (throughput) = 34%. Success in E4 F92%/ M86%

**Notes on this data:** Throughput and success rates increase after F18-Sum20 acceleration.

1A to 7

Fall17-Sum.19 Students enrolled in E7 from 1A (throughput) = 25%. Success in E7 F90%/ M86%

Fall18-Sum.20 Students enrolled in E7 from 1A (throughput) = 27%. Success in E7 F 88/ M81 %

**Notes on this data:** Throughput increases after F18-Sum.20 acceleration. However, success declines for both Male and Female.

### **Summary of Course Sequence Trends:**

Since acceleration was implemented by the department, a modest increase in throughput can be seen as a trend. The exception is English 104 to 1A, which had a 5% decrease. However, this makes sense given that the 104 population changed as students with more skills entered 1A directly, leaving students with the most needs in 104. We would like to see a bigger jump in percentages of students moving through the sequence. Ideally, the throughput rate from 1A to 4/7 will be following an increasing trend as 1AEX and support services become more established in the English sequence. It is clearly imperative that support services like counseling and DRC are embedded in courses early in the sequence. Data shows students with identified disabilities in the sequence throughput for F18-Sum.20 at Eng 104 to 1A 94%; Eng1A to Eng7-41%; Eng1A to Eng4- 46%. One can only imagine how many students additionally are struggling with an unidentified disability.

## *Enrollment Trends*

**Fall: 2015 to 2019:** Headcount and enrollment show a steady, modest increase.

Modest decrease in female students/Modest increase in male students.

African American and Latino students remain within a percentage point or two variation in these years. Asian students show a **4% jump**, and white students show a **7% decline**.

The percentage of first-time students enrolled **increased 10%**.

Students enrolled in only F2F courses **decreased 10%**; students who enrolled only in DE increased 3%; and students who enrolled in a combination of DE and F2F **increased 10%**. Withdrawals from DE have decreased modestly to 25% and withdrawals from F2F classes have increased modestly to 16%.

**Spring: 2016 to 2020:** Most Fall trends listed above are mirrored in Spring trends. However, headcount and enrollment show a significant drop from Sp18 to Sp19+Sp20: a decrease of 180 students. This is in contrast to the fall headcounts which show a modest but steady increase during those years. Spring is traditionally a lower enrollment than fall, but Sp20 is a big dip from Sp18+ Sp19.

Student demographics do not show a significant difference from fall data.

### **Summary of Enrollment Trends:**

Trends show that increased Asian and consistently growing Latino and African American enrollment populations require the English department to continue work on inclusiveness and appropriate texts and teaching styles for diversity and equity. A significant decrease in success rates in First-level English (English 1A/1AEX) for Latino and Black/African American populations since 2015 also indicate that plans are needed to create equity in English transfer courses.

DE course trends show slight improvement in withdrawal rates, but clearly DE classes far exceed the withdrawal rate for F2F classes. More outreach and support services for DE students are needed. During this time period, no online Smart Shop, RAW, or other online services were available to DE students. Equity for online learners still needs to be addressed.

The English department needs IR help to better understand the decreasing headcount trend in Spring semesters.

### *Enrollment Management Trends*

Productivity (WSCH/FTEF) for the department continues a decline from Fall 17=389.0, to F18=363.1, to F19=349.3. However, the fill-rate for F19 was at 98%.

Students who completed College-level English=806/34% compared to all LPC=4,712/52%. Students who attempted College-level English = 143/6% compared to all LPC=393/4%. Students who attempted below College-level English =126/5% compared to all LPC=261/3%.

### **Summary of Enrollment Management Trends:**

Unusually low enrollment for the college as a whole in F19 is mirrored in English for F19, and perhaps explains the lower productivity rate. Students who attempt college-level English and students who attempt below College-level English are comparable percentages to LPC students overall. However, students who completed college-level English remain lower than the college as a whole, and lower than

we would like to see This low rate in F19 could be attributed to the 1AEX roll-out in F19 with still imperfect placement strategies and still too limited support services for students. To improve the number of students who complete college-level English, more Instructional Assistant hours, a wider range of tutoring hours (including night and weekend), and a better connection to campus support services (health, counseling, etc.) must be established.

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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<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	Professional Development	Technology Use

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

- 1AEX – So far, the AB705 coordinator’s work with the English department and stakeholders across campus has identified the following short-term plans: revisiting of the English AB705 curriculum response to assess pros and cons of a 4-unit stand-alone course for students with high school GPA’s below 2.5; coordination with ESL and counseling to improve student guidance regarding ESL vs. English placement; work with the Institutional Researcher, Director of Student Success and Equity, and AB705 task force to better understand the student success data we have and identify and follow through on new data mining projects; boost student participation in the 104 and 1AEX opening and closing Google surveys to get more reliable data; provide staff development for faculty and Instructional Assistants around newer interventions like On Course, Hypothesis and community cultural wealth and older interventions like just-in-time remediation, growth mindset, time management and goal setting, and tutoring in writing to improve student outcomes; provide staff development around equity, particularly anti-Blackness in the field of English and the need for embedded support from Tutorial, the DRC, and the Health Center; and work with Guided Pathways on how a choice of English relates to a student’s chosen pathway. We need help from Outreach as far as the marketing of the course: our English department website and the CLASS-WEB guided self-placement has clear information, but the students who need 1AEX are sometimes slow to register and access counseling support to clearly understand their choices. It has been difficult to gauge how many sections of 1AEX to offer and the

days/times/modes of delivery in which to offer them, but our 600-participant survey provided some suggestions.

- Improve equity in teaching reading skills online:
  - We have applied for an Instructional Equipment Request to start paying for a Hypothesis subscription that will take us into fall 2021. If this does not come through, we will try to use the less robust Canvas LTI, requiring a key and secret to launch and not allowing files from Canvas, as we look for other funding sources.
  - Because the Reading Apprenticeship program has yet to create robust professional development for teaching reading online, our only other option for equitably addressing student reading skills online is to engage our English Department faculty who have completed the face-to-face Reading Apprenticeship training (Marty Nash, Toby Bielawski, and Angelo Bummer) in creating some presentations/workshops to help introduce faculty and instructional assistants to some of the ideology/techniques, focusing on ways to employ these activities in a Zoom environment.
- 1AEX and 1A: Per the CSU, our first-year English composition classes must assess student writing in a timed, in-class setting. We updated our course outlines to include this last year but had only one semester of implementation once COVID-19 and the shelter-in-place hit. We have struggled to know how to respond to this online: many of us are uncomfortable with the type of surveillance Proctorio demands, so we need to come up with a work-around that meets the goals of a timed writing assignment but acknowledges that LD students will need time-and-a-half and that students will have access to supports, like Grammarly and online translators, that they would normally not have access to in class. We should likely be collaborating with ESL.
- Academic Integrity is a continuing challenge for our department, especially given the increasing technological tools that enable cheating and plagiarism and the particular challenges of teaching all our classes online. This has always been a challenge for online teachers, but with less confident learners being pushed online against their will this year, the potential for cheating and plagiarism has increased. One of our faculty is heading up the Academic Honesty subcommittee of the Academic Senate, and she and other faculty have worked with the VP of Student Services to build out the Academic Integrity website. In addition, the Coordinator of the Smart Shops has created an Academic Honesty Smart Shop that faculty can require students who plagiarize to attend. This is not always practical, however, since there is only one Smart Shop a month at a particular time. The Academic Senate committee will need to work with our VP of Student Services, the Dean of Student Services, and academic deans to learn about the increase in faculty reporting, to plan for use of the new Maxient online reporting system, and to discover if an additional consequence option, a lesson and quiz in Canvas, could be available along with the Academic Honesty Smart Shop.
- We will need to reach out to the VP and Dean of Student Services to inquire about the possibility of resuscitating embedded counseling for 1AEX/104/and N204 students; we have already reached out to the DSPS Director and the Health Center coordinator.
- The Puente and Umoja programs have been fortunate enough, this semester, to be a part of the Pronto messaging service pilot. Pronto, which can be integrated into Canvas, is an instant messaging service that has allowed the instructors to be in touch with students and students to be in touch with their instructors during power outages. Pronto can also be used within a Canvas classroom for students to do group work and for instructors to contact a whole class at once for more instant communication, like reminders about office hours, and other student support services. The reality of climate change and our extended wildfire season makes a service like

Pronto vital and should be adopted campus-wide, as when students do not have internet due to power outages, they may be able to send and receive messages from their phones.

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

### Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.**

For assistance with this question, contact the Director of Student Equity and Achievement. <https://bit.ly/3fY7Ead>

## *Actions to Increase Equity*

- Under the coordination of the RAW Center coordinator, Michelle Gonzales, Kisha Quesada Turner and Karin Spirn have written culturally responsive lessons that target all populations, and that especially address the unique needs and concerns of students of color and LGBTQ students. We have named these lessons Next Level English or NLE. The NLE lessons have been adapted and turned into RAW Center webpages where students and faculty can access them for free at any time, topics include: [Positionality](#), [Positionality Examples](#), [Using Positionality to form a Thesis](#), [Try it Out: Who You Be?](#), [Prologues: A Heads-Up For Readers](#), [Personal Pronouns](#), [LGBTQ+Nomenclature](#). We are in the process of writing additional lesson which will also be added to the NLE section of the RAW site.
- Starting spring 19, greater equity for students needing tutoring occurred when, following the lead of the Tutorial Center, the RAW Center eliminated its appointment service and began seeing students on a first-come-first-served basis. The Tutorial Center eliminated their appointments to prevent the "opportunity hoarding," a trend discovered by peer tutors in which students simply booked themselves as many appointments that they could all at once, leaving few appointments for those who might need support, as it often comes up, unexpectedly.
- Calls to action were delivered to the nation in the wake of repeated instances of excessive violence, including deaths, of unarmed Black people at the hands of law enforcement. These calls are resulting in conversations, investigations, and changes in all segments of society, including education, that address systemic antiBlack racism. In this context, the English Department was issued and heeded a call to action to investigate ways that our field could contribute to antiBlackness. The call, issued by Kisha Quesada Turner and supported by the Department, including part-time faculty, developed into a curriculum of conversations, readings, and listenings on different aspects that arise from the intersection of being Black and in an English class. Some of the sessions include How to Be an Antiracist, Decolonizing the Syllabus, and Students Having the Right to Their Own Language. The sessions are scheduled to take place over the course of 2020-21 ending with a culminating event that seeks to actualize what we have learned. We look forward to reporting or continuing the work in the 2021-22 Program Review.

## *Challenges to Promoting Equity*

- Currently, our college does not track disproportionate impact on students who might identify as Middle Eastern/North African if given the opportunity. Data on this group was previously collected by the state and then dropped. Our Institutional Researcher thinks that these students are typically choosing "Other" instead of "White," but we will need to confirm this if possible; we do not want these students getting lost in data on White students.
- The English Department needs Professional Development time and support to review/revise the following for equity issues:
  - Course Outlines



- Course Syllabi

Time at Division meetings, Town Hall, Flex Days, Variable flex days, or College Day/Convocation Day must be set aside so all English faculty (full and part-time) can work on these important equity issues.

- The English Department needs Professional Development time and support to address the teaching of reading, whether online or in-person, and this effort should include a focus on equity. Time at Flex Days, Variable flex days, or College Day/Convocation Day must be set aside so all English faculty (full and part-time) can work on this important equity issue.
- As we continue online, we need to better understand how marginalized communities are being systematically “disconnected” from online learning. What are the needs and roadblocks that these students face? How do we address those issues to create equal access to our classes? The English Department would like to have data and professional development to better understand what we can do to assess and address these access issues for our students, so we can do our part to close this technology equity gap.

## **B. SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### **B1: Instructional Programs with PSLOs**

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

<ul style="list-style-type: none"> <li>Upon completion of the AA / AA-T in English, students are able to write an academic essay synthesizing multiple texts and using logic to support a thesis.</li> </ul>

**B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositacollege.edu](mailto:mwiest@laspositacollege.edu) and [ahight@laspositacollege.edu](mailto:ahight@laspositacollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of English 104, the student will be able to write an essay with a thesis and controlling idea.	X	X	
Upon completion of English 1A, the student will be able to write an academic essay using textual evidence to support a thesis.	X	X	
Upon completion of English 1AEX, the student will be able to write an academic essay using textual evidence to support a thesis.	X	X	

Upon completion of English 4, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.	X	X	
Upon completion of English 7, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.	X	X	

**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

Analysis and discussion of the assessment data will be completed during an English department meeting in early Fall 2021.

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

NOT APPLICABLE

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

NOT APPLICABLE

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
NOT APPLICABLE			

**B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

NOT APPLICABLE

**B3: Non-Instructional Programs**

*In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).*

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

NOT APPLICABLE

**B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )**

NOT APPLICABLE

**B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.**

NOT APPLICABLE

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

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

**A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).**

No courses require updates.

**B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.**

NOT APPLICABLE

**C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.**

All English courses offered Fall 20 and Spring 21 will, of course, be offered as DE (asynchronously, synchronously, or in combination). All courses offered are approved for DE by the Curriculum Committee or have a DE Addendum submitted to Curriculum.

Post COVID, the English Department would like help from IR with a survey for students, so we can better gauge the number and mode of English DE courses that best suit students' needs. In addition, we need a clear direction from the Division/Administration/FA on how to staff our over 40 part-time faculty in all the different modes we will offer. Currently, part-time faculty are using an old preference sheet that does not give them any option to explain their preference for mode of DE or

days/times of DE. Without this information, it is very difficult for a large department like English to staff DE sections according to part-time faculty preference, experience, and expertise.