

# LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: ENGLISH

## Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**Goal #1** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal #2** Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**Goal #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

**Item 1. Program Update (October 1 – October 31)**

Provide an update to the department’s 2017-18 CPR

**Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)**

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

**Item 3. Assessment Date and Effectiveness (August 26 – September 30)**

Status report on the review and assessment of courses and next steps

**Item 4. Course Outline Updates (August 26 – September 30)**

Status report on the review and assessment of Course Outline of Records and next steps

**Item 5. Resource Needs (February 1 – February 28)**

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
<b>August 26 – September 30</b>	<b>Item 3.</b> Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
<b>August 26 – September 30</b>	<b>Item 4.</b> Status report on the review and assessment of Course Outline of Records and next steps.
<b>October 1 – October 31</b>	<b>Item 1.</b> Provide an update to the department’s 2017-18 CPR
<b>November 1 – November 27</b>	<b>Item 2.</b> Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
<b>February 1 – February 8</b>	<b>Item 5.</b> Resource Needs

## 1. Program Update (Oct 1 – Oct 31)

- 1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

We've since added two new courses (English 113 and 114), which are both creative writing classes, both transferable, and we have reduced the number of English 95 sections while adding more English 100, 100S, and 200 level classes in an effort to move more students to transferable English. Since more students are taking English 100 or 100S their first semester of college, we've had to add more sections of 221 and 230 in the spring semester to meet the new demand. We've also made it possible for English 230 to meet the same transfer requirements that English 221 does, so more students are starting to take English 230. We plan to have equal numbers of English 221 and 230 eventually. We've also hired two new full-time faculty, George Olgin and Marci Lapriore.

- 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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

We see that from fall 2017 to fall 2019, our semester census enrollment has gone up from 3,245 to 3,652 which includes all English courses at both Pittsburg and Brentwood.

English 95

Our enrollment has gone down from 248 (FA17) to 114 (FA19) but that's because we have reduced our English 95 offerings by half. The census fill rate has also gone down from 99.2% to 91.2% which perhaps suggests there is not more of a demand than sections offered.

English 100 and 100S

We have reduced our English 100 standalone sections by 5 from FA17 to FA19, so census enrollment has gone from 848 to 740. At the same time, we have increased our English 100/100S sections by 8, which has increased enrollment from 629 to 905. The census fill rate for English 100/100S has also gone up from 95% to 100%. It's difficult to know the English 100 fill rate since it's combined with English 100S. (Note: to calculate enrollment for English 100 standalone sections, I subtracted the number given for English 100S from the overall English 100 number.)

English 200s

Our department has been trying to grow the number of English 230 sections to equal the number of 221 sections we offer since our English 230 course now fulfills the same transfer requirements that English 221 does. Because of this we've added 7 sections from Fall 2017 to Fall 2019, so of course our enrollment of 230 has gone up, but our census fill rate has also gone up from 86.7% (FA17) to 87.1% (FA19). We've only gone down by one section of English 221 but our census fill rate has also gone down from 100.9% (FA17) to (89.7%) which is interesting. This suggests there is a healthy demand for English 230 and that we are on the right track by increasing English 230 sections slowly.

English 220's enrollment has gone down but we reduced that course's offerings by one section.

### Literature and Creative Writing

Some data is missing, but overall our enrollment trends have stayed the same across literature and creative writing courses. However, both English 124 and 128 have gone up significantly. Children's Literature (a relatively newer course) has gone up from 19 to 35.

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

The trends suggest we should continue on our path of increasing English 100/100S (which will soon be replaced by English 101) sections while perhaps reducing English 95 sections. Also, we may need to continue to add more sections of 221 and 230 since students will be going into those courses much sooner than in the past.

While our focus continues to be on the core sequence of courses, the enrollment trends for courses like English 124 and 128 suggest we can add 1-2 few new literature or creative writing courses in an effort to grow our English major.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
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<p><b>Goal 1:</b> Assess and improve our new placement system, composition sequence, and DE course offerings. Establish standards for success in English 100</p>	<p>In Progress</p>	<p>We are currently looking into moving completely to guided self-placement to be in line with AB705 placement rules.</p>	<p>The chair and composition coordinator</p>
<p><b>Goal 2:</b> Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors</p>	<p>In Progress</p>	<p>We continue to seek more institutional support services for our composition sequence, and continue to provide support such as NetTutor and in-class tutoring.</p>	<p>The chair and composition coordinator</p>
<p><b>Goal 3:</b> Increase success rates for African American and other underserved students (e.g. lowincome, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.</p>	<p>In Progress</p>	<ol style="list-style-type: none"> <li>1. Continue to connect underserved students with support services such as the Center for Academic Support</li> <li>2. Reduce class sizes by not adding over the class max</li> <li>3. Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101)</li> <li>4. Offer more equity focused professional development</li> <li>5. Work on providing and/or connecting faculty with online teaching professional development</li> </ol>	<p>The chair and composition coordinator</p>
<p><b>Goal 4:</b> 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 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 Coordinator</p>
<p><b>Goal 5:</b> Create roles for English in the guided pathways model.</p>	<p>In Progress</p>	<p>We haven't addressed this goal yet, but will be figuring out how to approach this in the spring.</p>	<p>The chair and composition coordinator</p>

**For CTE programs only:**

- 1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

## 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>Course Success</b>	74%	<ol style="list-style-type: none"> <li>Continue to connect students with support services such as the Center for Academic Support</li> <li>Reduce class sizes by not adding over the class max</li> <li>Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101)</li> <li>Continue offering professional development for faculty through teaching teams, the teaching community, and flex opportunities</li> </ol>		The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.	

		5. Work on providing and/or connecting faculty with online teaching professional development  6. Expand the peer-tutoring program			
<b>Degrees ( AA, AS, ADT)</b>	13.2	1. Press management to give reassigned time for English Coordinator Position, which will give this person the time needed to recruit English majors and enhance our major.		Sara Toruno-Conley and Liz Green	
<b>Certificates of Achievement</b>		Although we don't have a goal for this, we plan to create certificates if we get reassigned time for the English Coordinator Position			
<b>Unit Reduction</b>					
<b>CTE Jobs</b>					

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>African American</b>	61.9%	1. Continue to connect underserved students with support services such as the Center for Academic Support		The chair, the composition coordinator,	



		<p>2. Reduce class sizes by not adding over the class max</p> <p>3. Connect with counselors to make sure they direct students to the appropriate course for their circumstances (e.g. whether to take English 100 or English 101)</p> <p>4. Offer more equity focused professional development</p> <p>5. Work on providing and/or connecting faculty with online teaching professional development</p> <p>6. Expand the peer-tutoring program</p>		<p>and other faculty who volunteer to help with these action steps.</p>	
<b>Low Income</b>	70.4%	<p>1. Continue to connect underserved students to support services such as the Center for Academic Support</p> <p>2. Reduce class sizes by not adding over the class max</p> <p>3. Connect with counselors to make sure they direct students to the right course (e.g. whether to take English 100 or English 101)</p> <p>4. Offer more equity focused professional development</p> <p>5. Work on providing and/or connecting faculty with online teaching professional development</p> <p>6. Expand the peer-tutoring program</p>		<p>The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.</p>	
<b>Foster Youth</b>	58.9%	<p>1. Continue to connect underserved students to support services such as the Center for Academic Support</p> <p>2. Reduce class sizes by not adding over the class max</p> <p>3. Connect with counselors to make sure they direct students to the right course (e.g. whether to take English 100 or English 101)</p> <p>4. Offer more equity focused professional development</p> <p>5. Work on providing and/or connecting faculty with online teaching professional development</p>		<p>The chair, the composition coordinator, and other faculty who volunteer to help with these action steps.</p>	

		6. Expand the peer-tutoring program			
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### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>ENGL 205</b>	English 205 has not been assessed because the person responsible for assessing it has had to put it off until the spring 2020 semester. She has been notified and reminded that the assessment is past due.	Spring 2020	Joellen Hiltbrand
<b>ENGL 230</b>	English 230 is in the process of being assessed. The English department is waiting to hear from Morgan Lynn who is in charge of assessing the course about when the assessment will be completed, and she has been notified of the due date.  Statement from Morgan Lynn:  "We started the English 230 Assessment in Spring 2019, with a spring flex to design the assessment, and then we were to implement the assessment that same semester. However, when the 230 assessment group met again in our Fall 2019 flex, we realized that we	Spring 2020	Morgan Lynn

	<p>didn't get the assessments we needed from across all our sections, and some of what we did get didn't measure all the CSLOs. So, in our Fall flex, we examined the COOR again, and re-designed the assessment, which is being implemented this Fall 2019. We will meet again during the Spring 2020 flex to review the assessment data, and we should have the report done by February of 2020.</p> <p>In both 230 assessment flex workshops, we also revisited the COOR, shared teaching strategies, compared curriculum and assessments, and discussed opportunities and challenges. In our Fall Flex we also looked at our achievement data for English 230, which is quite high. We currently have a success rate for that course in the 80% range, with almost no achievement gap.”</p>		
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- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

English 221 Assessment Results from Stacey Miller:

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.

Stacey Miller will be leading the effort to revise the English 221 COOR, and the chair will work with Stacey on next steps for improvement of student success.

#### 4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.)

Course	Faculty Responsible for COOR Update
ENGLISH 95 (Submitted Fall 2019)	Scott Warfe and Tess Caldwell
English 140 (Course assessment was completed in the	Sara Toruno-Conley

spring, but is not showing on the list provided in the Canvas Dept. Chair folder.)	
English 83  (Course was completed in the spring, but is not showing on the list provided in the Canvas Dept. Chair folder.)	Scott Warfe
English 231	Scott Warfe
English 145	Aprill Nogarr
English 220	Alex Sterling
English 221	Stacey Miller

## Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

## 5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Goal 2: Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Nettutor, and in-class student tutors Goal 3: Increase success rates for African American and other underserved students (e.g. lowincome, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.  Course Success Goal 74%		Strategic Goal #1: 1.3B; 1.3C; 1.3D; Goal #4: 4.1C; Goal#3, 3.1.	
Department/Unit Name		Position Name/Classification	FTE
English		Evening Hourly Office Assistant/Hourly	.50
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	Salary (Step 1) [Control]Benefits [Control]Total <input type="text"/>	
Justification:			
<p>The English area houses computer labs (ESL and English) totaling 46 individual workstations. We have also purchased 40 laptops as well as 30 conversion tablets to enhance student learning and to reduce the congestion of the existing computer facilities.</p> <p>In the wake of AB 705, students no longer have English 70 and English 90 to adapt to the ways of college. Going straight into transfer-level English, students need to learn to be college students fast, including the ability to use Canvas, InSite, word processing programs, Remind, the college website, and other tools. The lab and mobile units allow students time during class to learn key skills for success.</p> <p>The English Department has only one classified staff member, and she is scheduled during the morning and afternoon hours. Classes that start at 3:20 or later do not have access to the laptops or tablets, and the lab is not enough to serve all of these classes.</p> <p>There is a very large number of students who need access to the technology. This semester in Pittsburg there are 20 sections of Eng 100/S, 14 sections of Eng 100, and 5 sections of Eng 95--all with priority access to the lab and carts. In addition to this, there are numerous sections of ESL who also use the larger English lab due to an increase in their class sizes. About 1500 students per semester need access to our equipment and facilities. 20 hours per week of assistance in the evening would greatly benefit English students, which in turn will increase completion and success rates for the college.</p>			

**Brief Summary of Classified Hourly Duties:**

Cover reception desk, answer in-bound calls, and provide evening support. Supervision of the space is critical in order to provide security and tracking usage in terms of tablets and laptop carts to faculty and ensure that materials are returned and properly secured for the next business day. Monitor newly enhanced student soft study area and surrounding area to ensure the safe and appropriate use of the space and its equipment by students. Report needed repairs related to furniture, equipment, and facilities issues when needed.

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense



<b>Justification:</b>	