Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
English	ALSS	Toby Bielawski, Catherine Eagan, Justin Garoupa, Martin Nash, Jim Ott, Michael Sato, Karin Spirn

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

    Rubric INS PPU 15_16

    e.g., ESL INS PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

> Our 1A Spring 2013 English 1A assessment of essay unity which is part of our Writing SLO:
>
> 1. A clear thesis statement was generally achieved in about 75% of the papers. (229 papers; 55 problems with thesis tallied)

2. Some students still have trouble making sure all topic sentences focus on a single topic and support the thesis statement. (78 + 59 tally marks)

3. Some students still have trouble with making sure all information within a paragraph supports the main idea (topic sentence) of the paragraph. (110 tally marks)

4. Some students still have trouble with providing a concluding sentence for each body paragraph. (104 tally marks)

We also quizzed students Spring 2013 and Fall 2013 to see if they could recognize unified paragraphs. In Spring 2014, we administered the same quiz with the addition of essay outlines for students to evaluate whether the essay would be unified. We found that the majority of students could proficiently identify unified paragraphs and essay outlines but struggled with identifying unified paragraphs when the paragraphs contained quotations. Maureen developed assignments that address the teaching of unity and shared them on our department's blackboard site in Fall 14. We feel that the presence of a Reading Apprenticeship master teacher on campus, a goal mentioned in our last program review, would help more faculty integrate robust reading instruction into their 1A classes and thus help strengthen students' ability to understand main points of paragraphs and identify unified paragraphs.

Our English 104 and 105 assessment results indicate high rates of success over muliple semesters in writing an essay that takes a position by the end of the semester. We now hope to look more closely at 100A. We revised the 3-point rubric to a 4-point rubric and used that rubric for the first time to assess Spring 2014 work. We would like to note, then, that data previous to Fall 2014 for 100A Essay Writing and Sentence Structure SLOs were based on a 4-point rubric with 1 being proficient. This explains the high concentrations of 1 and 2 scores, both of which were considered proficient.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

We will amend our PPU to include this response once Scott returns.

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

Toby Bielawski added tests and quizzes to English 13, Poetry Writing, which strongly improved student understanding of the materials. Michael Sato added an outline assignment to his research paper in English 4 to improve organization and coherence in students' final drafts. Karin Spirn has added more explicit discussion of paragraph and essay unity to her instruction and essay assignments. Maureen O'Herin explicitly addressed unity in the essay

rubrics for her English 1A and shared them on our Blackboard department site.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☒   NO ☐

   If yes, please explain.

We need resources for staff development. We have had the most success with part-time participation in SLO work either when the assessment is something quick like a quiz that an instructor can do in class or when we pay faculty to participate in group assessment planning, assessment, and evaluation activities. We need funding for collaboration, training activities and training materials to ensure that we are following best practices for teaching reading, writing and research. We also need support for videorecording and disseminating these resources to our part-time instructors.

B. **SLO Process**

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

We create SLOs in department meetings and at our Work and Planning Session each summer. We always work by consensus.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ☐

> We develop and review assessment results collaboratively as a department during department meetings and at our Work and Planning Session each summer.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails   ⊠

Program meeting minutes/agendas   ⊠

Blackboard/other website   ⊠

Other (please describe):   ☐

> We have written a number of reports summarizing our SLO work for a particular course. The reports are posted on our Blackboard department site.

II.   PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A.   Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> Several characteristics of English program data might have implications for student learning and program planning. We have seen an increase in concurrently enrolled students in the last year, which is coincident with the inception of charter school collaboration in a Livermore school. Following a college-wide trend, we are observing an increase in part-time students taking over six units and decrease in students taking fewer than six units. The data also show a pronounced trend of decreasing enrollments of African American students and an increase in Latino students. Fill rates for all courses have been increasing since 2009, from 97% in fall 2009 to 109% in fall 2013.

B. **Program-Set Standard for Successful Course Completion Rates**

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	**Did you meet your program-set standard? (Yes or No)**
2012-13	http://tinyurl.com/mmfwqfe	
2013-14	http://tinyurl.com/q6dah55	

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

> Yes, yes

C. **Curriculum Review**

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

> New repeatabilty rules may cause the need for new curriculum to create course levels. We need a guarantee that our newly created courses for our transfer degree will not be cancelled for low enrollment.

D. **Human Resources**

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> Yes. We hired Jim Ott as a full-time instructor in Fall, 2013. We have had to hire many more adjunct faculty to cover courses, especially since the shift in course load of Basic Skills courses in Jan. 2013 resulted in adjuncts being unable to teach two courses if one of their courses is a BS class. Most recently, in summer of 2014 we hired twelve new part-time faculty.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> Our 30–hour per week instructional assistant left her position in August 2014 to move out of state. We currently have a temporary replacement and are planning to hire a permanent replacement.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

> We will not know until the end of the semester how the high levels of newly-hired aduncts will impact student learning and success this semester. Our loss of a permanent instructional assistant affected students' ability to get help with their Sentence Combining Workbook assignments.

E. **Other information pertinent to the program**

> Click here to enter text.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> 1. We advocated for adequate English facilities through facilities requests and participation on planning groups. We have continued to advocate for adequate space for basic skills and transfer English on the Space Allocation Task Force, which is working with the bridging architect for the

New Classroom Building, and we have been asked to be on the user group for that building.

2. We studied our assessment process through surveys of students and instructors conducted in Fall 2013. We are waiting for the results from the instructor surveys from the IR office.

3. In order to innovate and institutionalize a variety of basic skills pathways for students, we are currently piloting an accelerated basic skills pathway for students who assessed into English 100A. Thirty students are taking English 104 plus a sidecar lab class (104W) in place of 100A. We have begun conversations with the VP of Student Services about institutionalized funding for Puente.

4. We have maintained current level of Instructional Assistant support but shift role of basic skills Instructional Assistants from running labs and grading tests to assisting students in classroom according to the needs of instructor, with equal coverage for day and evening classes.

5. We completed our ADT and revised AA Degrees.

B. **Program Planning for AY 2015-16**

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

    a. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):

    - changing number of units/lab hours
    - changing pedagogy/curriculum
    - changing assessments

    Based on our findings that some English 104 students struggled with writing unified paragraphs, we will add language about paragraph unity to the RAW site and are adding an assignment about unity to the 104 courses. To help ensure paragraph unity from basic skills to transfer courses, one of our instructors has created a unit in English 1A that reinforces this skill. As a result of a unity assessment in English 1A, a thread was created on Blackboard for instructors to share unity assignments. We are planning to assess a single skill (incorporation of outside materials into an essay) at all levels of our composition sequence this year.

b. Have your assessment results shown a need for new SLOs?   YES   ☒   NO   ☐
    If yes, in the table below, state the number of courses in your program and estimate the
    percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
18	50%. Courses are 104, 1A, 4, 7, 104W, 12B, 19B, 34 and 41. We may need to revise our current SLOs to more accurately reflect the skills in the program SLOs.

c. What percentage of courses will your program assess in the next academic year (2015-16)?

At least 33% (all composition courses)

d. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
36	We anticipate approximately 40% will participate in an SLO workshop. In addition, a high number of part-time faculty—close to 100%--will participate in the surveying of students for SLO purposes, but this activity does not need to be compensated since it does not require the writing, recording, assessing or discussing of SLOs.

4. Curriculum

a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

English 19A and B, the literary magazines, may need to be updated to better align the units with the workload for students and instructors. We will also re-evaluate the units of several of our basic skills courses. We have two Title V updates still in process.

b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

We may institute a third level for our creative writing courses. These new courses would be 12C and 13C. Our decision of whether to do so will depend on the success of the B levels that we instituted this year. We will be able to bring English 13A and B, the newly leveled poetry writing courses, once we have done some more revision work on them.

5. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

We are currently piloting an accelerated basic skills English course this year. We plan to study the results of this piloting starting in fall 2015. Depending on the results of the pilot, the structure of the basic skills program may experience significant changes.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

1. Request: New FTEF. Indicate amount being requested.

We will need FTEF to support coordination for the Puente and CFS learning communities.General FTEF increase proportionate to college growth and to compensate for small size of 104W sections. We may also need additional FTEF to institutionalize the 104W courses (.75 CAH each) and the Puente courses (6 CAH for English 105 and 4.5 for English 1A).

2. Rationale for request(s).

If our 104W pilot is effective, we may need to reexamine the FTEF distribution in our basic skills courses, and this might require an FTEF increase. Puente is a learning community that benefits the college as a whole. Learning communities include English courses at a disproportionate rate, and we can only continue to participate in these communities if we do not have to cancel other English sections to do so. CFS will not be able to continue without coordinator reassigned time.

C. Human Resources

1. Request: New or replacement faculty position(s).

Two full-time positions requested. One position was ranked #7 by the Hiring Prioritization Committee, meaning that it is unlikely to be filled this year, so we will to continue to operate with non-compliant full-time/part-time ratios.

2. Rationale for faculty position request(s).

Attempt to come closer into compliance with AB1725; we currently have 36 adjunct faculty to our 11 full-time, and our Basic Skills and especially GE transfer courses are highly impacted. 95% of the courses we teach are GE requirements. Many of our full-time faculty receive release time for duties such as department coordination, RAW Center coordination, Accreditation, etc. 50% of one of these positions is a replacement for Melissa Korber, whose 50% position we lost 5 years ago.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> One 30-hour Instructional Assistant II position (replacement) has been requested, approved, and the job is currently posted

4. Rationale for classified staff position request(s).

> Replacement for employee who left

D. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

> $250/year

2. Rationale for financial request(s).

> Maintain membership in English Council of California Two-Year Colleges (ECCTYC). Purchase pens, office supplies, kinesthetic learning materials.

E. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

> Click here to enter text.

2. Rationale for technology request(s).

> Click here to enter text.

F. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

> Currently Approved Small Project: It is proposed that a portion ofthe available facilities in the 700 building or a similar vacant space in another building proximate to the current English basic skills space in the 400 buildling be indentified and renovated into a multi-use classroom space with computers, cabinet storage, and a desk or small office space for an Instructional Assistant. Either the lab space or the classroom space would need to be outfitted

with computers for the students, preferably that were able to be temporarily stored or converted to a low profile state during different modes of instruction, and printing capability. The lab room would need to be designed so as to be in accordance with line-of-sight requirements for the use of English instructional assistants, which is part of the English basic skills curriculum. The space would be available as a classroom for general instruction by any program during times not occupied by a basic skills class and some of the proposed storage capacity should also be made available for programs utilizing the classroom for instructional or programmatic materials.

2. Rationale for facilities request(s).

Having computers arranged so that work could be done more interactively and collaboratively would greatly enhance student learning. In addition, being able to stow the computers to listen to a lesson or short lecture and take notes on it would enhance concentration and recall.

Our 2010 program review speaks to the importance of technology for our students to meet their learning goals and an adequate facility to house our basic skills courses. One of the development forms for our 2012 program review update atiiculates the need for "expanded facilities with adequate lecture, small-group, and computer lab spaces.

Statewide Student Success Task Force requirements, which are in the process of being enacted, will require colleges to have students engage in their basic skills classes within their fIrst two semesters of enrollment; the current facilities limitations of the English basic skills space (primarily rooms 401A and B) would make meeting this mandate impossible for our campus until the facilities are addressed

3. Request: Upgrading of existing equipment or purchase of new equipment.

Purchase of flip-desks for building 400 so that computers could be hidden when not in use.

4. Rationale for equipment request(s).

> This would maximize the use of space by not having one room dedicated only to computer-related activities. Instructors could use all rooms for both lecture and lab purposes, allowing more classes to be scheduled at once.

5. Request: New supplies

> Hands-on learning materials for classroom for sentence practice, such as whiteboard sentence magnets, laminating of meaning units, sections of PIE paragraphs, etc. for hands-on learning activities.

6. Rationale for supplies request(s).

> More learning materials are needed for visual and kinesthetic learners in our basic skills program.