

Program: English

Division: Arts and Humanities

Date: November 1, 2021

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

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

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”

- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Nov 1.

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1: Mission Ready The English department recently contributed to the creation of a new learning community associated with student veterans titled <i>Mission Ready</i>. Eligible members are veterans, reservists, active duty, and spouses and children of veterans. Benefits to the students who join <i>Mission Ready</i> include access to a dedicated counselor, tutoring services, special events, virtual meetings with college administrators, and regular <i>Chill N Chat</i> sessions where students can connect with one another to share challenges and successes. A success team consisting of staff from the Veterans Resource Center, counseling, and faculty from Math, Communications, and English offer ongoing support to guide these often-at-risk student veterans through the college experience. The English department continues to offer an English 1A customized			

for our student veterans. The course has been taught each year since 2015. Contributing to the course outline-of-record requirements for English 1A, customized course curriculum includes 1) assignment of a non-fiction book focused on the experiences of service members returning to civilian life titled <i>Tribe: On Homecoming and Belonging</i> by embedded journalist Sebastian Junger; 2) weekly 15-minute free-writes in which students respond to prompts about their military experiences and post these to the Canvas Discussion Board to build camaraderie and support; and 3) a unit on the <i>Hero's Journey</i> and an essay where students view their own experiences through the lens and stages of the hero's journey (such as <i>Call to Adventure</i>, <i>Preparation</i>, <i>Crossing the Threshold</i>, etc.). This allows the students to step back, contextualize, and give meaning to their military service as they transition from military to civilian life.			
2. BxE The Department accomplished a series of conversations about the intersection of Blackness and English (BxE). This was called for within the context of the murder of George Floyd. Our central question was how our field contributes to maintaining systemic racism. The outcomes of the conversations were a shared departmental statement taking a stand against linguistic superiority, increased interest and trials with contract-based grading over grading for points, increased participation of part-time faculty, and a linguistic justice campaign.	X	X	X
3. Linguistic Justice Michelle Gonzales and Kisha Quesada Turner established and began a campaign of linguistic justice Flex Day sessions. The campaign was born out of teaching practices already being used in the classroom by Gonzales and Quesada Turner for at least three years, but the BxE conversations and Departmental statement inspired them to share their ideas and research with the campus community at large. In 20-21, they offered <i>Culturally-Responsive Feedback</i> and <i>Language So Rich, Why We Stiflin?: Linguistic Justice in the Classroom</i> during Flex Days.	X	X	X

4. Hypothesis English faculty continued their use of Hypothesis, the digital and social annotation program that was funded for a subscription through Spring 2022. Faculty moved beyond their use of it for course readings like websites toward using it for the reading of a novel on Project Gutenberg, the workshopping of creative writing, the reading of database articles and book chapters, learning how to edit for sentence structure, and reading and discussing the syllabus at the very beginning! Katie Eagan worked with Hypothesis liaisons to offer TLC workshops, steer faculty towards 1:1 support sessions with the liaisons and other resources like online tutorials and webinars, visit division meetings and email faculty to remind them of Hypothesis, and create a resource page that Scott Vigallon posted on the Canvas Online Learning page. There is now a Canvas shell for Hypothesis to make it easier to access those training materials. Hypothesis relates to the President's call to action because as an open educational resource, it has the potential to level the playing field for disproportionately impacted students who struggle to afford textbooks as well as those who need support reading complex texts, either because they came from K-12 environments that did not give them practice with complex reading material or because they are struggling to adjust to reading academic English, particularly in database articles that are written for other academics, not students. The social nature of Hypothesis' digital annotation allows instructors and students to give feedback on others' reading.	X	X	X
5. Literary Arts Festival and Creative Writing Certificate: Building on the popularity of creative writing classes amongst LPC students and Tri-Valley community members, the English Department had created a Creative Writing Certificate, which was approved by the state in 2019; this provided the momentum to put into action a long-held desire among several faculty to host a Literary Arts Festival on campus, bringing together authors, students, staff and community members for a day-long			

event featuring speakers, panels, and workshops. We were excited to secure funding from both LPC and non-LPC sources (major donors were LPC Foundation and the City of Livermore Arts Commission). This festival was planned for May 2020, and after being sidelined by the pandemic, was held in May 2021 as a virtual event with great success (over 1,000 free tickets “sold” via Eventbrite). Students are telling us in class that they are now on track for getting their certificates. While there was only one Creative Writing Certificate given out in 2020 (the first year of its approval), there are now several students in the pipeline to receive a certificate. We are also providing Smartshops about the certificate now, which will help students navigate the pathway. We feel that the Lit Fest achieved its mission to raise awareness of, interest in, and involvement with the CW program at LPC. In addition to CW students, many students across the English Department and campus became involved through faculty teaching the keynote speaker’s book (Reyna Grande’s <i>A Dream Called Home</i>) and through a larger campus-read of the book in connection with the LPC Library.			
6. AB705 English continued its work on AB705, maximizing students’ potential to complete transfer-level English in one year. This work was supported by 1 CAH of reassign time per semester, which enabled Katie Eagan to spend time with committees like SEA and Basic Skills (now MLEA) and GP, collaborate with ESL on advising counselors as to the difference between our programs, meet with Rajinder Samra about data requests and analysis, work on revisions to the Assessment website, provide various teaching resources to English 1AEX faculty, and begin an informal Community of Practice on equity in assessment. Data from the PPIC show that in 2015, 44% of students started in transfer-level English, but by 2019, 96% did! Also in 2019, 6 out of 10 first-time English students completed transfer-level English on their first attempt. For Latinx students, LPC is now			

“near equity,” according to their metric, though for African-American and Black students, we are just below that cut-off. Still, we hope that our BxE, linguistic justice, equity in assessment, and work on improving placement will improve those results. Our in-house data show that of students who have transfer as a goal, 53% of first-time college students in 2019-2020 successfully completed transfer-level English, and that is up 7% points from the previous year and 35% from 2015-2016, the year we implemented multiple measures. 70% of first-time college students with transfer as a goal are enrolling in transfer-level English, which is up 11% points from the previous year and 48% from 2015-2016. We are making progress! Now we need students to enroll in transfer English earlier.			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President’s Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

_____ N/A

Description	Missio n	Maste r Plan	Presidenti al Task Force
1. Umoja Co-Coordinator who is part of the Department, Kisha Quesada Turner, faced challenges in Spring and Summer 2021 when recruiting Umoja students, who are predominantly African, African American, multiracial, or otherwise marginalized. As a result, the Fall 2021 Umoja English course was moved to Spring 2022.	X	X	X

2. Burnout/mental health/balancing work and life in relationship to learning new things, exploring and implementing paradigm shifts is also a challenge. Indeed, there are burnout and/or mental health risks for faculty, especially for the small percentage of color (21% or 3 of 14) who lead efforts to dismantle racism and other marginalization systemic barriers to success within education.	X	X	X
3. Our department is in the process of evaluating whom English 104, our only remaining pre-collegiate composition course, is serving and whether it is a support or a barrier (or both, depending on the student) to the completion of transfer-level English in one year. The population in English 104 appears to be heterogeneous, including students whose GPA is over 2.5, ESL students who are transitioning to English courses, students who didn't do well in high school classes, returning students, students who identify as ADHD, and students with other disabilities. Our data packet shows that only 56% of students who started English 104 in Fall 2019 were successful in that class; of these, 69% were enrolled in English 1AEX or 1A by Summer 2021. The English 104 to English 1AEX or 1A throughput rate was 25%. One wonders whether the throughput would be better if they started in transfer-level English with more or different co-requisite support. For example, some colleges have ESL-focused co-requisite support, and an ESL version of English 1A has been approved by the curriculum committee. One also wonders what kind of student is successful in 104 and in the subsequent course. For students with learning disabilities, one wonders if they would benefit from additional support beyond the co-req., whether a 115/215 tutoring class like that offered by Chabot College or through some kind of partnership with DSPS. There is positive news for English 104 students who went on to take English 1AEX compared to	x	x	x

those who took English 1A. English 104 students had higher success rates in English 1AEX (78%) than in English 1A (56%)--this suggests that we should encourage 104 students to take 1AEX instead of 1A; however, due to low sample sizes, more data is needed in order to support this position.			
4 Our department is also keeping watch over 1A and 1AEX success rates in general and for different racial and ethnic groups. Success in Spring 2020 for African Americans declined most precipitously, 19 percentage points, and success in this group did not rebound in Fall 2020, so we should request this data for Spring and Fall 2021 as well. We should also track success rates for other DI groups, particularly learning disabled students. It appears, also, that there is a higher percentage of C and F grades in 1AEX. A C is at least successful, so that is consistent with the goals of AB705 that more students will complete transfer-level English, but we should learn more about how they do in subsequent courses. It appears that 1AEX students do not do as well in English 4 and 7, for example. In addition, students with a hs GPA under 2.5 for whom a high GPA in their chosen field is essential, for example nursing, may hesitate to take 1AEX if their grade would end up being low. However, it is unclear whether doing 104 first would be a better route for these students since the throughput for both 1A and 1AEX is relatively low.	x	x	x
5 -Additional support/positions needed for TLC/online teaching and learning? (in last PR)	x	x	x
6 -Additional reassigned time needed for Coordinator (in last PR)	x	x	
7 - Additional Instructional Assistant positions needed. The English department has been requesting two additional instructional assistants to support the work done in our 1A, 1AEX, and 104/204 classes, to bring our total number of IA positions to 6. We are not able, with the present IA numbers, to have any IA support in English 1A classes, which serve the vast majority of our students. On top of that, 1 of our IAs left in Summer	x	x	x

'21 and another will be retiring in SP '22. This leaves us down only 2 IAs. It is mission critical that we replace those positions just to keep serving the students that we presently serve. However, it is also critical that we offer more IA support to the most vulnerable students in our English 1A classes, which we cannot do without both the replacements and the 2 additional IAs.			
8. Some of the challenges faced by CW courses are perceived "low productivity" because of their reduced enrollment cap; in addition, enrollment can be volatile for a variety of reasons: either because these courses aren't a GE requirement, or because they can draw from a fragile student population (English 13 in particular). Thus, fewer sections of English 12 are currently offered than in years past, and English 13 has never been offered more than once a year. However, among the students who do enroll, there is often a dedicated core of students who retake English 12 and/or take multiple CW courses and are looking for more offerings. The key challenge is a multi-pronged issue of garnering administrative support for these courses, and providing enough course offerings at the right times, while simultaneously boosting enrollment to a dependably robust level. The challenges faced by the Literary Arts Festival are related to time and money: each year, the festival will require lengthy efforts in fundraising and scheduling authors/sessions, as well as time spent by the organizers and many other participating faculty and staff who take on tasks, help with promotion, commit to teaching works by festival authors, and even present as authors themselves.	x	x	x
Part-time faculty outreach and support	x	x	x
More ongoing training for additional faculty to teach in Umoja and Puente programs.	x	x	x

English faculty position to support students from across the campus who take classes at LPC. Requested multiple years in a row.	x	x	x
Return to classroom preparation	x	x	
More clear mechanisms for coordination and input for the FCI prison program	x	x	x
Need for English-tailored training for online education. While there has been support for online learning from the college, there has not been training specific to our discipline which has its own unique needs.	x	x	x
Sustained efforts for textbook identification for works from more diverse authors	x	x	x
No face-to-face classes for the 20-21 school year, the drop in enrollments and success, and the impact that will have across disciplines for students' readiness.	x	x	x
Plagiarism orientation in advance of college for students and more training and/or support needed for English specific faculty on how to address issues in the classroom	x		
Students need more thorough preparation for transition to Canvas from other platforms.	x	x	x
Support and research for male students is needed. Males were among the students disproportionately impacted throughout the last academic year. Researching online teaching and grading practices as well as support services would be warranted in addition to other impacted populations.	x	x	x
Return to embedded support from counseling and an addition of embedded support from the health center and DRC in first semester English courses.			

C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	N e w	Continui ng	Sho rt ter m	Long term
Looking ahead and to continue to offer support for student veterans, the English department is exploring offering a veterans English 4 or 7 in the spring of 2022 or spring 2023. A faculty member to teach the course needs to be identified.	x			
Professors Gonzales and Quesada Turner continue to offer linguistic justice sessions at Flex Days in AY 21-22.		X		
The English department will continue to prioritize living into our LJ statement.		X		
Professors Burks (Counseling) and Quesada Turner (English) intend to step down as Umoja coordinators effective the last day of the Spring semester, 2022. Both will support the recruitment of new coordinators and Professors Quesada Turner and Angelo Bummer will support the identification of new faculty to teach English courses.	X			
We have requested replacement IAs for the two that left or are retiring; we have also requested an additional two IAs to serve our English 1A students.				
The Department will continue to present a Literary Arts Festival this year and annually. This year we've initiated a campus read of keynote speaker Tamim Ansary's <i>West of Kabul, East of New York</i> for Spring 2022; we anticipate the Lit Fest developing into an anticipated annual event going forward, creating ties with community members, current students, and alumni. Our goal is for this festival to help make LPC a literary center of the TriValley, build CW		x		x

enrollments, and benefit students through the rich opportunities available at the event. As we build enrollments, we believe that more — and more varied — CW course offerings will be needed. In addition to considering a more advanced fiction course for those who have completed 12A-C, we are considering courses in screenwriting, graphic novel, and memoir. We hope to start to offer English 12 as a summer course, and eventually English 13 as well to help students complete the CW Certificate of Achievement; with our post-Covid return to campus approaching, we are excited to bring back our in-person CW courses, but also envision adding either synchronous or asynchronous online sections in the future.				
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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Smartshop and RAW Center Leadership	RAW supported student success across the curriculum, particularly in reading and writing. Smartshops provided help across the curriculum and helped students understand college processes, career and transfer opportunities, and equity issues.
DE Committee Participation	Helped teachers create online courses that supported student learning and success; crafted and added tools and criteria for online learning; collected student survey data for feedback to improve courses.
Accreditation Committee Participation	Work on accreditation helps us see the college's systems and make broad improvements for students.
IPEC Participation	Ipec has kept us current on data surrounding our students' success as well as provided a space for continued advocacy for our program needs through

	the program review process and their eventual integration into the planning priorities.
SEA Committee Participation	Supported the Blackness x English project; supported AB705 initiatives; supported campus wide equity projects and events for students. Funds RAW and Smartshops for students.
Puente Leadership	Supported Latinx student success
Umoja Leadership	Supported African-American student success
Basic Skills/MLEA Committee Participation and Leadership	Reviewed data and participated in conversations about how students have benefited or need support because of AB705 placement changes; reviewed the Systems Office interpretations of AB705 and how new curriculum might support student success; funded projects that support student success but no longer has its own budget; reviewed and supported “linguistic justice” as well as other ways to support DI and ESL students.
Literary Arts Festival Leadership	Provided students with educational panels and workshops from a variety of authors and genres; introduced students to potential occupational pathways; provided insight into creative writing and literature courses, certificates, and degrees; provided students with role models from diverse backgrounds.
Linguistic Justice Leadership	Promoted, across campus and across disciplines, the notion of linguistic justice for new models of equitable grading and communication between faculty and students.
High School – College Liaison Leadership	Met with high school English teachers to share and discuss curriculum, standards, and processes to help students prepare for and transition to LPC.
Art on Campus Task Force Participation	Allocated funds for and purchased artwork to create a more stimulating environment around the campus.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____ N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	We surveyed students in English 104, 1A, and 1AEX at the end of each semester.
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What did you learn?	In questions about the course level (including questions about the difficulty level and usefulness of information taught), the vast majority of students expressed satisfaction with the course level. In all three courses, students who did not find the course level to be “just right” generally found it “too hard” rather than “too easy.” This suggests that guided self-placement and heavy use of high school GPA may be proving effective in allowing students to enroll in classes that challenge them appropriately. While we do not want high numbers of students finding the course “too hard,” these numbers are around 10% for each class, and few if any students chose “way too hard,” indicating that most students are comfortable with their placement. 80% of students in 104 and 89% in 1AEX found the instructional assistants to be helpful or very helpful (with the remaining students all marking “not sure”), indicating the ongoing value of instructional assistants to support students at the basic skills level.
How will you use the feedback?	We will continue to advocate for multiple-measures assessment and self-guided placement. Given that some students found courses too hard, we will continue to advocate for more extensive guidance for students as they self-place. We are currently requesting new instructional assistant positions and will also need to replace one current position due to an upcoming retirement.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7>

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

Enrollments

We have experienced a 10% decline in enrollment, though it's college-wide. Continuing students dropped dramatically (a trend from 2017) while first time students rose a tiny bit. Withdraw rates surged at the beginning of Covid in SP '20 (30%) when the special-circumstances withdrawals were offered, but started to decrease in SP '21 (21%). We hope to see closer to 16% again in SP '22.

We may also want to explore whether the drop in continuing students reflects the AB705 change to enrollment in a shorter course path. According to Datamart, one disproportional enrollment decline at LPC and in CA is of students with a GED. It's not a big number, but this group may be more likely to have enrolled in basic skills.

Our productivity has dropped steadily since 2017 (363 to 300 WSCH/FTEF) We believe Fall '21-SP '22 will be higher based on having cut low-enrolled classes to match fill-rates from SP '20-'21. The fill rate data drops from 100% to 89% (SP 2017-2021), which suggests that our classes have been running low to start or a lot more students are dropping before Census.

Success Rates

If you don't count the 30 students in F2F classes in SP 21, our overall success rate (67% for DE) increased a tiny bit over Sp '20 (65%), but dropped from SP '17/'18/'19 (74/72/73%). Again, it's likely Covid and the transition to all online work were the main factors and we hope to inch back up as we (hopefully) emerge from Covid. Demographically, slightly more of the enrollment drop is from (young) men dropping out vs. women. AAPI and Filipino enrollments were the only ethnicities to increase. Since student Ws are the main factors in decreased success, increased IA support, persistence project tactics, staff development, and RAW Center access all seem to be called for here.

English 1A dropped from 71% in 18-19 to 64% in 20-21. English 4 dropped from 80% to 79% while English 7 dropped from 72% to 71%. So 4 and 7 barely lost any success; the bulk of our lowered success between 18-19 and 20-21 seems to come from 1A and 1AEX. We should continue putting resources into English 1AEX (as we have, with smaller classes and IAs) and consider adding more supports to English 1A as well. Since student Ws are the main factors in decreased success, increased IA support, persistence project tactics, staff development, and RAW Center access all seem to be called for here.

Throughput

The throughput for 104 to 1A is a dismal 14%. The throughput for 104-1AEX is a bit better but still bad at 25%. This may justify a radical alteration of the 104 class and a summer or first two-weeks of the semester bridge class. We do not want to eliminate a pre-transfer option because there are students, especially ESL, who don't necessarily have a transfer goal and might not take 1A. We already have a subcommittee working on updates to 104, but we may want to survey 104 students regarding potential changes. The data shows that our new, slimmer, pre-transfer class (if we have one) should be explicitly designed as preparation for 1AEX. Although the throughput has been low, the success rate of enrolled students, 64%, is not terrible. We want to explore the possibility of less time, fewer units, and more focused instruction, and perhaps add a co-req option to take this course alongside 1A or 1AEX. The data also suggests that we might want to encourage 104 students who struggle to take 1AEX rather than 1A.

Race/Ethnicity

Success rates for African-American students dropped from 64% in 18-19 to a dismal 55% in 20-21. The low number of African-American students enrolled in our courses overall is shocking (79 for SP '21, 4% of the total), but these percentages are the same as for the college overall. [Livermore](#) and [Dublin](#) are only 1.9% and 3.7% African-American respectively. However, with 177 African-American students enrolled, it was not an insignificant "N" causing the lowered success rates. The disproportionately impacted success rates for African-American students points to the need for continuing efforts to support these students including a strong Umoja program.

Hispanic/Latino students dropped from 70% success in 18-19 to 62% in 20-21. Asian students dropped from 79% to 73%. White students were at 75% in 18-19 and 74% in 20-21. So it appears that students of color are bearing the brunt of the lowered success under remote instructor and/or pandemic life, especially African-American and Latinx students. The college and English department should continue to support students of color with learning communities, campus spaces, and other targeted supports.

Disability Status

Disabled students had higher success than non-disabled students in AY 20-21, 72% for disabled students compared to 68% for non-disabled students. This is good news in that it does not show disabled students being disproportionately impacted. Additionally, actually increased for disabled students last year. Success rates for non-disabled students fell during the pandemic, 74% in AY 17-18 and 18-19 versus 68% in 19-20 and 20-21. Success rates for disabled students stayed constant between 18-19 and 19-20 as the pandemic began--68% both years--but then IN to 72% in AY 20-21. The rise in success rates for disabled students does not seem to be due to more struggling students dropping out, as enrollment decrease rates were comparable for disabled and non-disabled students.

It could be highly valuable for us to understand this increase in success for DSPS students, so that we could replicate or even build on it. We noticed that success in 1AEX also surprisingly rose from 51 to 55 percent between 19-20 and 20-21. This suggests that online delivery of these classes that we've been reluctant to offer online might actually help some students who need more time and space to process information, or who may struggle to attend face-to-face classes or struggle with focus while in those classes. Typical classroom activities such as discussion and group work might be more stressful than helpful for students who process at a different speed.

Low-Income Students

Success rates for students identified as low-income dropped from 73% in 18-19 to 69% in 20-21. For non-low-income students, the drop was actually slightly larger, from 74%-68% in the same time period. It also does not seem that low-income students dropped at higher numbers, since our proportion of low-income to non-low-income stayed constant at 37%/63%, where it's been since 2016.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply 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:](#)

· Did your program meet its program-set standard for successful course completion?

☒ yes ☐ no

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

SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

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

C1: Instructional Programs with PSLOs

PSLO Assessments:

(1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

Students are able to write an academic essay synthesizing multiple texts and using logic to support a thesis. (AA/AA-T)

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____about 40____%

(3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. __X__YES _____No

(4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

For this PSLO about twice as many students were assessed in Spring 2021 than Fall 2020. This uptick in faculty assessing SLOs can be seen as a positive sign that more instructors are feeling comfortable with eLumen and participating in the SLO assessment process. It should be noted that the amount of data currently collected is not sufficient enough to draw accurate conclusions that speak to the overall student performance for this PSLO.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

With that said, according to the collected data, students performed at a higher level overall in Spring 2021 compared to Fall 2020. For Spring, 49.62% of students demonstrated mastery; 28.39% scored Above Average; 14.58% scored Average; and 3.07% scored Below Average, with 4.35% not completing the assessment. For Fall, 43.89% demonstrated Mastery; 29.41% scored Above Average; 15.84% scored Average; 9.95% scored below average with 0.90% not completing the assessment.

The data on demographics suggests that both male and female students are highly successful but that more female students demonstrate "Mastery" than male students: 52.74% compared to 41.01%.

The data on ethnicity suggests the highest success for Asian American and Filipino students as about 52% demonstrated Mastery of the PSLO. This is in sharp contrast to African American (30%), Pacific Islander (33%), and American Indian/Alaskan Native (38%) student performance at the Mastery level. 48% of White students and 42% of Hispanic students demonstrated Mastery of this PSLO. Another data point that stands out is American Indian/Alaskan Native and Pacific Islander students scoring double digits in

the "Below Average" category (16% and 14%), compared to 3%-6% of students from other ethnic groups.

(6) List changes that you plan on making to improve student learning and address inequities.

The changes that we plan to make are evolving out of the department discussions on linguistic justice. While student performance on this PSLO will likely improve with the development of more equitable assessment practices, the following PSLO will be revised as our discussions evolve: "Students are able to use grammar, vocabulary, and style appropriate for academic essays." The working revision is: "Students are able to write with an authentic voice and style that demonstrates an awareness of audience." With more instruction targeted at students accessing and developing their own authentic voice in writing, we hope that the pressures students feel to emulate the voice of academia will no longer inhibit critical thinking and expression in writing and no longer further marginalize students, basic skills students and students of color in particular.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

In addition to point 1 and 4 in section 1B, the main challenge right now is getting sufficient data into eLumen. Another challenge is the accessibility of information in the eLumen reports; for example, there is no pass/fail data for any SLO (only numbers according to the 5 point scoring rubric), nor is there a percentage available for instructor participation (only a list of sections with an instructor's name attached); coordinators are left to do the math with this, which is a laborious task. Also, there is no spreadsheet or compiled list of instructor reflections for coordinators to download, which would make facilitating department discussions about SLO data easier and more effective and inclusive. These challenges speak to simply using the eLumen process of SLO assessment and analysis. The department's SLO analysis usually rolls out of the classroom experiences and research of the instructors; and the department is struggling to integrate that process with the eLumen process. Once we get to the point of generating sufficient data in eLumen, then these processes may become more fluid with other student success work of the department.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____ YES _____ X _____ No

Once we agree on a revision of the PSLO focused on language, we will update the 3-year plan accordingly, but the overall assessment pattern will remain the same.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

--

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

--

(4) Describe the pertinent findings. What, if any, equity issues emerged?

--

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

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Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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Section Three: Curriculum Review (Programs with Courses Only)

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

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

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

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

Course Name & Number
none

_____YES _____No

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.

_____YES ____x____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____x____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

We would like to modify the Creative Writing Certificate courses to make more of them UC transferable. This is a longer term project.
--

D. Does your program plan to create any new courses or programs this year?

___X___YES _____No

If yes, please provide details and the rationale

We are discussing the modification of our 104/204 program to better serve students at the pre-transfer level and increase student throughput. We are also considering adding new non-credit support classes to strengthen 1A and 1AEX classes. We are also considering the modification of English 4 to four units to match C-ID and allow English AA-T majors to avoid having to take English 4 and 7. We may also develop, by popular demand, new creative writing courses, such as memoir or screenwriting.

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____ YES _____ No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____ YES _____ No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____ YES _____ No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____ YES _____ No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study?

_____ YES _____ No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

_____YES _____No

If not, what program improvements may be made to increase this metric?