2026-27 Comprehensive Program Review

Program: English

Division: Arts and Humanities

Writers: Karin Spirn, Martin Nash, Meghan Swanson, and Catherine Eagan

SLO/SAO Point-Person: Karin Spirn and Peter Zimmer

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Establishment of the English Center in Fall 2025, a full drop-in support center for students with open hours four days per week. Due to increased demand, we added three new tutors in Fall 26.
- 5th Annual Literary Arts Festival with keynotes by Leila Mottley, W. Kamau Bell and Kate Schatz
- Hired one new full-time instructor and four new part-time instructors
- Shifted to common course numbering for English C1000 (formerly 1A) and C1001 (formerly 7)
- Umoja welcomed a full cohort of students and continued the second consecutive year of full-terms classes rather than fast-track. Savannah Cyrus has been integral to the success of the Umoja students, serving as an embedded IA all Umoja English courses.
- LPC received a 2026 "Pathway Champions Awards" from *Campaign for College Opportunity* for being one of the top three California community colleges in supporting the highest percentage of Black students completing a transfer-level English course within one year of their initial enrollment (academic year 2024-25). This award was presented at a statewide *Campaign for College Opportunity* program on October 22, 2026. We feel the Umoja English courses played a significant role in achieving this high rate of completion.

- *Havik, the Las Positas College Journal of Arts & Literature*, produced the 48th annual issue of the Las Positas College literary anthology in Spring 2026. It was awarded Best of Show in Literary Magazines at the 2026 Associated Collegiate Press national spring conference for the 5th year in a row. An important part of English 19, the course that students take to produce the journal, is the LPC library's collection of literary journals, which serve as models for Havik staff members as they learn to make a journal.
- English instructor Martin Nash served as a co-advisor for the inaugural issue of *The Las Positas College Journal of Honors*, a student-led publication of LPC Honors research projects and papers, one of just a few community college honors research journals in the nation. Honors students in English 19 (Havik) helped produce the journal.
- The Movement learning community graduated the first set of students from LPC, are currently planning their first student trip to Vietnam, had an overly full cohort, had an 86% success rate in 25-26, and had students reports of a "sense of belonging at LPC" nearly double by year end.
- LPC offered its first ever for-credit study abroad experience in Summer 2026. Professors Catherine Eagan (English) and Elizabeth Wing Brooks (Humanities) offered two courses, ENG 45 (Studies in Fiction, which focused on Spanish literature) and HUMN 11, which focused on the global humanities from ancient times to the Renaissance. A diverse group of students were recruited and advised on fundraising, financial aid and scholarships, and prepared for the intercultural competencies and safety precautions that they might need. Out of 21 students successfully recruited, 17 passed both classes. Courses involved 3 weeks in Spain and 3 weeks online and satisfied CalGETC Humanities Area 3A and 3B requirements.
- The department continues to collaborate with LPC librarians to help our students access library resources such as JSTOR, New York Times, Academic Search Ultimate, Libby, and NoodleTools to find credible sources and incorporate them effectively. Student success in our courses is supported by librarians, workshops, research guides, no-appointment-needed support (through 24/7 chat and walk-up reference), and textbook reserves.
- English faculty met with a large group of local high school English teachers in our annual high school alignment meeting. This year's meeting was extended to a full day, and many seemed to appreciate this extra time together.

2. Please describe your most important **challenges** in year 25-26

- **Increased online class caps:** The increase of two students per class for online sections disproportionately affects English since our class size is lower than most courses, and thus the percentage of the increase is higher. Additionally, the added students are not warranted by English's actual withdrawal numbers In AY 25-26, English classes overall had 10% withdrawal rates for in-person classes and 15% withdrawal rates for online classes. In a section of 28, this means one additional student per class dropped in online classes versus face-to-face classes, while two students have been

added. We also believe it is inequitable and pedagogically unsound to add more students to a modality that has lower success rates, rather than the more obvious and equitable solution of increasing supports for online students to increase success; there is no other situation in which we address attrition by simply adding more students. The increase may also violate Article 1c of Title 5 which states, "The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment."

- **Need for additional full-time instructors:** Five full-time instructors have retired or stepped down in the past four years, with only two of those positions having been replaced. We have potential for 4 retirements in the next few years, so the low FT staffing levels are particularly concerning.
- **Loss of Smart Shop and RAW funding:** The loss of funding for English Smart Shops in Spring 2026, and all Smart Shops in Fall 2026, has removed a crucial support for English students and students across the curriculum. The RAW center also continues to face cuts to funding and hours. English/writing academic supports help students not only in English but across the curriculum. These supports are supposed to fill learning gaps left by the removal of basic skills courses, but have consistently faced funding cuts and now full closures.
- **Compressed Calendar Payroll Issues:** Changes in pay period have resulted in part-time instructors no longer receiving a January paycheck, which is a hardship for many instructors. In addition, some instructors are not paid until August for work completed in June.
- **Challenges with special activities:** Special activities include:
    - Learning communities (Puente, Umoja, Movement API, Engineering Technology
    - The Literary Arts festival
    - Study abroad
    - Other special events, field trips, and invited speakers, and field trips

  These activities have become increasingly unsustainable due to increased bureaucratic workload. The burden of paperwork and other administrative procedures has caused increased burnout as instructors are unable to balance these meaningful activities with their teaching workload. These crucial activities will not be sustainable as instructors have already begun to step back from these activities.

- **Expanded capacity needed for English Center:** Due to increased use, the English Center needs a larger space and an additional instructional assistant. The English Center has been busy due to successful outreach efforts and additional student demand due to Smart Shops being defunded. Currently assistants have trouble taking any breaks due to lack of coverage and the need for student tutors to be supervised. We also need a better system for data tracking for student use, and queue process for busy times.
- **Learning to teach in the age of AI and student misuse of AI**: Adapting our teaching and assessments, especially in online classes, to the changing world of AI takes a tremendous amount of work, training, time, and emotional labor. Some feel the amount of work needed to change how we teach is beyond what we would normally be compensated for.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- We will hold the Literary Arts Festival in Spring 2027.
- We will continue expanding
- We will continue to update curriculum according to common course numbering and other state mandates.
- We will apply for additional FT faculty positions
- We will apply for an additional instructional assistant
- We will develop robust departmental AI guidance resources
- We will continue to work with the LPC library to support students in our classes
- We will meet with local high school English teachers in our annual high school alignment meeting

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- We wanted to learn whether students are successful at meeting the SLOs for reading, writing, and research in our composition courses.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Our SLO discussions over the past three years have shown challenges with reading in particular, especially for book-length and college-level works.
- Students also struggle with some research skills and source evaluation skills.

3. Explain potential plans to improve student outcomes and close equity gaps.

- We are working towards establishing a culture of reading in our in-person courses, including more in-class reading and special reading sessions and spaces in the English center.
- We still need to develop ways to support reading in our asynchronous courses.
- We would like more workshops on reading, writing, and research skills. The loss of Smart Shops has removed both English and Library workshops that were vital parts of our strategies to increase student learning and SLO-achievement, so we need to find other ways to support these skills, or to have Smart Shops reinstated.
- We are considering creating asynchronous content on these topics, but it is challenging considering current conditions of overwork and understaffing.
- Our disaggregated demographic data is discussed in section 3.2. We only use Institutional Research data for disaggregation since this is the most valid and robust data set.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- We have shifted from quantitative SLO assessment data to qualitative. Instructors reflect on overall student achievement for course SLOs at the end of each semester, and then the department discusses findings and innovations we would like to make. This method has led to much higher satisfaction and feelings of efficacy around our SLO process.
- We would like to train other interested departments in this method.
- It is still challenging to find time for reflection and discussion.
- We need more time to discuss our non-composition courses (creative writing, literature, and literary magazine).

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- English's student demographics continue to mirror those of the college at large, due to most students taking English courses as part of their GE sequence.
- English C1000 (previously English 1A) had the highest success rates in AY25-26 since AB705 implementation and the cutting of all basic skills sections. Before AB705, success rates in this course were in the seventies, but after the AB705 implementation in 2019 they dropped to low sixties. They have steadily risen over the last few years due to English department interventions including increased use of linguistic justice practices and labor-based grading, RAW and Smart Shop support, professional development around online instruction, and most recently the English Center. In AY 25-26, English C1000 success rates were the highest post-AB705 at 69%.
- Second-semester composition courses (English 4 and C1001) have continued to have success rates in the high 70s or low 80s, indicating that students who pass C1000 are well-prepared for the subsequent course.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- African-American students have faced disproportionate impact in English courses, passing at about 10% lower rates than the overall LPC student population. Most of this DI occurs in online classes; in face-to-face classes which have much lower success rates for African-American students than face-to-face classes. Umoja is a factor in the higher success rates in face-to-face classes.
- Latinx students have about 5% lower success rates than the overall student body, but since they are the largest ethnic demographic at LPC, this is to be expected; when compared to the combined rates of Asian-American and white students, Latinx students had 10% lower success. Similar to African-American students, Latinx students passed at significantly lower rates in online classes.
- These success gaps suggest that we must a) make sure Black and Latinx students who desire a face-to-face class are able to access one, since these classes often fill up quickly, and b) create stronger and more accessible supports and inclusiveness for Black and Latinx students in online classes.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- In the past, students in English C1000 (previously English 1A) had lower success rates in online classes compared to face-to-face ones. This gap has lessened each year, and in AY25-26, the success rates were only one percent lower in online classes.
- English 4 and C1001 (previously 7) continued to have similar success rates in both modalities.
- Students from DI groups including African American students, Latinx students, and students with disabilities continued to have significantly worse outcomes in online classes compared with in-person ones. This suggests that we must a) make sure DI students who desire a face-to-face class are able to access one, and b) create stronger and more accessible supports and inclusiveness for DI students in online classes, c) continue to pursue professional development around DEIAB practices in online classes.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes___x_ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *N/A*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- The English department provided an "inclusive, learning-centered, equity-focused environment" (Mission) and "nurture[d] a campus-wide culture of rigorous attention to equity and anti-racist practices" (Educational Master Plan) through our rigorous work learning, implementing, and promoting Linguist Justice practices in our courses. Lead by Michelle Gonzales and Kisha Quesada Turner, the English department engaged in extensive training and learning around anti-racist linguistic practices, adopted these practices into all department meetings, trainings, and documents such our website, course outlines, and SLOs, and trained colleagues across the college, state, and nation on how to implement similar policies and practices.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
x	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
x	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
x	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)

x	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
x	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
x	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
x	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
x	Other [explain]: Referring students to English Center, RAW Center, and previously Smart Shops

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- We need training on best practices for engaging and meaningful discussion board activities
- We need training in how to combat AI-based cheating on discussion boards and other online assignments
- We need training on how to document RSI, especially in cases where we use innovative practices meant to engage students, such as Pronto messaging and robust supplementary instructor-created websites outside of Canvas, but which may not be captured in RSI audits.
- We need clarity on how much RSI is expected—it can be increased indefinitely, so how much interaction is expected? Asynchronous classes are much more time-intensive for creating lessons and assignment and assessing student work, so clarity on time expectations is important for instructors to allot their time correctly and sustainably.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- N/A

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT 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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu