Program: English

Division: Arts and Humanities

Date: 11/1/2023

Writer(s): Karin Spirn, Catherine Eagan, Michelle Gonzales

With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)
2) [Fall 2022 Program Reviews](#)
3) [Frequently Asked Questions](#)

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

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) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- **Check for Title V updates required for any of your courses or Programs:**

  1. To check on the status of courses and programs to see if any updates are required

     a. Log in to CurricUNET

     b. Select "Course Outline Report" under "Reports/Interfaces"

     c. Select the report as an Excel file or as HTML)

  2. If updates are needed, submit these updates to the Curriculum Committee

  3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.

     a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

     b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- **Review your programs to see if there are any modifications needed**

- **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. **Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.**

<u>**ACHIEVEMENTS**</u>
- Learning Communities:
  - Jim Ott and Amy Moellering joined the Mission Ready learning community along with Communication Studies to support student veterans.
  - A second Puente cohort was added in Fall 23. Two trained English faculty now teach simultaneously in Puente.
  - Umoja English 1A and English 4 fast-track classes are fully-enrolled, after several years of enrollment challenges.
- Havik received Best of Show in Lit Art Journals at Associated Collegiate Press national spring 2023 conference
- AB705 and 1705
  - We continued to work on student success in transfer-level English by piloting English 1AEX curriculum and pedagogical approaches and with interventions (Instructional Assistants supporting English 1A). We also worked with the MLEA team (primarily Dean Amy Mattern and the mathematics department) to tell the state how we plan to spend AB1705 monies. We identified potential initiatives and activities that will support of students' completion of transfer-level English in one year and are now working on building a budget.
  - Revised outlines for transfer composition courses to reflect linguistic justice research and values
  - Requested and reviewing IR data to compare success rates for various DI groups and in categories like gender for ENG 1A and ENG 1AEX
  - Submitted curriculum for new support courses: ENG 115/NENG 215, "Personalized Coaching for Academic Reading and Writing" and ENG 120/NENG 220, "Craft of the Sentence." Submitting curriculum for new Noncredit English Certificate of Competency in Communication and Writing in English.
  - Submitted CSLOs and PSLOs for new curriculum
- Hypothesis
  - Katie Eagan worked again with Dean Mattern to submit a RAC funding request for Hypothesis, an LTI app that supports digital and social annotation in courses

LPC Equity Definition: 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.

of all modalities. Faculty and students in any course can use the tool, but we have taken on advocacy for it because reading is so close to our hearts. Katie offered some TLC and Flex Day sessions to help faculty learn to use it and continues to advertise it with at least two emails a semester. Most users are English composition, creative writing, and literature professors, but we also have usage in math, history, ECE, theater, and other programs.

- We responded to AI challenges by strengthening our dedication to linguistic justice practices and participating in Flex Day and Teaching Institute AI workshops.
- We held coordination meetings with our regional high school English departments
- Literary Arts Festival May 2023
  - o Tommy Orange was an amazing keynote, co-sponsored by the President's Speakers Series and the LPC Foundation.
  - o We worked with our local community and media to promote the festival
  - o Instructional assistants took a lead in arranging the Drag Queen Story Hour
  - o We worked as a team along with campus security and district marketing to deal with protests of the event
  - o https://www.sfchronicle.com/bayarea/article/drag-queen-protest-livermore-18095503.php
  - o We held the 20th annual Poetry Slam at LPC
- We onboarded and provided mentors for six part-time faculty. These faculty bring a diversity of experience levels, including one first-time instructor who was a former LPC student! They also come from diverse ethnic backgrounds that will increase POC representation in our discipline.
- We have a new lead instructional assistant, Noel Fagerhaugh
- Regular, sustained, effective department meetings each month
- The English department moved into the new 2100 building

CHALLENGES AND BARRIERS

- In addition to requesting replacement of two retirement positions, we requested a new position, so three in total, but we have been ranked 7th in hiring priority. This comes at the same time as we are learning that one full-time instructor will begin pre-retirement workload reduction beginning fall 2024.
- Our largest current issue is the low numbers of full-time faculty in our department. In fall 2022, we had 14 full-time instructors. Since that time, we have had two retirements. We also have two faculty currently on sabbatical and one on leave, meaning we are down five instructors this year, a 36% reduction. English instructors not only teach almost every student who attends LPC but also provide leadership in numerous campus initiatives including Smart Shops, RAW Center, AB705/1705 compliance, Puente, Guided

Pathways, and Umoja. We have had to reduce some of our reassigned commitments and committee leadership roles due to lower staffing in our department.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

At our March department meeting and May Work and Planning session, the department examined data from the Student Success Dashboard using a framework we learned from Hannah Lawler, the campus researcher at Santa Monica Community College, at an online workshop called Data For Racial Justice sponsored by Puente and CCCCO.Putting our English success rates through her model revealed serious disproportionate impact (DI) for African American students, a moderate rate of DI for Latinx students, and a troubling surge of DI for Filipino students. Instructors contributed the following comments regarding the impacts:

- Students are choosing DE classes which have lower rates of success.
- Ask IR office for data on English success rates for DE vs. FTF students, disaggregated by race-ethnicity.
- Find ways to survey students, especially those in disproportionately impacted groups.
- I think that there is a cultural bias in English that could be contributing to declining success rates. Oral tradition is a cultural touchstone of African American culture and storytelling, for example. But English as reflected in our course outlines emphasizes writing, sometimes a really rigid forms that don't allow for much heart or creativity
- I wish that students could take creative writing course sequence / strand to meet their graduation, transfer, and/ or educational goals
- We could pilot comp classes that focus more on creative nonfiction writing while still meeting the outcomes/CoR requirements to see if students have higher success and retention.
- More PD on how to build community and connection in online classes
- Reach out to students through African American and AAPI student organizations to learn what would better support Black and Filipino students.
- Consider a Filipino learning community
- Collect demographic data when follow-up interviews are conducted with students who dropped, look for trends in Black and Filipino student responses.

Based on these responses, we have taken the following actions so far:

- Increased our use of linguistic justice-based teaching methods
- Changed teaching methods to encourage more creativity and authenticity in student writing

LPC Equity Definition: 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.   5

- Requested disaggregated English success rates by both modality and race/ethnicity from the IR office. We are currently waiting to receive this data.
- Continued our support for an AAPI learning community.

We will continue to pursue the other strategies listed and to examine our success rates on an ongoing basis.

3. **Got anything new planned for 23-24?**
- The 4th Annual LPC Literary Arts Festival will take place in May 2024, and we have confirmed James Spooner who will be our first African American keynote speaker.
- We are in the process of creating a Certificate of Competency of Writing and Communication in English. This two-course certificate can be completed as concurrent support for students taking English or other classes, and it can also be used as evidence of writing skills for employment and internships.
- We plan to continue supporting and marketing RAW Center and Smart Shops.
- We plan to continue to focus on issues of equity in our SLO inquiries.
- We are actively seeking ways to reduce faculty burnout, including not taking on uncompensated work and finding ways to streamline processes within our department.
- We hope to hire new full-time instructors and increase FTEF to accommodate more students.
- We will continue to work towards linguistic justice by discussing it at every department meeting, teaching and sharing ways to uphold our department's linguistic justice statement, and sharing information about linguistic justice with our campus and larger community.
- We plan to submit new literature classes to the Curriculum Committee; these may be more specific versions of our current ENG 45 "Studies in Fiction" course.
- AB1705 initiatives
  - Advocating for and implementing linguistic justice models of instruction
  - Building out curriculum for ENG 115/NENG 215 and ENG 220/NENG 220
  - Boosting supports infrastructure to support achievement in transfer-level English and provide an alternative to ENG 1AEX?
  - Videos to help in English placement and help students understand ESL to English transition if that is a better fit
  - Working with Director of Tutoring to design tutor training module for embedded tutoring?
  - Support Director of Tutoring in English recruiting tutors and taking on embedded tutors in classroom? Explore embedding of tutors in ENG 115 and NENG 215?
  - Community of Practice on Linguistic justice

- o Contacting students who have a nonsuccess grade in either 1A or 1AEX and a passing grade in the alternate class to inform them of academic renewal process to fix transcript
  - o Training faculty in Linguistic Justice and other practices for supporting all students.
- We hope to add another creative writing class to match increased interest and current trends at CC's around the state during Covid: increased enrollments in creative writing programs.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
   i. _____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

LPC Equity Definition: 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.

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

LPC Equity Definition: 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.   11