

Instructional Units Program Review Year Five Update - English Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Toruno-Conley, Sara on 01/31/2022 21:26

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Since 2019-20 our department has updated our English major, created a Creative Writing Certificate program, written a new Shakespeare course for our degree, hired a new full-time faculty member (Candice Crenshaw-Mayo), updated our ENGL 83 and 85 courses to be non-credit, and voted to no longer offer ENGL 95 after spring 2022. We are currently in the process of revising our English 100 course.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

Academic Year	Census Enrollment	Census Fill Rate	Productivity
2018-2019	6,809	89.6%	12.4
2019-2020	6,766	91.4%	12.6
2020-2021	6,006	87.9%	11.9
2021-2022	3,353	88.8%	11.7

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

Enrollment has gone down significantly from 2018 to FA 2021; however, this is due in large part to the pandemic. Furthermore, the census fill rate for year 20-21 is only slightly down from year 18-20, and we see for FA21 it's gone up.

The trends suggest we are on the right path, and as we have just eliminated ENGL 95 from our program and plan to roll out a 4-unit version of ENGL 100 in the fall 22 semester, we will need institutional support for students coming into College Composition with a wide range of skills.

As for our English major, we need support from the institution as we continue to grow our major as part of Guided Pathways. We plan to promote new offerings within the major, the major as a whole, and our new Creative Writing Certificate (pending full approval). We hope the certificate will lead to more English majors and greater enrollment.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goals	Status	Notes	Lead(s)
Goal 1: Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100	Completed	We have eliminated our ENGL 95 offerings starting SU22 and revised our ENGL 100 COR.	Chair (Currently Sara Toruno-Conley and Marci Lapriore)
Goal 2: Institutionalize support services and professional development for ENGL 100 such as instructional Assistants and in-class student tutors	Completed	We have completed this goal as we now regularly offer in-class tutors and instructional assistants for ENGL 100 students.	Composition coordinators (Currently LD Green and George Olgin)

<p>Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.</p>	<p>In Progress</p> <p>We are working toward this goal through updating and planning to offer a 4-unit ENGL 100 course with a pedagogical shift to be more equitable and professional development to support this revision. We have eliminated our ENGL 95 offerings starting SU22. We also plan to review Literature and creative writing CORs for more attraction to diverse student populations in course descriptions and for more equitable outcomes, and create more literature classes in alignment with equitable philosophies. We Continue to connect underserved students with support services such as the Center for Academic Support And we continue to advocate for reduced class sizes by not adding over the class max 30.</p> <p>We changed the title of the DE lead to the Composition Coordinator. James Noel currently holds this title. The composition coordinator is responsible for overseeing assessment, COOR revisions, professional development, and student support programs related to our CORE sequence: English 95, 100, and 100S.</p>	<p>Composition Coordinators (Currently LD Green and George Olgin); Literature and Creative Writing Subcommittee Lead (Currently LD Green and Marci Lapriore), Curriculum Subcommittee Lead (Currently Morgan Lynn)</p>
<p>Goal 4: Revise the DE Lead position in keeping with our new composition sequence, and to ensure leadership when the Transformation Grant ends</p>	<p>Completed</p> <p>We have since aligned our English major with the meta major, and we are in the process of working with counselors as part of a Guided Pathways Team.</p>	<p>Composition Coordinators (Currently LD Green and George Olgin)</p>
<p>Goal 5: Create roles for English in the guided pathways model <u>FOR CTE PROGRAMS ONLY</u></p>	<p>In progress</p>	<p>Pathway Pilot Team and Dean (Currently lead by Stacey Miller and April Nogar as Dean)</p>

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLCVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2f1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLCVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

No Value

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Recommended Actions	Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues. We are hoping to improve success rates by the end of Fall 2022 or Spring 2023. Responsible parties assigned to this goal: Composition Coordinator(s) and Literature and Creative Writing Subcommittee and Curriculum Subcommittee leads Anticipated outcome: increase course success rates for underserved students	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	Goal 3: Increase success rates for African American and other underserved students (e.g. low income, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues. We are hoping to improve success rates by the end of Fall 2022 or Spring 2023. Responsible parties assigned to this goal: Composition Coordinator(s) and Literature and Creative Writing Subcommittee and Curriculum Subcommittee leads Anticipated outcome: increase course success rates for underserved students	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Recommended Actions	Goal 1: Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100. (We have completed this goal)	0 linked SLOs 0 resource requests			
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Recommended Actions	Goal 1: Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100. (We have completed this goal).	0 linked SLOs 0 resource requests				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						
Recommended Actions	Goal 2: Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors. (We have completed this goal)	0 linked SLOs 0 resource requests				

2. Vision for Success Goals Update : Version by Toruno-Conley, Sara on 01/31/2022 21:26

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	74%	65.5% (In progress)	Around FA23 although this goal is ambitious and may remain ongoing.	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps.	We are working toward this goal through updating and planning to offer a 4-unit ENGL 100 course with a pedagogical shift to be more equitable and professional development to support this revision, which we hope will increase course success. We Continue to connect students with support services such as the Center for Academic Support and continue to advocate for reduced class sizes by not adding over the class max 30.
Degrees (AA, AS, ADT)	15	12 (In progress)	FA22	Literature and Creative Writing Subcommittee Lead	This fall 21 semester we have created a Creative Writing Certificate that was approved by Academic Senate and SGC. We hope this will also lead to more degree completions. We have also aligned the English major with the meta major, and we are in the process of working with counselors as part of a Guided Pathways Team. We also plan to review Literature and creative writing CORs for more attraction to diverse student populations in course descriptions to attract more students to our major. We just wrote a new Shakespeare course that passed was approved by Curriculum Committee. The Shakespeare COR we've written is designed specifically to be culturally relevant to BIPOC and queer and trans students, which was something I think you mentioned as a general goal of the literature and creative writing courses. We definitely did that here; that ethos is not only in the course description, but in the CSLOs.
Certificates of Achievement	0	2 (Modified)	FA22	Literature and Creative Writing Subcommittee Lead	This fall 21 semester we have created a Creative Writing Certificate of Achievement was just approved by SGC and the Academic Senate. The Literature and Creative Writing Subcommittee would also like to create 1 more certificate of achievement for literature.

Unit Reduction	79	Completed	Completed	Curriculum Subcommittee (Lead: Morgan Lynn) and Chair (Sara Toruno-Conley)	Our department has eliminated the English 95 course from our fall schedule, lessening the amount of units for some students.
CTE Jobs	NA				

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population (PR Year 3 Update)	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	61.9%	55.5%	1-2 academic years	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps	1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving course success for this population
Low Income	70.4%	66.2%	1-2 academic years	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps	1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving course success for this population
Foster Youth	58.9%	47.3%	1-2 academic years	The chair, the composition coordinator(s), and other faculty who volunteer to help with these action steps	1. Continue to connect under-served students with support services such as the Center for Academic Support 2. Reduce class sizes by not adding over the class max. 3. Update the ENGL 100 COR to align with our goal of improving course success for this population

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Toruno-Conley, Sara** on **01/31/2022 21:26**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
ENGL 127	Covid-19 disrupted everything, and we were catching up with year 19-20 assessments	Fall 2021	Marci Lapriore
ENGL 128	Same	Fall 2021	Candice Crenshaw-Mayo
ENGL 129	Same	Fall 2021	Candice Crenshaw-Mayo

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

English 230, assessment began Spring 2019 and concluded Spring 2020 by Morgan Lynn

"The team recommended the following revisions to the COOR and suggestions for professional development:

1. Revise and clarify CSLO #3
2. Develop more precise description of advanced composition and A and C level work
3. Revise CSLO #2 for more clarity and to better reflect the C-ID
4. Use more positive language to describe students in the COOR
5. Revise the description to sound less elitist
6. Change yellow wallpaper assignment in the COOR

For professional development, the team wanted more workshops about:

1. Advanced composition—clarifying expectations and how to scaffold student writing and thinking to get them there (particularly now with AB705)
2. How to design more critical use of secondary sources
3. Embedding logical reasoning in creative and helpful ways that feel more organic to the course"

English 221, assessed FA2019 by Stacey Miller

Analysis and Next Steps

After assessing student submissions and analyzing our own data, although a few discrepancies did emerge between student evaluation and instructor assessment, on the whole we agreed that most students were meeting course objectives. The data among the student evaluation, instructor assessment, and to some extent the instructor survey shed light on possible focal points for future professional development for English 221. Areas where more discussion and future professional development is warranted include:

- Synthesis: How instructors are defining this term, how students understand it, and how students are attempting to synthesize sources in an essay. At the same time, discussion of the multiple/diverse perspectives component from the CSLO might be helpful.
- Strong Academic Prose: Whether or not instructors should deliver explicit instruction on advanced writing concepts. The instructor survey revealed that almost half of the 13 instructors who participated devote "just enough" or "no" time in class to grammatical concepts.
- Information Literacy: Based on the 60 assessed essays, we learned that students overwhelmingly use Google for their research requirements. Given that this is a trend that will more than likely continue to grow, an effort to discuss how to help students become more information literate is necessary.
- Revision of the English 221 CSLOs. We would like to examine how other colleges are approaching the Critical Thinking and Composition course by looking at their COORs and then using that information to consider our own CSLO revision."

English 100, assessed Spring 2020 by James Noel and Sara Toruño-Conley

As a department we brainstormed new strategies that would help students meet all CSLOs:

CSLO #1: Comprehend, summarize, analyze, synthesize, and evaluate a variety of primarily non-fiction texts.

New strategies suggested by the department include:

- Broadening the idea of what we're asking students to analyze and synthesize, not limiting ourselves to nonfiction texts
- Giving students more graphic organizers
- Effectively using students' discussion board posts
- Having students use more graphic organizers--Venn diagram

CSLO #2: Write clear, well-organized essays with arguable theses, persuasive support, and synthesis of several sources, demonstrating engagement in a full and productive reading, thinking, and writing process, and showing syntactical maturity.

The department wants more time to come up with better strategies and improvement around this SLO since it is at the heart of the course. We plan to look into professional development related to this.

However, since most if not all of the other SLOs affect a student's performance with SLO 2, we believe the strategies listed for the other SLOs can also be used to address improvement here.

CSLO #3: Think critically at a college level by evaluating their own reading and writing process, describing and evaluating arguments, recognizing bias and identifying and avoiding errors in logic, and recognizing tone, audience and purpose in texts.

Alex Sterling's sabbatical project is directly related to this SLO: critical thinking. He will be researching how we're gauging the teaching/learning of it, how we can improve our teaching of critical thinking. We will use the research he does to help us improve students' performance here.

CSLO #4: Consider diverse perspectives and worldviews (i.e. in regards to ethnicity, race, gender, class, language, nationality, sexual orientation, religion, or political beliefs) in order to engage thoughtfully with the perspectives of others.

The department wants more time to come up with better strategies and improvement around this SLO as well. However, from the results, we believe students are performing better than some of us initially thought they would.

CSLO #5: Conduct basic research using library tools, incorporating various sources into essays using appropriate documentation format.

New strategies suggested by the department include:

- Explore professional development related to helping students synthesize the course reading with their research
- Starting early in the semester to embed research; LMC librarians have a module for evaluating websites (misinformation, fake news...)
- Use professional development time to answer important questions around this SLO: What do we mean by research? Do we want students using just library tools? This SLO ignores where students go for research (the internet).

English 100S, assessed Spring 2020 by James Noel and Sara Toruño-Conley

As a department we brainstormed new strategies that would help students meet the following CSLOs:

CSLO #1: Employ a recursive writing process that includes pre-writing, drafting, revising, and editing that responds to feedback from the instructor in order to successfully complete college-level English.

New strategies suggested by the department include:

- Assigning Center for Academic Support related assignments, giving points for that
- During online instruction using embedded tutors more effectively. For example: Students sharing essays with tutors via Google Docs during the tutor hours since students don't utilize the tutor hours enough
- Collecting data on use of embedded tutors
- Improving Peer Review. Looking at successes and failures with our current model and best practices
- Assignment one fewer essay (revise the English 100 COOR) so students have more time to spend with the recursive writing process—giving more time for 3 drafts per essay, scaffolding drafts more
- Being more intentionally recursive
- Assigning more informal writing and/or low stakes opportunities (creative expression) other kinds of writing...
- Looking at ways to expand their idea of "an essay" that they learned from high school

CSLO #2: Identify and implement critical reading strategies to synthesize, analyze, evaluate, and respond to readings through discussion and writing in order to successfully complete college-level English.

New strategies suggested by the department include:

- Assigning Center for Academic Support related assignments, giving points for that
- During online instruction using embedded tutors more effectively. For example: Students sharing work with tutors via Google Docs during the tutor hours since students don't utilize the tutor hours enough
- Collecting data on use of embedded tutors
- Assigning one fewer essay (revise the English 100 COOR) so students have more time to spend with the recursive writing process—giving more time for reading related strategies
- Assigning more low stakes opportunities around reading
- Using Hypothesis and other related apps
- Revisiting the Reading Apprenticeship in a teaching community

CSLO #3: Demonstrate the habits and strategies of an active learner in order to successfully complete college-level English.

New strategies suggested by the department include:

- Requiring students use the Center for Academic Support
- Requiring office hour visits
- Requiring use of embedded tutors (if available)
- Requiring counseling visits
- Having students use the library resources more

English 124, assessed Fall 2020 by Jill Buettner

Results:

CSLO 1: Distinguish among the major historical periods in the evolution of children's and adolescent literature.

High Proficiency 19

Meets Proficiency 1

Below Proficiency 4

"The students who performed below proficiency on this assignment did not complete the assignment in full. Because this was the first assignment of the semester, that is to be expected. The majority of the students did read the chapter because I posted it in case the class did not have their books yet, which is an important equitable move in the first semester."

CSLO 2: Analyze selected works in different genres of children's literature using literary and visual elements.

High Proficiency 15

Meets Proficiency 7

Below Proficiency 2

"I plan to offer more assessment instruments for this outcome than just one high-stakes essay. I think a quiz or shorter writing assignments leading up to the essay would be better for assessing student learning."

CSLO 3: Identify and evaluate children's literature that reflects social and cultural diversity and promotes cultural awareness.

High Proficiency 22

Meets Proficiency 1

Below Proficiency 1

"I plan to infuse equity discussions in each unit and which each book. Sometimes, this is easier to do in face-to-face classes than it is online because the conversations can be a little more dynamic.

To improve student learning, I will scaffold this assignment with a handout general reading comprehension strategies and give students a sample reading response so they will understand expectations for quizzes and reflections."

CSLO 4: Recognize, critically analyze and make ethical decisions about current controversial issues in children's literature.

High Proficiency 10

Meets Proficiency 10

Below Proficiency 4

"In the future, I think a synchronous discussion, or at the very least, a discussion forum would have helped students flesh out ideas on a challenging topic. I also recognize that this was an ambitious prompt for a journal, and it might have been a better prompt for a longer assignment, like an essay. I do think questions like these present some of the most important conversations in this course."

4. Course Outline of Record Updates : Version by Toruno-Conley, Sara on 01/31/2022 21:26

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOR(s) to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
ENGL 85	Tess Caldwell (Due in 58 days)
ENGL 100S	LD Green and George Olgin
ENGL 110	Adrianna Simone
ENGL 111	LD Green or Marci Lapriore (Due May 2022)
ENGL 120	Stacey Miller. Note: This course has never been assessed as it was canceled due to low enrollment. We plan to offer it spring 2022, and will assess it then.
ENGL 121	Stacey Miller. Note: This course has never been assessed as it was canceled due to low enrollment. We plan to offer it Fall 2022, and will assess it then. <<Taught 1 time (Check April)
ENGL 127	Marci Lapriore (Needs to be assessed first)
ENGL 128	Candice Crenshaw-Mayo (Needs to be assessed first)
ENGL 129	Candice Crenshaw-Mayo (Needs to be assessed first)
ENGL 132	LD Green (Due May 2022)
ENGL 133	Marci Lapriore (Due May 2022)
ENGL 136	Adrianna Simone
ENGL 230	Morgan Lynn (Due Nov. 1st)

Impact of Resource Allocation