

## New Certificate of Competency: Communication and Writing in English

### 1. Presentation to Academic Senate, including:

- Anticipated resources and costs, including classified professional support and administrative oversight
  - While this certificate has the several potential uses described below, we anticipate that its primary purpose will be to support students taking English 1A, especially if 1AEX is removed from the schedule. Whether it is removed from the schedule or not, we do not see a significant difference in resource demands compared to the status quo. If 1AEX is removed, a roughly equivalent number of students might be choosing the non-credit support courses, and a 2-hour non-credit course would replace the two extra hours of lab that 1AEX students participate in. If 1AEX is not removed, we anticipate that a small fraction of the number of 1A students who do not pass 1A, around 25%, would seek additional support; our GSP guidance recommends support primarily for students who earned lower than a 2.5 GPA in high school.
  - All the material resources, such as classroom technology and potential use of Instructional Assistants, will also be equal to other English classes.
- Need or demand:
  - Local (similar programs in service area, some measure of need)
    - Since basic skills courses will no longer be offered per statewide and local success and throughput data and now AB1705, our program needs to support student success in transfer-level English. Success in English 1A held steady with our multiple measures changes but has declined post-AB705, even as throughput has increased. We are not content to rest on our throughput “laurels” but want to increase the success rate in transfer-level English for students coming to us with high school GPAs below 2.5 and with other challenges like learning disabilities, ADHD, and mental health diagnoses—these are the top three reported disabilities at LPC. Since we are offering these classes, we like the idea that students who take them could earn a Certificate of Competency and use that certificate to show evidence of their skills; we believe that basic skills courses did provide competencies for some students who didn’t go on to transfer pre-AB1705, and this certificate would be a formal recognition of those skills.
- Mission appropriateness – educational master plan (not required for Transfer programs)
  - A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation.
  - A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.
  - A3. Comprehensively and equitably provide for the learning needs of underserved students and students with disabilities through proactive engagement and support.

- A4. Provide students with the knowledge and skills necessary for career readiness and advancement.
- A6. Develop and institutionalize a comprehensive system of tutoring and other learning support services.
- Curriculum required – course sequence
  - The courses can be taken in any order. The only limitation is that they cannot be taken as stand-alones before taking English 1A or English 1AEX.
- FTEF required (if applicable)
  - ~.2 (NENG 215 is variable unit.)
- Implementation schedule
  - Both courses were designed as possible alternatives to our 4-unit, “enhanced” co-requisite course, English 1AEX, which we continue to study for its effectiveness and which presents an issue in terms of students’ transcripts if they fail 1AEX initially and then pass 1A or vice versa. However, if we learn more about the meaning of the lower success rate in 1AEX, find ways to make more students successful in the course, and are able to find a solution for the transcript issue, the new NENG courses could exist alongside 1AEX as another way to get support. For example, 1A students could opt for taking ENG 115 or NENG 215, Personalized Coaching for Academic Reading and Writing, as a co-requisite instead of doing the 4-unit enhanced co-requisite course, 1AEX. ENG 115 or NENG 215 could support student success in courses across the curriculum. As far as ENG 110 and NENG 210 are concerned, students who have passed 1A or 1AEX but want more practice with sentence structure and/or are interested in linguistic justice approaches to writing might take it as a stand alone. Finally, students who do not have transfer as a goal might take both courses to earn the certificate of competency to put on their resume.
- Program Student Learning Outcomes (PSLOs)
  - Produce writing appropriate to context and audience and proofread it effectively.
- Program map (as part of the Guided Pathway process)
  - There are only two courses in this certificate of competency. The only requirement is that they have to be taken concurrently with or after passing English 1A or English 1AEX. We are not sure how to represent this on a program map.

2. Discussion in the Academic Senate, refer to other committees if needed (Examples include Resource Allocation Committee, Faculty Hiring Prioritization, Facilities, CTE Committee):

- Math and Language Equity and Achievement Sub-committee to SEA/Project AB1705
  - We have discussed the certificate and its courses with the MLEA and the lead for Project AB1705, Articulation Officer Craig Kutil.
- Curriculum Committee
  - We have presented the certificate and its courses to the curriculum committee.

- The courses and certificate were developed after conferring with Chabot College and reviewing curriculum trends across the state as college English departments respond to AB705 and AB1705.
- The MLEA chair, Catherine Eagan, and articulation officer worked to define these courses as ineligible to be taken before English 1A and English 1AEX so as not to fall afoul of AB1705. For that reason, the courses are listed as having prerequisites of 1A and 1AEX, which is confusing from a course content and skills analysis perspective, but the prerequisite can be satisfied if the courses are taken concurrently with English 1A or English 1AEX.
- College Enrollment Management Committee—not yet
  - Certainly, the issue of FTEF is a challenging one. However, since most students used to take ENG 104, a 4-unit course, and they now take ENG 1A, a 3-unit course, the college has already saved money in the wake of AB705. Due to the sea change that AB705 and AB1705 represent, we hope that CEMC would consider giving English more FTEF to offer these non-credit courses.
  - Also, see response to #1, “Anticipated Resources and Costs,” above.
- Discussion in the Institutional Planning and Effectiveness Committee—Information Item for May 11 meeting.

3. Endorsement by the Academic Senate and College Council (endorsement not required for Apprenticeships)

4. Development of course outlines and program proposal in CurricUNET

- The courses and the certificate have been proposed to the curriculum committee through CurricUNET and gone through the initial vetting process.

5. Presentation to the Curriculum Committee

- The courses and the certificate have been presented to the curriculum committee at the May 1, 2023 meeting.
- The SLOs will be presented at the SLO Committee’s first August 2023 meeting.

6. Approval by the Curriculum Committee

- The courses and the certificate are set to be approved by the curriculum committee at their May 15, 2023 meeting, pending approval by the Academic Senate. If the Senate cannot vote by that time and the SLOs need to be pre-approved, a delay is acceptable, and the courses and certificate will still be ready by Fall 2024.

7. Consent approval by the Academic Senate

8. Approval by College Council

9. Approval by the CLPCCD Board of Trustees