

PROGRAM REVIEW Fall 2018

Program: English

Division: Arts and Humanities

Date: October 21, 2018

Writer(s): Karin Spirn, English Department Faculty

SLO/SAO Point-Person: Martin Nash

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 22.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 22.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

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

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

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

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

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

The English department largely teaches composition courses at the basic skills and transfer levels. Basic skills courses are currently offered at one level below transfer (English 104) and two levels below transfer (English 100A). The transfer courses are English 1A, basic freshman composition, and English 4 or 7, which are two variations of a second-semester critical thinking course. Some combination of these transferable compositions courses are a core requirement for most LPC degrees and transfer pathways. We also teach a smaller proportion of creative writing and literature courses. We offer an AA and AA-T in English. English offers courses in two learning communities, Puente and Umoja, which are designed to foster the success of underrepresented students.

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 2017).

Without a doubt, the most impactful change has been the passing of AB705, which took effect in 2018. As described on the California Community Colleges Assessment and Placement site, "The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the

placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.” The site further explains, “AB 705 was written to clarify existing regulation and ensure that students are not placed into remedial courses that may delay or deter their educational progress **unless** evidence suggests they are highly unlikely to succeed in the college-level course” (<https://assessment.cccco.edu/ab-705/>). In other words, AB705 requires the use of multiple measures in placement (something English has been doing since Fall 2016). The larger challenge is that it requires most students to be given immediate access to English 1A, transferable freshman composition, including those who previously placed into basic skills courses. Many of these students are predicted by statewide research to do poorly in transfer-level courses unless they are given strong supports. The department’s response to this legislation, which much be implemented by Fall 2019, will be described in the response to Question H (Short Term Plans).

Besides AB705, other important changes include the completion of the first successful Umoja cohort, completion of the first year of the comprehensive SmartShop program, and our use of two dedicated English classrooms in the new 1000 building.

We have a new instructional assistant, Alena Sauzade, replacing Elena Alvarado-Strasser.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
x	External Factors	x	Learning Support		Professional Development	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

The following plans were described on the 2017 English Program Review:

1. Support for Improved, Sustainable Grading Practices (Now called “Art of Feedback”)
(Professional Development, Pedagogy)

Faculty Inquiry Group members Kisha Turner, Maureen O’Herin, Megan Stein, and Martin Nash are currently exploring best practices for providing feedback to students on essays, and in particular, investigating student preferences and processes for receiving and applying feedback. Below is a timeline describing the work so far, as well as next steps:

Wednesday, 10/25/17—Designed assessment (survey for students)

Monday, 1/29/18—Met with Institutional Researcher David Rodriguez to revise survey

April, 2018--Distributed surveys to instructors in comp classes

Thursday, 6/7/18—Shared survey results with department at the department retreat

Wednesday, 10/10/18—Met with IR David Rodriguez to review survey results and plan next steps

For next steps, the team will meet with David Rodriguez to disaggregate data according to levels (basic skills, 1A, critical thinking), distribute surveys to Basic Skills classes, and share results at the department work and planning session in June.

Separate from the work done by this group, a Literature Review Group met in Fall 2017 to discuss readings and research on best practices for providing feedback on student writing.

2. Transfer Level Instructional Assistant Support (Learning Support, Pedagogy)

The instructional assistants have begun offering support to English 1A courses. In Fall 18, all English 1A sections have the option of three scheduled lab sessions with instructional assistant support.

3. Globalizing Curriculum (Curriculum Committee Items, LPC Collaborations, Pedagogy)

The EPIC fellowships mentioned above were part of a larger campus effort to globalize the curriculum. Instructors in multiple disciplines have been adding more courses and revising established courses to provide more of a global focus, a focus that does not stop with discussions of diversity in the U.S. but that looks at topics transnationally. English instructor Catherine Eagan worked with instructors across the curriculum on these issues and presented at flex days in fall 2017 and spring 2018 on globalizing the curriculum and study abroad. The English department chose to add world literature to its course offerings when it adopted the AA-T. In the 2017-2018 academic year, English instructors joined with biology, history, library, and the Honors Program to travel to Stanford once a month to participate in the EPIC fellowship program. They discussed opportunities and barriers presented by globalizing the curriculum at one's college. LPC instructors joined with instructors from DeAnza and Foothill in this effort and met with fellowship recipients from College of San Mateo, a partnership member that had fellows in earlier years, at larger events. They presented their research at a May symposium at Stanford, and Catherine Eagan participated in a panel on developing a Global Studies AA-T. LPC English instructors also participated in Stanford community college workshops and teaching institutes that focused on topics ranging from terrorism to migration to nuclear non-proliferation. Since English composition and critical thinking classes cover nonfiction themes, it has been useful to take advantage of these opportunities to think creatively about how to integrate reading across the curriculum into our classes.

4. Lacuna (Pedagogy, Technology)

In the 2017-2018 academic year, three English instructors received fellowships with Stanford's Educational Partnership for Internationalizing the Curriculum. The particular focus of their fellowship was working on using an open source software program developed by Stanford called "Lacuna Stories." Lacuna Stories enables digital annotation that is also social—students and the instructor can see each other's comments. Students can also tag their annotations with words chosen to represent a theme they are noticing, which makes it easy to collect quotes that relate to the theme when preparing to write an essay. Students can also create threads that pull various related quotes and comments together for later use. (Instructors counsel students to credit other students if citing their comments in an essay.) In addition, Lacuna can be used to post longer responses to the reading and comment on each other's posts. Lacuna makes it easy for the instructor to monitor student completion of annotation homework with an Annotations Dashboard. Catherine Eagan, Kat King, and Angelo Bummer, the three English instructors who were recipients of the EPIC fellowships, offered a flex day workshop in February 2018 and another workshop sponsored by BSSOT in April 2018; they will offer another BSSOT-sponsored workshop in November 2018. Workshop attendees have been primarily English and ESL instructors, but instructors from other fields, including history and biology, have also attended.

5. Reading Apprenticeship (Professional Development, Pedagogy, LPC Collaborations)

Toby and Marty attended the Leadership Community of Practice conference during Summer 2018 along with Vicky Pabley (ESL adjunct). This semester they are working on cross-disciplinary outreach, including creating a survey to send to all the faculty to learn more about what reading issues instructors are noticing in their classes, in order to help prepare and draw interest for an RA Flex Day in Spring '19. Angelo, who didn't do the Leadership Community of Practice but has done the 101 course, is also working on this project. While it has been challenging to recruit STEM instructors, they have planned a meeting with Segal Boaz, of the biology department, who is currently taking the RA 101 course, to start building our interdisciplinary "core team" before the Spring Flex Day. The department hopes to meet our goal of developing an interdisciplinary RA cohort during Spring 2018.

6. Facilities (Facilities)

The English department was provided access to 2 classrooms, 1006 and 1007, in the new 1000 building beginning in Fall 2018. The classrooms were outfitted with a laptop cart to share, which allowed the scheduling of the courses in even 2 hours twice-per-week blocks. The classrooms are occupied Monday through Thursday from morning through evening without significant gaps, demonstrating both our capacity for filling classroom space and our need for rooms to schedule in.

Shortly after being provided two classrooms and submitting the schedule draft for Fall 2018, the department was required to move all sections out of 3 other classrooms (a 100 classroom, 502, and 505) for Math, Art, and Middle College. Classroom allocation continues to be haphazard in timing and difficult in its idiosyncrasy.

English was invited, with others, to participate in the discussions of how 2100 might be remodeled, with the focus initially being replacing the Building 400 English Center with an equivalent space in 2100. Given all of the other classrooms scheduled to be demolished, the department voiced concerns in several meetings that the teaching space was being underplanned in the remodel. Conversations have continued to evolve since then with the outcome, as yet, unknown.

7. Library Resources (Learning Support, LPC Collaborations)

Last year, the English Department requested that the library subscribe to a variety of literary magazines (in print form) for use in classes, particularly creative writing classes. The library fulfilled the request and now carries the following: *The Atlantic*, *The Colorado Review*, *The New Yorker*, *The Paris Review*, *Ploughshares*, and *Tin House*.

8. SmartShops (Learning Support)

Smart Shop curriculum has been revised on an ongoing basis as needed. Marketing efforts implemented by the Smart Shop team have been widely supported by English faculty, as evidenced by the Fall 2018 increase in English Smart Shop Attendance. Students now take a survey at the end of each workshop. The Smart Shop team is in the process of learning (with help from IR office) how to best use the data (mostly qualitative) that we've capture so far.

The IR office completed a data set and the success rates, while correlational, were positive. Some interesting responses shown below:

Students who attended the Smart Shops in Fall 2017 were:

- slightly more likely to be female (54% for those who attended Smart Shops vs. 50% for did not)

- generally reflective of the student population with regard to race-ethnicity
- younger (71% were 21 or younger) compared to non Smart Shop folks (54% were 21 or younger)
- more likely to be full time (65% vs. 37%)
- more likely to be first time any college students (29% vs. 17%)
- more likely to be day only or both day and evening/Saturday students (96% vs. 73%)
- more likely to want to transfer (76% vs. 65%)
- more likely to be successful in their classes (86% vs. 70%)
- more likely to persist from fall 17 to spring 18 (94% vs. 68%)

9. Reading and Writing Center (Meghan, Richard) (Learning Support, LPC Planning Priorities)

Given help from the Basic Skills Committee, the RAW Center was able to expand its daily hours, offer two night hours, and offer Friday hours in the library. However, limited and unstable funding still prevents the RAW Center from being an accessible resource for all students. For example, online tutoring has not been offered this year. DE students can use Nettutor, but the outcomes from this service have been problematic.

10. Non-Credit Adult Education (Curriculum Committee Items, LPC Collaborations)

In fall 2017, we worked with the adult-education project manager to recruit faculty and prepare an off-campus adult ed English course that would be offered through Community Education, based on the course outline created the previous year. Though the course was finally not offered, the preparation is in place for when the curriculum is approved and other logistical needs are met. Meanwhile, the department is exploring possible uses of noncredit to meet the needs of adult education and other students whose near-term goals are vocational rather than transfer or degree.

11. Learning Communities Collaboration (Learning Support, LPC Collaborations)

While not mentioned as a plan in last year's Program Review, the collaboration between Puente and Umoja has been a major accomplishment for our department (working in collaboration with the other members of those learning communities). The Umoja courses are meeting on the same days at the same times, and the English and PCN instructors have created a few joint assignments and lectures. Michelle Gonzales (Puente) and Kisha Turner (Umoja) created the One Love service learning/art project fall 2017, which brought together groups of Puente and Umoja students who completed a project that was graded, and presented on in public on campus. In addition to continuing their classroom/subject partnerships, the Puente, Umoja, and HSI students now have a designated space for learning community activities, POC student club use, quiet study space and faculty office hours.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
x	Curriculum committee items	x	Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources	x	Pedagogy	x Technology Use
	External Factors	x	Learning Support	x	Professional Development	

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

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

Drop in Success Rates (Learning Support)

English's data reports reveal a drop in overall success rates. From 2012-2016, success rates hovered around 76%, with a notable high of 77.9% success in AY 13-14. These rates dipped to 74.4% in AY 16-17 and further to 73% in AY 17-18. This steady decline in scores is troubling and something the department will be investigating through our SLO process and other investigations/interventions over the next year.

The changes in assessment process, moving overqualified students out of English 104 (basic skills) and into 1A (transfer), lead us to predict that success would drop in English 104, since the overqualified students would be removed. However, this does not account for the dip in overall success. While English 104 did drop nine points to 63% the first year of multiple measures (AY 15-16) as expected, it rose a bit last year, to 68% success. This means that that 104, which only accounts for about 10% of our enrollments in any case, is not responsible for our lowered success rates last year.

English 1A experienced a significant drop in success. It had hovered around 75% for six years, but in AY 17-18 it dropped to 70%. This drop is especially significant give the large number of students in 1A. The change seems to be more in non-successes than withdraws. A hundred more students failed 1A in 17-18 compared to the year before. In contrast, only 33 more students withdrew compared to the previous year. English 1A accounts to close to 50% of our enrollments, so this must be a large part of the drop in overall success. English 4 did have a small decrease, and English 7 increased significantly (eight percentage points to 81%), but that seems to be more because the year before was uncharacteristically low.

With English 1A success rates dropping and knowing that this course will be accessible in some form to almost all entering students next Fall (2019), it will be crucial for the college to maintain or increase funding for the RAW Center, Smartshops and the Tutorial Center.

Latino Students (LPC Collaborations, Learning Support)

Paralleling overall program success, success rates for Latino students has gone down 5% points total since AY 15-16. The steepest drop was between AY 15-16 and 16-17 from 75% to 71%. In 17/18 the success rates for Latinos was 70%.

Unlike the overall student population, who is not withdrawing from English courses at increased numbers, for Latino students that number is increasing -- up 3% since AY 15-16. The non-success rates are lower than the withdrawal rates. In AY 17-18, non-success was 13% but the W rate was 17%.

We would like to work with the IR office to disaggregate this data, particularly regarding its ramifications for Puente planning and support. The numbers in general point to how we must increasing awareness for Latino Students (and all students) about tutoring and Smart Shops.

African American Students (Professional Development)

African American and Multiethnic students' success rates increased in English courses overall. In AY 13-14, the success rate was 65% (n = 3,318) for these groups of students; in AY 17-18, it was 68% (n = 3,949) with about 500 more students in these groups. These increases may be due to increased intentionality toward making our campus climate mindful of the experiences of students of color, as well as support for equity-based initiatives. CORA Trainings for the campus, a Flex Day keynote from CORA creators, Flex Day workshops on implicit biases, the inception and excitement around Umoja maybe all have contributed. While we do not have course success rates by demographics, it is possible that multiple measures may also have played a role in this bump of success for these students since one its goals is to make placement more equitable.

Disabled Students (Learning Support)

In total, students who reported having disabilities have made up 8-10% of our population in English classes from 2012-18. From 2012-Fall 15, success rates for those students were between 70-73%. In Spring 15, the rate dropped to 67%, followed by 68% and then 66% the following years.

This drop in success rates of students with disabilities seems to mostly match the drop in success rates for those who do not identify as having a disability. For students who did not identify as having disabilities, the success rates from 2012-Fall 15 were 76-78%. In Spring 15, the number stayed consistent at 77% but then dropped to 75% and 74% the next years (consistent with the drop we've been seeing).

However, though the drop is consistent, the fact that a lower number of students with disabilities have success on the whole (e.g., 66% success rate for those with disabilities compared to 74% for those without in 17-18) is something to consider, and we would like to take steps to close that gap. Also of note, the withdrawal rates for students without disabilities stayed fairly steady from 2012-18, gradually moving from 12% to 14%. Withdrawal rates for students with disabilities have risen from 13% to 19% in that same time, with a notable jump from 16% to 19% this last year. We will work with DSPS director Jason Jones to see what steps could help students with disabilities.

Persistence

Most notable is the drop in throughput from 104 to 1A, from 58% from the Fall 14 cohort to 45% for the Fall 16 cohort. Since the total number of 104 students fell by about a third in Fall 16, this seems like an effect of the then-new placement process. As rates of non-success and withdrawal in 104 both rose, with a larger rise in non-success, it seems that a large part of the drop in throughput comes from proportionally more 104 students who never attempted 1A. This squares with our prediction that success in 104 would drop with the new placement.

1A to 4/7 throughput is holding steady, but this data would not capture changes coming from placement, so we should keep an eye on this in coming years.

Distance Education (Technology Use)

Looking at 1A success rates only for DE sections, they dropped from 65% in AY 2016-17 to 59% in AY 17-18 (-6%). The non-DE 1A success rate dropped from 77% in 2016-17 to 72% for 2017-18 (-5%). Therefore, the 1A-DE rate fell 1% more than the non-DE 1A success rate. This difference is important to note, but it does not seem like that extra 1% of non-success for 1ADE students would have a significant impact on overall 1A success rates.

Of greater interest is that the non-success rate increased quite a bit from 9% to 16% in 2017-18 for 1ADE students. However, this is close to the non-success rate for non-DE 1A students at 15% in 2017-18 (just 1% less than DE).

The most significant difference between 1ADE and non-DE 1A is the withdrawal rate of 1ADE students (almost twice as many as non-DE 1A: 25% DE vs. 13% non-DE). However, those withdrawal rates remained the same as 2016-17, so the discrepancy between withdrawals in DE vs. non-DE 1A could not have affected the change in overall success rates between 2016-17 to 2017-18

To close the gap between 1ADE and non-DE 1A success rates, we should be careful to offer training for instructors and have prepared 1ADE "shell" classes that follow the OEI Rubric for best practices if we open up DE classes at the last minute or offer these classes to instructors who have not taught DE before. To close the gap in withdrawal rates, we should offer more counseling or videos to educate students about the learning styles and skills needed for success in DE courses. The college should continue to support the DE FIG on troubleshooting and best practices.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input checked="" type="checkbox"/>	Pedagogy	<input checked="" type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

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

N/A	
Mark an X before each area that is addressed in your response.	Definitions of terms: https://goo.gl/23jrxt

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	External Factors		Learning Support		Professional Development		

F. 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 B-E).

N/A							
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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Resources to Support AB705 Implementation</p> <p>A. Support for Research (Financial/Budgetary, Human Resources). Our efforts to implement the substantial changes demanded to comply with AB705 have been funded by the Transformations Grant. The college was awarded this grant starting in Fall 2016, and it was supposed to last three academic years, but the state has unexpectedly required some recipients, including LPC, to conclude the grant early, ending at the close of F18. This means that many of the innovations that we planned to fund through the grant now will be unfunded. While we are racing to enact needed changes, we will need funding to properly document and study the effects of the changes, which will be crucial for successful implementation. Some of this work will be done by the IR office, but systematic assessments and evaluation of student work will need to be done by instructors and instructional assistants, who must be paid for this work. In addition, part-time instructors should be allowed to use professional responsibility hours for these activities.</p> <p>B. Professional Development(Professional Development). We will also need funding for professional development for faculty (full-time and part-time) and instructional assistants. With almost all students starting at the English 1A level, all members of the English department will be working with students who have been predicted to struggle in college-level courses without robust support. To provide this support, faculty and instructional assistants much receive training in best practices for supporting our student population. Support</p>
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for Faculty Inquiry Groups (FIGS) and Reading Apprenticeship training will also be crucial to maintain our high quality of instruction.

C. Human Resources Needs (Human Resources)

AB705 will require LPC to “maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe” (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705). This will require increased sections of English 1A, including supported sections for underprepared students. We will need to hire additional instructors and instructional assistants to increase these course offerings and ensure that students receive the support they need to be successful.

D. Facilities/Scheduling Resources (Facilities, Enrollment Management)

The need for expanded section offerings will also require facilities and increased FTEF. We will need access to classrooms at desirable times for students to take English 1A. Compounding this need, the English department is soon to lose two classrooms, a computer lab and an office when English 400 is demolished; meanwhile, there are not clear plans to replace these dedicated spaces.

E. Institutional Technology Needs (Technology Use, Curriculum Committee Items)

Banner does not currently support our proposed plan for implementing AB705 (creating courses that are partially transferable and partially non-transferable). This solution is one of the legal and recommended strategies for supporting underprepared students who enter directly into English 1A. We should not have to alter our plans, which are the result of months of careful planning, in order to comply with our software.

F. Support for SmartShops and RAW Center(Learning Support)

Funding for the RAW center has not been stable, leading to inconsistent coverage and limited hours. The English SmartShops have been funded by the BSSOT Grant, but this funding will end after Fall 2018. Stable funding for offering and expanding these learning supports will be absolutely crucial for the successful implementation of AB705 to make sure underprepared students can succeed in transfer-level courses.

G. Support for Learning Communities (LPC Collaborations, Learning Support, Enrollment Management)

With the increase of students entering directly into 1A, increased support and expansion of the Umoja and Puente learning communities will be crucial for maintaining supports and eliminating/avoiding disproportionate impacts for students of color.

H. Increased DSPS Support (Learning Support, LPC Collaborations)

Students with learning disabilities will be an especially vulnerable population once mandatory basic skills classes are eliminated. IR data shows declining success rates for disabled students in English classes over the past two years. English should increase collaboration with DSPS to assure needed accommodations and supports for disabled students.

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x	External Factors	x	Learning Support	x	Professional Development	

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

Create and implement our plan for AB705 Compliance

To comply with AB705, the English department is currently developing an alternative 1A-level course that will provide additional support such as that previously offered through basic skills coursework. The new course will meet the same outcomes as the current English 1A, with additional support for reading, writing and research needs. The supported course will initially be required for all students who do not have a GPA of 2.5 or above from an American high school in the last ten years. (Students who are not required to take the supported course may still opt to do so). We will continue to offer one basic skills course (English 104, one level below transfer), but this course will not be required for any student. Our lowest-level course, (English 100A, two levels below transfer) will be discontinued. As part of our plan, we will review our composition course offerings and investigate options for students who may not feel ready for English 1A or may not be seeking a transfer-level course. We will also create shared methods for assessing student learning in both English 1A and the new supported course.

Updating Placement Processes (External Factors, LPC Collaborations)

We will collaborate with the assessment center, counseling, ESL and DSPS to create a new placement system based on the changes from AB705. We will be investigating the possibility of guided self-placement for the future.

Noncredit/Mirrored Courses (Curriculum Committee Items, Enrollment Management)

We will investigate opportunities to develop noncredit and mirrored courses as part of our review of our composition sequence. In particular, noncredit may be a viable option for supporting the RAW Center and for creating pre-1A courses for student populations who face substantial challenges with reading and writing (such as those with significant cognitive disabilities or literacy issues).

Creative Writing Certificate (Curriculum Committee Items)

With the support and input of the English Department, Richard Dry is pursuing the creation of a Certificate in Creative Writing. He is in conversation with Craig Kutil regarding the process. He is also reaching out to other colleges to look at best practices and potential transfer agreements. Ideally this degree will be ready for AY 19-20.

Faculty Inquiry Groups (FIGS) (Professional Development)

FIGs are a form of professional development that supports a meaningful and authentic implementation of innovative ideas and training, such as RA, On Course, Growth Mindset, and Community Cultural Wealth. A FIG is usually structured to answer a question. In some cases, as faculty work on implementation, a Community of Practice may be the more appropriate vehicle to meaningfully and authentically integrate innovative ideas and training into their classroom practice. However, both the FIG and the CoP serve a vital purpose in the academic culture: these are systematic and formalized vehicles in which participants are able to plan an action, implement the action, and reflect on the results of that action, all within a safe and larger community of other faculty working on similar innovative approaches.

In responses to AB705, the English Department would like to require and compensate new faculty teaching the new, expanded English 1A to participate in a Community of Practice that would support faculty implementing the following: growth mindset research, community cultural wealth research, backwards design (including syllabus development, prompt writing, scaffolding and just-in-time remediation), RA, and student engagement (such as taught in On Course).

The department is also tasked with studying the new placement process and course offerings post-AB705. To address this state mandate, the department would like to compensate faculty working in FIGs to collect data about student completion and success. To coordinate the CoP and FIGs, the department would like 1-2 faculty members to receive reassigned time (CAH).

Reading Apprenticeship Program (Professional Development, LPC Collaborations)

The California Acceleration Project (CAP) recommends Reading Apprenticeship (RA) as Professional Development that effectively prepares faculty to support student reading skills as programs implement AB705. With the support of BSSOT grant funds, three English faculty members have completed RA leadership training in 2018. They are developing a FLEX day presentation for Spring 2019 and will continue to offer expertise. However, RA practices thrive when implemented widely, across disciplines. The department would like the college to offer broader access, within and beyond the department, to RA 101 and RA 101 Stem training. We would also like to provide an on-campus RA training opportunity in 2019-20. Finally, we would like the college to offer RA leadership training to more faculty across the disciplines.

Umoja (Learning Support, LPC Collaboration, Enrollment Management)

Umoja will explore the need to add least one additional cohort to the learning community. Possible examples will be based on demonstrated students’ needs, e.g. cohorts based on career education, cohorts for athletes, discipline- or theme-based cohorts, cohorts for evening/night students, distance-education cohorts, or cohorts for men of color. Of course, at least one other counselor and more faculty would be needed.

Focus on the Arts (LPC Collaborations)

The English department would like to pair with other departments across campus to focus on how we can bring creativity and artistic expression to our campus. This effort will begin on Flex Day, 10/23, and Marty Nash will be a leader for our department in these efforts.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Curriculum committee items		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
x	Enrollment Management		Human Resources		Pedagogy	Technology Use
x	External Factors	x	Learning Support	x	Professional Development	

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

Expanding Puente and Umoja (Learning Support, LPC Collaboration, Enrollment Management)

Sometime in the next several years, the Puente Program hopes to expand to two simultaneous cohorts, given the high demand for the program. Umoja is also exploring the need for an additional cohort.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxT		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations	SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors	X	Learning Support		Professional Development	

Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The following strategies for Goal A (Educational Excellence) are reflected in the English Department's plans to create a supported English 1A so that almost all LPC students can start at transfer-level English. These strategies are also reflected in our participation in the Puente and Umoja learning communities and our collaborations with the RAW Center and Smartshop program.

- A1. Address the educational needs of a diverse student population and global workforce.
- A2. Support existing and new programs.
- A3. Create accessible class schedules and supportive services.
- A4. Address the needs of basic skills students.
- A5. Assist underprepared students.
- A7. Provide student opportunities to be informed, ethical, and engaged.
- A8. Expand tutoring services.

The following strategies for Goal D (Organizational Effectiveness), are reflected in the English department's desire to increase professional development in order to best support our students through the AB705 changes, as well as our desire for research support to monitor student success.

- D3. Expand professional development.
- D4. Provide opportunities for personnel to help each other with professional development.
- D5. Monitor and analyze student performance.

- B. **Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

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

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

The English department still has concerns about future classroom capacity, especially as AB705 and the new funding model increase demand for English classes. The department was provided access to 2 classrooms, 1006 and 1007, in the new 1000 building beginning in Fall 2018. The classrooms are occupied Monday through Thursday from morning through evening without significant gaps, demonstrating both our capacity for filling classroom space and our need for rooms to schedule in.

Shortly after being provided two classrooms and submitting the schedule draft for Fall 2018, the department was required to move all sections out of 3 other classrooms (a 100 classroom, 502, and 505) for Math, Art, and Middle College. Classroom allocation continues to be haphazard in timing and difficult in its idiosyncrasy.

English was invited, with others, to participate in the discussions of how 2100 might be remodeled, with the focus initially being replacing the Building 400 English Center with an equivalent space in 2100. Given all of the other classrooms scheduled to be demolished, the department voiced concerns in several meetings that the teaching space was being underplanned in the remodel. With the planned demolition of building 400, dedicated English space of an equal or increased capacity will be crucial for the college to meet the needs of our students.

In addition, more dedicated space is needed for Learning Communities, as we plan to expand these programs in the future and they are already outgrowing their new space in building 1000.

D.

Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

LPC has an English program that is recognized through out the state for its excellence and innovation. Faculty members have been asked to be on panels, consult, and speak at conferences to share our high-quality accelerated non-transfer reading and writing class. We have also most recently been lauded for innovation in placement of students by high school GPA.

This kind of innovation is not accidental; it's a by-product of a department culture in which faculty and classified professionals invest a great deal of time (and many personal resources) to

support high levels of collaboration, to question their assumptions, to research best practices, and to take action based on deep analysis of the research.

The English department's professional development needs, both past and present, reflect our desire to continue to collaborate, question ourselves, conduct quality research, and take responsible action.

Historic Professional Development Activities:

Two forms of professional development that the English department has participated in for over **twenty-five years** have been the following:

- **Norming and holistically grading a capstone assignment in our basic skills program (in both the fall and spring semesters).**
This activity has ensured student success, program quality and now supports SLO assessment. This activity has not been compensated
- **Participating in a multi-day department retreat in the summer.**
Faculty donate their time in the summer to engage in deep-level program planning for the upcoming academic year. This activity has not been compensated. Most recently, this activity has been held over two days. Depending on funding sources, it may be held off campus, and food is provided. However, classified professionals and faculty have donated food and their homes to support this activity for many years as well.

Recent Professional Development Activities:

- **California Acceleration Project (CAP) Workshops and Conferences**
Working with Chabot colleague Dr. Katie Hern, department faculty have attended and presented at many CAP events, which helped us gather data, examine and share best practices, and take responsible action such as innovative placement practices.
- **3CSN Workshops**
 - Habits of Mind Training
 - Growth Mindset Training
- **Reading Apprenticeship**
- **CORA Training**
- **Puente Training**
- **Umoja Training**
- **Creative Writing / Poetry Conferences**
- **On Course Training**
- **BSSOT Grant-Supported Professional Development Activities (2016 – 2018)**
With the support of the BSSOT grant, the department has engaged in the following activities:
 - Norming for English 1A (for an introductory essay and a research paper)
 - Development and implementation of a shared assessment for English 1A.
 - Literature Review Group:
 - at-risk students
 - feedback to student writing
 - growth mindset

- creating a classroom culture of belonging
- Lacuna Training (software to help students with reading skills)
- Reading Apprenticeship (RA) Training (both 101 and leadership)
- Faculty Inquiry Groups (FIGs):
 - 100A/DSPS Student Needs
 - Feedback for Student Writing
 - Reading Apprenticeship
 - Guided Self-Placement
 - Grammarly
 - Non-Credit English Program
 - English DE Student Needs

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

In response to AB705, the LPC English Department is revising its program offerings, creating a new transfer-level class designed to meet the needs of traditionally “at-risk” students, and eliminating at least one of its basic skills classes, possibly both. The deadline for AB705 implementation is Fall 2019.

The recommendation across the state is to heavily invest in professional development that will help faculty and classified professionals (Instructional Assistants) best serve students who would have formerly been placed in a basic skills English classes. This professional development would include, but not be limited to, the following:

- Viewing Students with a Capacity Mindset (Growth Mindset)
- Backwards Design
- Best Practices in Teaching Sentence-level Skills: Just-in-time Remediation
- Reading Apprenticeship
- CAP AB705 Curriculum-Design Workshops
- Working with Wrap-Around Services
- Working with ESL and DSPS Student Needs
- Supporting At-Risk Student Populations (i.e. male students of color)
- Professional Development for Instructional Assistants

The need, desire, and vision our program has is to offer this kind of robust and relevant professional development to both full-time and part-time faculty in English. We would like to offer as much in-house professional development as possible due to cost and expediency. This would require the following:

- additional coordination time (CAH);
- willingness to allow the department to compensate part-time faculty, preferably allowing them to use Professional Responsibility hours, as they are very time restricted (part-time faculty often do not have time to do additional professional development – which is vital as we respond to AB705 – in addition to other campus-wide professional responsibility activities. The program need is that our part-time faculty be “professionally developed” to respond to urgent student needs.
- Time at college days / Town Hall to meet with counseling, math, and ESL to coordinate our efforts and support Guided Pathways.
- Support for more RA Leadership and 101 training.

The department would also like LPC to financially support its historically effective, and culturally important, Professional Development activities:

- Norming / Holistically-Graded Capstone (likely to become the English 1A Shared Assessment)
- 2-Day Department Retreat (off-campus location if possible)

Challenges:

- Coordination time (CAH) for researching, designing, organizing, and offering robust and meaningful professional development in response to AB705
- Financial support of (and professional respect for) an off-campus 2-day summer retreat at which faculty and Instructional Assistants donate their time and travel.
- Coordinated, clear, useful, and timely lists for each academic year or semester of how English part-time faculty may fulfill their professional responsibility needs, which would include dean and department-approved professional development activities responding to AB705 programmatic changes.

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

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Plan for analysis and discussions: 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 to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

The English Department is currently working to create and institutionalize a formal and transparent process for SLO work. In the past, it has been an informal process that's varied from individual to individual. Recently, SLO coordinators have received training from the SLO Committee on how to use eLumen to push out assessments to all instructors, rather than have them create their own in eLumen. The department believes that for data to be useful, a formal and consistent process is needed. On Friday, May 4th, 2018, the English Department decided to push back last year's plan for SLO analysis and discussion one semester so that the new eLumen feature of pushing out assessments can be used. Also, the department would like to begin norming around SLO assessments so that data is more consistent. We think this will be especially useful to track evidence of student learning as we move toward compliance with AB705. The department is currently deciding how to plan norming around our Comp class SLOs. This semester, we will decide when to hold norming sessions so that we can make this norming a consistent part of every semester. This decision is not easy as there are benefits and drawbacks to having norming sessions early in the semester, mid-semester, and

at the end of the semester. Another part of this dilemma is deciding on the type of assessment to use, whether to create a standard common assessment to be used by everyone, or use assessments instructors currently use, but relying on norming sessions to ensure consistency. This semester, we hope to make these decisions so that we can institute the norming, and type of assessments to be used, as official parts of a formalized process.

The plans for assessing and discussing SLOs will remain the same, but be pushed back one semester each so that our process can become more organized and consistent, and therefore yield more useful data. Because we have not had a consistent process, one that includes norming and consistent assessments across sections, we have not been analyzing or discussing current SLO data because we do not trust its validity. Instead, we have been focusing on a common assessment that was shared across sections of English 1A. This assessment was created to measure students' abilities to do a variety of things that were of concern to the department; however, this assessment wasn't tailored to assess SLOs specifically.

Our revised calendar for discussions of SLO data (assessments occur the semester before):

February 2019 meeting: Research SLO (104, 1A, 4, 7)

Summer 2019 retreat: 11, 12, 13, 19

February 2020 meeting: Writing and Grammar SLOs (100A, 104, 1A, 4, 7)

Summer 2020 retreat: 20, 32, 35

February 2021 meeting: Reading SLO (100A, 104, 1A, 4, 7)

Summer 2021 meeting: 41, 44, 45

Text of CSLO/PSLO/SAO: N/A--see description above
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: N/A--see description above
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: N/A--see description above
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? N/A--see description above

DO you plan to continue tracking this SLO in the next year? Explain.

N/A--see description above

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Spring 18: Creative Writing Courses (11, 12, 13, 19)

Fall 18: Comp Courses (104, 1A, 4, 7)

Text of CSLO/PSLO/SAO:

All CSLOs in creative writing courses

English 11

Write a short story applying techniques of dialogue, characterization, point-of-view, plot, description, style, tone, and voice.

Write poems in traditional and modern forms, applying techniques including image, metaphor, sound and symbolism.

English 12A

Write and revise a story or chapter demonstrating proficiency in the basic elements of fiction, i.e., character, plot, setting, point of view, and theme.

English 12B

Write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning

English 13

Write poems in traditional and modern forms, demonstrating proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.

English 19

I create a literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content and organizing an awards ceremony for contributors and contest winners.

Writing and Grammar SLOs in all comp courses

English 100A

Write a unified, multi-paragraph essay.

Write in clear sentences.

English 104

Write an essay with a thesis and controlling idea.

Use a variety of sentence structures.

English 1A

Write an academic essay using textual evidence to support a thesis.

Use effective and correct sentence structures to convey ideas.

English 4/7

Write an academic essay synthesizing multiple texts and using logic to support a thesis.

Use grammar, vocabulary and style appropriate for academic essays.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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

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

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

Curriculum Updates

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

CurricUNET lists the courses below as in need of updates. The following courses are in process of being updated or have had updates submitted: 11, 12A, 12B, 12C, 20, 32. The following courses have been updated more recently than 5 years ago, even though they were on the spreadsheet: 4, 44, 45, 7.

ENG 11 Intro to Creative Writing (Active)
ENG 12A Craft of Writing Fiction (Active)
ENG 12B Craft of Writing Fiction: Intermediate (Active)
ENG 12C The Craft of Writing Fiction: Advanced (Pending)
ENG 20 Studies in Shakespeare (Active)
ENG 32 U.S. Women's Literature (Active)
ENG 4 Critical Thinking and Writing about Literature (Active)
ENG 44 Literature of the American West (Active)
ENG 45 Studies in Fiction (Active)
ENG 7 Critical Thinking and Writing Across Disciplines (Active)

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.

Plan to add DE options for English 12A, 12B, 12C and 13.

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