Program: English

Division: Arts and Humanities

Date: November 4, 2024

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SLO/SAO Point-Person: Karin Spirn

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.

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.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

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

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. 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.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

 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.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you *may* want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?
-

N/A_____

- After a dip in success post-AB705 implementation (2019), we finally have rising success rates and have surpassed our program-set standard for the first time since then. English 1A success, which had faced the most severe impacts on success rates, rose from 61% in AY22-23 to 65% in AY 23-24.
- We implemented the support class ENG/NENG 115/215. We worked collaboratively to design this course, create shared curricular materials, train instructors, and create an inquiry group for instructors. This course will help us better comply with AB1705.
- Our department has continued to practice and promote Linguistic Justice at the program, college, and statewide level. Michelle Gonzales continues to be a Linguistic Justice faculty trainer for the statewide Puente program and is leading the LJ community of practice for the third year in a row, which is attended by numerous instructors from LPC and around the state and country. Work around linguistic justice has also energized and united our department as we share enthusiasm for the equity and student satisfaction resulting from this method.
- We added a new learning community, Movement API, that includes English instruction and coordination. We believe learning communities reflect best practices that should be replicated as much as possible for all English students.
- English 19—Journal of Arts & Literature: Havik 2023 received Best in Show at the national journalism conference in La Jolla in the spring of 2024. This makes three years in a row! The journal also received a People's Choice Award in competition with a variety of four-year universities' media (newspapers, magazines, lit journals). A number of Eng 19 students attended (around 9) and participated in workshops.
- The English department is proud to have produced another exciting and enriching Literary Arts Festival in May of 2024. After four successful events, we can officially say this has been established as an annual and ongoing festival. This past year's event had 1613 free ticket reservations across 20 sessions, huge lines for book signings, and an incredible creative energy.

We hope to continue building on this success for our 2025 event. Speakers and workshops included diverse and internationally known writers as well as local authors from multiple genres, including Daniel Handler (Lemony Snicket), James Spooner, Ariel Schrag, and Jaron Lanier. We also hosted the annual LPC Poetry Slam and the award-winning LPC Havik Magazine publication ceremony.

- We continued work on AB705 and AB1705 done and led by AB705 rep (coordinator) and the MLEA chair. This included the following:
    - partnering with the IR office to research the success rates for different DI groups and in different modalities for 1A and 1AEX;
    - developing curriculum for ENG 115 and NENG 215 with a team of faculty and Instructional Assistants;
    - developing a course shell to hold that curriculum along with instructional guides for professors and IAs;
    - continuing leadership of and faculty participation in linguistic justice, including sponsoring, planning, and participating in the LEARN conference, to which professors across the state and our own professors and local high school teachers were invited, and a second community of practice focused on linguistic justice;
    - contributing revisions to the guided self-placement process and collaboration with district IT and LPC Assessment Specialist on those revisions;
    - Ensuring that students have clear communication about their placement, whether in an email or in DegreeWorks;
    - marketing the 115 and 215 with counselors, professors, students, and the larger community at Preview Night and New Hawk Day;
    - working with Dean of Students to initiate contact of students who did not pass 1A or 1AEX to advise them to retake the same course and of the academic renewal process;
    - collaborating with SEA and DSPS to better serve our DI students;
    - working with Guided Pathways on Ellucian Advise dashboards and revising ENG program map to recommend MATH 43;
    - Liaising with MACC, our LPC ESL colleagues, and our high school English, ESL, and Special Education teachers (the latter two groups of teachers included in our alignment meeting for the first time).

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

- Our students continue to have higher success in face-to-face classes. While this equity gap has narrowed since its peak in F22 (when there was an 18% difference between online and FTF success), students still did up to 10% worse in online classes last year. Overall, students had a 69% success rate in DE classes and 76% in face-to-face classes in AY 23-24.
- Too many modalities, confusing students—we need to make decisions that favor pedagogy and student success, not enrollments. We want to narrow to the most effective few modalities for student learning.
- Banner is user-unfriendly, unpleasant to read, and limits our ability to communicate our course offerings effectively to students.
- Continued unexpected and potentially undesirable state mandates are a challenge. The changes to common course numbering are creating and will continue to create a ton of extra work in curriculum, flow chart, etc.
- We do not have enough FT faculty to meet our contractual obligations. We have lost 3.5 positions in the past two years, with one more retirement at the end of Fall 24, leaving us down 4.5 positions. We are also heavily called on to serve on special campus task forces and committees. We desperately need to replace our lost positions in order to best serve our students and the campus.
- We do not have enough instructional assistants. We have lost two positions and only have two assistants left, and they are very overwhelmed. Especially after AB705 and AB1705 implementation, students in multiple sections need support, while currently only a few sections have support.
- Recently we have had English 1As added very near the beginning of the semester. While we appreciate having added sections to meet student demand, students in these sections have struggled due to students being less prepared. It is better to anticipate student need earlier and add sections as soon as possible.
- We need support for the Literary Festival. We had classified support but this was discontinued in 2023. This event brings a lot of attention to the campus, but it is not feasible for faculty to do this work without assistance, especially with our reduced full-time staff.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

- Create an online version of our 115/215 support class.
- Increase marketing for the 115/215 support class for all English students, especially those in online classes and those taking English 4 and 7 (second-semester composition).
- Increase student success in Englis 1As, especially online, by fully integrating instructional assistant support
- Create a focused inquiry into equity gaps for African American students in online classes.
- Continue use of the Hypothesis annotation tool. The English department, as well as other disciplines, rely on Hypothesis for online reading annotation in both DE and face-to-face courses. It is an open educational resource (OER) funded by the college. Usage is up in 2023 and 2024, showing that in fall 2023 there were 265 assignments annotated, spring 2024 461, and fall 2024 (which has only recently begun) 677 assignments and 27,049 annotations so far! It cannot be stressed enough that Hypothesis allows instructors to see students reading and is superior in this way to quizzes and in class discussions. It is also superior to notetaking because it is shared and cannot be lifted from the Internet. Students can

work in small groups that can be consistent over a number of weeks, allowing them to build community and comfort with helping each other, asking for help, and debating the reading's ideas. In the face-to-face classroom, connections made online can be deepened in the subsequent class discussion, where students put faces to the names they have seen in online discussions. This would build the community of learners. It has been used extensively in creativewriting workshopping, for example.

- Presently, we are building a wonderful Literary Arts Festival for May 10 of 2025, with keynote speaker Thrity Umrigar and returning author Lemony Snicket (Daniel Handler). We would like to secure ongoing, institutional funding for the Literary Arts Festival for future years. Presently, we rely on yearly grants from the LPC Foundation, the Livermore Commision for the Arts, The Presidents Speakers Series, SEA, AAPI, and other sponsors. Because we have been attracting award-winning, internationally acclaimed authors, our expenses have increased to approximately $25k/year. If we could secure revolving funds for at least $15k of that, we would be set for our keynote and basic expenses.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

- Our African-American and Black students face equity gaps in online courses. This is true to a lesser extent for other POC student populations. Learning supports may be more difficult to access for online students, so English needs to find ways to help connect students to these supports. However, we also worry that students of color may not be able to access face-to-face classes since these have been filling up more quickly than online classes during the past year. Being able to offer more FTF classes at optimal times for students would ensure that any student is able to access these higher-success sections.

Suggestions:

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes__x__   No____

2. Comments (Optional): We will do scheduled updates of English 20, 44, 45, 12B/C, 13A/B

3. Please review your program maps. Do you need to make any modifications?
   Yes____   No__x__

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
    a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison](#)** to initiate changes.
    b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
    Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).
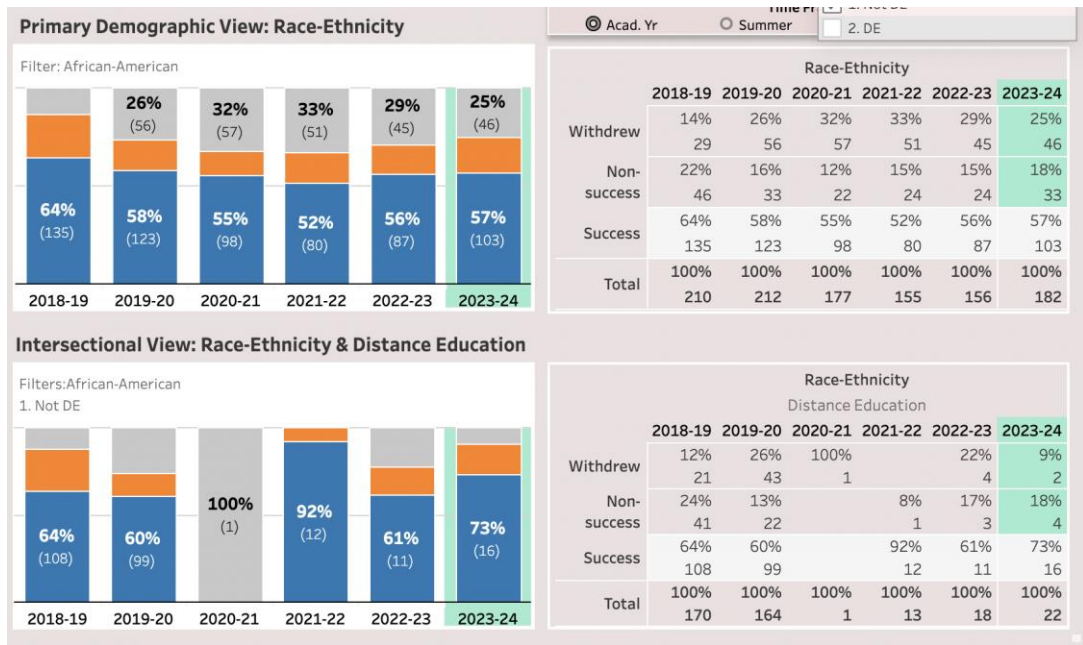
(**Note**: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

We would like to express extreme appreciation for the updated course success dashboard that allows us to disaggregate by multiple factors. This has allowed us to more deeply interrogate equity gaps. We knew from earlier data that our most serious disproportionate impact has been for African American and Black students. The new dashboard demonstrates how this equity gap is even larger for African American male students, whose success rates dipped into the mid-forties during the height of the pandemic shutdown and has only recovered to 50%. African American female students maintained success rates in the mid-to-high 50s, which is also significantly lower than the overall success rates which have been in the high sixties and rose to 71% last year.

But get this: thanks to the new dashboard, we discovered that African-American students in face-to-face classes had a success rate of 73% which was BETTER last year than students overall! The equity gap was solely in online classes, which the vast majority of African American students were taking. According to the data provided, only 22 African-American students took in-person English classes in AY 23-24, but these students had strong success levels. In contrast, 182 African-American students took online classes, with much lower success rates of only 57%, in contrast with the overall population which had 69% success in online classes.

Primary Demographic View: Race-Ethnicity

Filter: African-American

	Race-Ethnicity					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Withdrew	14%	26%	32%	33%	29%	25%
	29	56	57	51	45	46
Non-success	22%	16%	12%	15%	15%	18%
	46	33	22	24	24	33
Success	64%	58%	55%	52%	56%	57%
	135	123	98	80	87	103
Total	100%	100%	100%	100%	100%	100%
	210	212	177	155	156	182

Intersectional View: Race-Ethnicity & Distance Education

Filters: African-American
1. Not DE

	Race-Ethnicity					
	Distance Education					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Withdrew	12%	26%	100%		22%	9%
	21	43	1		4	2
Non-success	24%	13%		8%	17%	18%
	41	22		1	3	4
Success	64%	60%		92%	61%	73%
	108	99		12	11	16
Total	100%	100%	100%	100%	100%	100%
	170	164	1	13	18	22

This data led us to a few possible conclusions, which we plan to explore further. It is possible that the African American students at LPC mainly prefer online classes, in which case we must find ways to support these students. Or it is possible that the students were not able to access in-person classes at times that worked for their schedules. Our face-to-face classes fill up before the online ones, and this may present a serious challenge to equity if students from underserved demographics are unable to access the courses where they'd be more likely to succeed. We plan to investigate these questions this year through student surveys and focus groups. We also plan to investigate the role Umoja has in sucess for African American students and whether principles from this learning community can be used to support other African American students.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; 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.

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

    Yes__X__   No____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- ☐ C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- ☐ C2: Instructional Programs with CSLOs *(Departments without degrees, non-major courses, and/or other courses up for assessment)*
- ☐ C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen (See SLO Handbook, p. 7) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes_____   No_____

   If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist and the SLO Chair.

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____N/A_____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

We used a different method for assessment than eLumen starting in Spring 2024. Instructors chose one course

and reflected on the SLO mastery of their section(s) for this course. Our SLO document is amended to this Program Review. Reviewing this document at our September and October meetings, we determined that students were doing well with critical thinking and textual analysis. Students struggled with technical skills such as MLA citation and summarizing. They also struggled to complete reading assignments, especially when numerous book-length texts were assigned. Students thrived using linguistic justice teaching methods, which many instructors found to be valuable practices that strengthened student writing.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

- We plan to review RAW resources for currency, especially regarding research/documentation processes and linguistic justice practices. We will solicit ideas for new pages and investigate the use of MLEA funds to help with updates.
- Some students in English 4/7 struggled with these skills in particular. This has long been reflected in our SLO data; it seems that students who were shaky on these skills in 1A continue to struggle in their subsequent course, but receive less support and explicit instruction there. We may need more support for 4 and 7—perhaps a section with an attached 115/215 support course, as we offer for 1A?
- We would like to find more ways to incorporate MLA9 instruction and library support. Instructors have integrated well with the RAW center and would like to find more robust ways to integrate with the library.
- Previously all composition courses needed to teach two full book-length texts in order to meet articulation demands from the UCs. In fall 2024, this was just lowered to one-book length text for English 1A. Instructors are interested in this change which may allow instruction to move more slowly, fostering more in-depth discussion and less rushing through reading assignments. We are curious if this change will be extended to English 4 and 7.
- We would like to teach more about supporting ideas in reading and writing—students understood how to write and identify main ideas but struggled more with supporting ideas.
- All of our literature courses share a common SLO about themes. We noticed that assessments for this SLO are easily plagiarized using the internet or AI. We discussed changing the SLO, but we determined that this problem would be true for many SLOs, so instead we need to find better ways to assess it.

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

We enjoyed this pilot and plan to continue this method in the future. Next semester we will determine how to expand this process to reflect on PSLOs. We will continue to use the robust course success data provided by the IR office as our main tool for disaggregation since we do not find the eLumen-type data to be statistically valid for

our discipline and thus disaggregating it would be unethical. We can then consider the equity gaps revealed by the course success data as we design interventions and inquiries in response to our SLO data.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

    Will all courses be assessed by June 2026?
    Yes____   No____

    If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [*Curriculum and SLO Specialist, and the SLO Chair.*](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
    Will all courses be assessed by June 2026?

    Yes____   No____

    If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [*Curriculum and SLO Specialist, and the SLO Chair.*](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. <u>Based on discussion with others in your area,</u> what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

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