

Program: English

Division: Arts and Humanities

Writer(s): Karin Spirn and English Department

SLO/SAO Point-Person: Karin Spirn

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

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

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

1. Please describe your program's most important **achievements** in year 24-25.

- After numerous retirements and resignations leading to a deficit of 4.5 full-time instructors from our highest amount, we hired one full-time instructor this year, bringing the deficit to 3.5
- We hired two instructional assistants to fill vacant positions.
- We mainly stopped offering our support course ENG/NENG 115/215 after a year of piloting it due to low enrollments and misalignment with student needs. It is only being offered as part of the Umoja program.
- We opened an English Center as a new alternative academic support model. Staffed by instructional assistants and open M-Th 9:30-4:30, the English Center has a supportive cafe-style feel with space to study, computers, noise cancelling headphones, desks, worktables, comfy chairs, and snacks. In its first semester we already have faculty regularly donating office hours to be in the center, peer-student assistant tutors daily, and a DSPS counselor in house 1 hour per week. In the first month of the center’s opening we were seeing an average of 40 students per day seeking support from the center staff and/or just working quietly on their English homework. This cost the college almost no money, as the few supplies needed were covered by AB705 funds, and students are not paying for additional support.
- We navigated the changes to common course numbering for English C1000 and C1001 (formerly 1A and 7). We are in the process of updating the course outlines and SLOs.
- We hosted the 5th annual Literary Arts Festival with hundreds of people attending.
- The Literary Arts Journal *Havik* was named First Place Best of Show in the Associated College Press’s National Convention in Long Beach in March.

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- We converted English 35 (modern American lit) from an asynch course to a hyflex course with in-person and asynch modalities. This was done because all our literature courses were being offered only asynchronously, which allowed for more flexibility in student scheduling and higher enrollments, but meant that English majors and other literature enthusiasts never got to have in-person conversations about literature. The hyflex modality was a great success, with about 10 of 30 enrolled students choosing to attend regularly in-person. Evals of the class reflected how lively and productive the class discussions were. We hope to use this model for other literature classes.
- We had over 2000 students using the Hypothesis annotation tool to get students more involved in reading assignments and mitigate against academic dishonesty.
- LPC successfully launched our first cohort of the Movement AAPI Learning Community in AY 24-25, with a second cohort now in progress in AY 25-26.
- Umoja has moved to full-term classes, embedded IA support both in and out of class. Success rates have been higher for AA students in Umoja than in the general student population.

2. Please describe your most important **challenges** in year 24-25.

- Lack of full staffing has been our greatest challenge. In Spring '22 we had 14 FT faculty, while last year we had 9.5, now increased to 10.5. (We have one faculty member on 50% retirement drawdown). We have potential for 4-5 retirements in the next few years, so the low FT staffing levels are particularly concerning.
- The lack of FT representation means we are missing representation on committees that we have usually had someone on, such as curriculum. With English being so central to GE, Ed Code and statewide mandates, broad committee representation is important for our discipline.
- We need more reassigned time for coordinator. Our reassigned time was cut from 4 to 3 units over a decade ago, while the role of the coordinator has continued to expand, particularly after AB705 which caused challenges for student success and academic support, and with the advent of high school alignment.
- Job creep is a major concern for FT and PT faculty. In particular, the need for online student supports in all courses, including face-to-face ones, causes almost a doubling of work time as instructors must maintain Canvas courses, post materials and notes, answer high levels of student emails, create and grade online materials for synchronous classes that would be simply be class discussions in a face-to-face, course, manage AI use and plagiarism, and stay up to date on new educational technologies. We also have increased professional development needs related to DEIA work, including increased accessibility requirements on Canvas and high levels of DSPS accommodation letters, all of which we support very strongly but which takes knowledge, training, and time to implement. AB705 has led to many more struggling students in transfer-level courses, and while success levels have begun to rise back towards pre-AB705 levels, this is due in large part to Herculean efforts by faculty to support

and accommodate struggling students. Four composition classes feels unmanageable with all of these additional duties and demands on our time.

- Confusion about name changes for courses. It was confusing enough to have course names change and no longer align with our other course numbering. Banner exacerbated this confusion because it could not accommodate the longer numbers, so C1000 was called L1 and C1001 was called L7. This was highly confusing for students and caused a lot of work for employees to manage this confusion.
- The complexity of English's schedule has caused extremely late scheduling and staffing. For the past few semesters, staffing of English classes has occurred after book orders were due or even after the schedule of classes was posted. This lateness causes problems for both faculty and students. We hope Ad Astra will help with this issue.
- Loss of funding for Smart Shops and RAW. These programs both provide crucial support for English students, and both have faced extreme reductions in services due to loss of equity funds. RAW was not funded in summer of 2025 for the first time in many years (and Smart Shops have never been funded in summer), which meant that summer students did not receive equitable support services. Academic Smart Shops were offered at about 50% of the usual offerings through the use of AB705 funding which will not be available in the future. Given the loss of basic skills English after AB705, the college should institutionalize funding for supporting student reading and writing across the curriculum.
- The lack of a physical bookstore has meant that students faced delays in getting books and supplies. The online bookstore has faced serious communication issues such as not notifying instructors when books cannot be ordered. There is no easy point of contact to solve problems.
- The Literary Arts Festival lost its classified support person last year. This led to a massive increase in labor for the organizers who are not compensated for this level of work. Some of last year's organizers felt unable to continue, and the festival must be offered on a smaller scale this year. The festival brings widespread attention and visitors to LPC and supports the morale and passions of literature-loving students, but these events cannot be offered without significant support.
- Puente has continued to have high success rates, but loss of the program's longtime counselor has led to increased workload for the English instructors, without increased compensation.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

We reviewed the following SLOs for Fall 2024 at our 3/14/25 department meeting:

- **English 1A:** Research is difficult in an asynch class. Finding credible sources and evaluating is challenging. Perhaps we can collab with library to create learning modules/smartshops/lessons. Library has changed database access, we will need to update instructions. We need to figure out how can we better use the lab for online 1As.
- **English 4/7:** Students are mainly doing well. Slowing down to take time to discuss reading more slowly would be helpful. Students who came straight into 4/7 and didn't take 1A are struggling. Heidii shared a document she created that covered concepts that should have been learned in 1A. Could we create a departmental one of these, either on the English site or the RAW site?
- **English 12:** Students want to write about video games and other fan-fiction style writing. This makes it hard to develop themes. Perhaps we can have a community ed class or other type of class for fanfic.

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- **All courses:** Does the timing of classes affect success? Does the IR department want to research this? Extreme polarization in many comp classes including this one—students are either very prepared or struggling a lot. We need an expansion of Smart Shops Do we want to create asynch smartshops?
- We would like to have a better place for informal department discussions now that facebook isn't very active—we had an English and LPC group on FB. Michelle will set up a pronto—this is a good tool to use because it will get us practice using it so we can use it in our classes.

We reviewed the following SLOs for Spring 25 at our 9/12/25 department meeting:

- **English 1A/C1000:** More support needed for in-depth reading. The English Center will help with this a lot. We should add more materials on RAW site and other supports for reading. We need RAW page on annotation and Hypothesis Can we create a SmartShop on reading support? We have limitations with SmartShop offerings. Can we outreach to students more that the RAW center can help with reading? How can we destigmatized admitting that reading can be challenging. Noël suggested a board with our own hard reads, maybe even from other campus figures including the president! March reading month would be a fun thing to celebrate with events.
- **English 4/7/C1001:** More support for teaching arguments in literature, especially poetry. RAW pages may be needed? We have access to good library and external resources, but need to make these easier to find for English students/instructors. Update raw pages with links. More support for research and MLA. A sample MLA essay would be helpful. Provide links to mla.org for sample essays. Expanding the units for 4 may allow more time for research and lit analysis. It's important to keep updating our texts to keep them relevant and helpful for students.
- **English 19 (Literary Magazine):** Literary Arts Festival is a very important support. Students should have more check-ins with faculty to make sure deadlines are met. LPC could help more with publicity/marketing.

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

- Expanding the hours and functions of the English Center
- 2026 Literary Arts Festival on May 2
- We have been approved to offer an English course in another country!
- Shifting class schedules to accommodate the compressed calendar.
- We will be updating English 4 from 3 to 4 units in Fall 2027 to better align with common course numbering.
- Professional development on issues including reading instruction, AI use, DEIA issues, and work/life balance and employee wellness.

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- Continue our groundbreaking work spreading information about linguistic justice across the college, state, and nation.
- Convert more literature classes to Hyflex modalities to allow in-person discussions for students who want that option.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.