Program Name: English and Literature
Program Contacts: Robbie Baden, Daniel Keller, Madeleine Murphy, and Kat Webster
Academic Year: 2018–19

1. Description of Program

Provide a brief description of the program and how it supports the college's Mission and Values Statements, its Diversity Statement, CSM's and SMCCCD's Strategic Plans, and the college's Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

Courses

Regular course offerings include:
- integrated reading/writing composition courses, from basic skills through transfer (136 sections in 2017-2018)
- literature courses tailored to serve the English major curricular requirements (6 sections in 2017-2018)
- creative writing courses (15 sections in 2017-2018) Note that this really translates to 5 actual sections, since these courses can be taken at three levels in any section.

We also offer tutoring in the Writing Center through TBA hours and ENGL 850 (discussed in the Writing Center's program review).

Degrees:

- English AA and AA-T

The department's support for institutional mission, goals and strategies

- English is a gateway discipline; all transfer students, and many career-oriented students too, must take an English class of one kind or other.
- Our department has responded, in many ways, to key college-wide priorities outlined in its various institutional documents listed above.

Learning communities

English faculty continue to participate in the following communities, targeting underserved, at-risk, or developing student populations:

- Umoja – a transfer support program that focuses on the African American experience through the study of culture, history, literature, and identity. English 105 is one of the first courses students take on enrolling in this community.

- Puente—a collaborative, transfer support program committed to supporting underrepresented student populations, specifically first-generation Latino students. Puente provides English instruction, academic counseling, and mentorship through an integrated, student-centered curriculum. Puente coordinators design culturally-relevant curricula which are supplemented with out-of-class field trips and activities throughout the academic year. Puente English classes were not offered during the 2017-2018 academic year due the loss of a counseling position, but were resumed in 2018-1019.
- Writing In the End Zone – a learning community that links English and Physical Education created to address the low success, retention, and persistence rates of African American and Pacific Islander male students at College of San Mateo in English courses.

Faculty members involved with learning communities participate in numerous professional development activities and trainings throughout the academic year to ensure that their respective curricula are culturally relevant and that the programs they coordinate are in accordance with state standards.

These communities support the following goals and objectives:

- CSM Strategic Goals 1, 2 and 3 (to improve student success, promote academic excellence, and develop responsive, high-quality programs and services);
- CSM's Diversity Statement, by providing "equal opportunity for all";
- Key objectives defined in CSM's Educational Master Plan (supporting our students' aspirations, and creating equity opportunities for all of our students);
- District Strategic Goal 1 (develop and strengthen educational offerings, interventions, and support programs that increase student access and success)

English faculty also continue to participate in The Honors Project – a learning community serving students interested in transfer-level independent study.

The Honors project supports
- CSM Strategic goals 1, 2 and 3 (to improve student success, promote academic excellence, and develop responsive, high-quality programs and services);
- The College's Diversity Statement, by fostering a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas;
- Key objectives defined in CSM's Educational Master Plan (supporting our students' aspirations, and Creating equity opportunities for all of our students);
- District Strategic Goals 1 & 2 (develop and strengthen educational offerings, interventions, and support programs that increase student access and success; and establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County).

Partnerships with other campus programs

English faculty have partnered with EOPS (Extended Opportunity Programs and Services) to provide accessible drop-in tutoring for the program's students in the EOPS center (Building 10, Room 110). Currently, 2 faculty members offer between 2-4 hours of tutoring per week at EOPS.

These partnerships support
- CSM Strategic goals 1, 2 and 3 (to improve student success, promote academic excellence, and develop responsive, high-quality programs and services);
- The College's Diversity Statement, by providing "equal opportunity for all";
- Key objectives defined in CSM's Educational Master Plan (supporting our students' aspirations; and creating equity opportunities for all of our students);
- District Strategic Goals 1 (develop and strengthen educational offerings, interventions, and support programs that increase student access and success).

Supplemental Instruction

The English department continues to implement Supplemental Instruction as another way to support our students in our developmental courses as well as in English 105. In both Spring and Fall 2016, 3 sections of English incorporated SI.

Data indicates that Supplemental Instruction in English courses may have made a positive impact on student success. In 2 of 3 sections which offered SI, at least 70% of the students enrolled attended at least 1 SI section. For AY '15-'16, English sections with SI had a D/F/W rate of 23% while non-SI sections had a D/F/W rate of 48%. Although this data alone does not show that SI caused the improved rates of completion, the English department remains committed to the SI program. At least one instructor made use of SI in Fall 2016, and the department plans to continue working with this program.

The use of Supplemental Instruction supports:

- CSM Strategic goals 1, 2 and 3 (to improve student success, promote academic excellence, and develop responsive, high-quality programs and services);
- The College's Diversity Statement, by providing more opportunity for underserved students;
- Key objectives defined in CSM's Educational Master Plan (supporting our students' aspirations; and creating equity opportunities for all of our students);
- District Strategic Goals 1 (develop and strengthen educational offerings, interventions, and support programs that increase student access and success).

Other activities

The Writers' Ruckus

The Ruckus features student writing and has been a great success in each of its outings, featuring twelve to fifteen student (and some faculty) readers. The goal is to encourage and celebrate student writing, to increase the profile of literature and creative writing on campus, and to provide students with a forum, outside the discipline-specific classroom, where they can share and discuss their work. In 2016, the Ruckus is working more closely with Labyrinth, the Honors Project publication, to promote student writing.

Creative Writing Club

Begun in Spring 2018 by students from our Creative Writing courses, the Creative Writing Club supports the intellectual and artistic talents of students at CSM and provides a space for students to express their voices, tell their stories, and develop community with their fellow student writers. In their first semester, the students devoted themselves to planning and conducting an Open Mic, open to all of CSM's students. The event attracted over 50 students and showcased 20 student performers.

Labyrinth and the Writers' Project

The award-winning Honors Project Newsletter has now become *Labyrinth,* an academic and literary journal produced by The Writers' Project, the student club associated with the Honors Project. *Labyrinth*, dedicated to promoting student writing and fine arts, showcases the intellectual and artistic talents of students at CSM and from throughout the district.

These activities support

- CSM Strategic Goals 1, 2, and 3 (to improve student success; to promote academic excellence; to develop responsive, high-quality programs and services);
- The College's Diversity Statement, reflecting its commitment to foster "a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas";
- Key objectives defined in CSM's Educational Master Plan (supporting our students' aspirations);
- District Strategic Goal 1 (develop and strengthen educational offerings, interventions, and support programs that increase student access and success).

Committees and reassigned duties:

Many full-time faculty have some reassigned time for a number of significant projects and tasks: to coordinate the Writing Center; to coordinate learning communities; to act as Student Learning Outcomes Coordinator.
Faculty participate in key committees (Academic Senate Governing Council, Curriculum Committee, Professional Development, Equity Committee, Scholarship Screening Committee,

Library Advisory Committee, AFT Executive Committee).

These activities support the following goals:

- CSM Strategic Goals 1, 2, 3, 4, and 6 (to improve student success; to promote academic excellence; to develop responsive, high-quality programs and services; to support professional development; and to enhance institutional dialogue);
- The College's Diversity Statement, reflecting its commitment to "inclusiveness that recognizes, values and reflects the diversity of the community it serves" and to foster "a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas";
- Key objectives defined in CSM's Educational Master Plan (Building a Culture of Participation and Communication, Commit to Progressive and Innovative Teaching and Learning);
- District Strategic Goal 1 (Develop and strengthen educational offerings, interventions, and support programs that increase student access and success).

2. Results of Previous Program Review
a. Describe the results of your previous Program Review's action plan.
b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.
c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.
d. Provide an update on any long-term plans that are still in progress (if applicable).

Note: Since (a) and (b) are closely related, the following includes information about both.

Plan from 2016: To support students transitioning into transfer classes.

Action: Restructure classes to reduce the number of students in pre-transfer classes, without reducing the amount of support they get

This goal has been the primary focus of our department meetings and retreats in 2017-2018. As a result of our discussions—and the changes we have made to curriculum, placement testing, and course offerings since the time of the last program review—the CSM English department is several steps ahead of the changes required of all state community colleges since the January, 2018 passage of Assembly Bill 705.

AB 705 mandates that community colleges maximize the probability that a student will enter and complete transfer-level coursework in English within one year. The bill also requires a change in the placement process: in the past, one or two placement tests have determined what English courses students take, with many students required to take one or two levels of developmental

courses before they reach transfer level. However, research strongly suggests that assessment tests place too many students into remedial courses, and that these courses may contribute significantly to attrition rates. Research also shows that low SES and students of color are particularly likely to be placed in remediation. In response to this research (much of it published within the last five years), CSM English has made the following changes:

- In Fall 2016, after several meetings and a retreat discussing curricular changes and success rates, the department voted to eliminate English 848, the developmental class in which the majority of our students placed under the old testing system. We lowered the test score cut off points to place these students in English 105, our five-unit transfer-level composition course. English 105 uses the same curriculum as the standard first-year composition course (English 100) with two units of extra support.

- Beginning in 2016 and continuing to the present, we have been tracking student success rates in English 105 to see if these changes have significantly reduced pass/completion rates. The data so far show that success rates remain stable in English 105 despite the lowering of cuts scores and elimination of 848. This is an extremely encouraging development in that these students are now passing transfer-level composition in one semester.

- We have also begun the process of changing our assessment methods, moving towards "multiple measures" and significantly reducing our reliance on placement tests. In October of 2016, two members of the CSM English department met with colleagues from Skyline and Canada to discuss substantial changes to our placement method across the district. While our earlier efforts at CSM focused on modifying the cut scores of our existing placement test to ensure that more students would enroll directly into transfer-level English, at this meeting we began to discuss more substantial changes, including allowing self-reporting of high school GPA to determine placement. We also discussed "guided self-placement" for students whose placement test results put them into pre-transfer level courses or for students who do not have a 2.0 or higher cumulative HS GPA or a C in 11th grade English. Under our initial plan, these students would work through a brief survey which recommends either 828 or 838; students can elect either course --- they do not have to follow the survey's recommendation.

  The department debated these changes at several meetings in 2016 and 2017. Currently, the assessment center at CSM offers five different means of placement, but the overwhelming majority of students are likely to use the "alternate assessment form," which places students by their self-reported high school GPA. While most members of the department support the changes to placement, there is some concern that students will inflate their grades in self-reporting.

- The department held retreats in both 2017 and 2018 focusing on English 105. The 2017 retreat focused mainly on designing curriculum in this course to support students who need more help with sentence skills, reading, integrating sources, and organization.

  However, the 2017 retreat was held before the passage of AB 705, which requires us to even more significantly reduce (and essentially eliminate or make optional) all remedial classes, including English 828 and 838. We are particularly concerned that students who had been placed in these classes (regardless of placement method) will need more help to pass successfully than we have traditionally offered. This issue is our greatest concern for the upcoming year.

Plan Improve enrolment, and diversity, in the literature courses

Action: To drop the ENGL 100 pre-requisite; to introduce new courses

Several members of the department participate in the "Ad Hoc Literature Committee"—an informal group that has met 1-3 times a semester to work on improving enrollment and diversity in literature courses. In Spring 2015, we surveyed students in all sections of English 100, 110, and 165 to find out what literature classes would be most popular. Based in part on these results, the Literature Committee created a rotation of courses up to Spring 2020. The rotation also ensures that we are not offering courses in conflict with Skyline.

The committee also created several new courses in response to student interest: science fiction; the graphic novel; detective fiction. The graphic novel (offered in Spring 17), science fiction (Spring 18), and detective fiction (Fall 17) have all had very healthy enrollments, allowing us to offer three literature classes in a semester for the first time since 2008.

We have been less successful at increasing diversity in literature courses. We have created or updated courses based on gender, sexual orientation, or ethnic identity, but the survey revealed substantially lower student interest in these classes. Frustratingly, we offered a course on "Women in Literature" three different semesters, but the course has been cancelled due to low enrollment. Changes in degree programs and requirements may help courses such as African American literature (to be offered in Spring 2019) and LGBTQ literature (Fall 2019). For example, an ethnic studies requirement might also improve diversity in literature courses if students are allowed to meet this requirement by taking literature classes. Literature classes may also be tied to degree programs in ethnic studies.

c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

Virtually all of the work described under both plans above, particularly plan 1, is meant to address equity gaps between student populations. Research on remediation has shown that low income and traditionally underrepresented student groups are far more likely to complete college when remedial instruction is reduced. One of the major reasons our English department has been so far ahead of AB 705 legislation is that the reduction of remediation looks like one of the most promising changes towards greater equity in higher education.

d. Provide an update on any long-term plans that are still in progress

While AB 705 has become the major concern for our department, this bill relates closely to what we have already been doing and will continue to do: to reduce (or eliminate) remedial courses and provide stronger support for students in our transfer-level classes.

The 2018 retreat, and a follow-up discussion on the October 10 flex day, focused on curricular and program changes we will be exploring to support these students: changes to our writing center to make appointments more frequent and make faculty more available for shorter conferences; a possible (though unlikely) 0.5 unit co-requisite class; more use of the computer assisted classroom; and an English 105 community of practice teaching circle, in which faculty will share materials, teaching strategies, and assessment.

Many members of the department strongly feel that individualized attention is essential for students traditionally enrolled in English 828 and 8383, not just more class time, and that the Writing Center offers an ideal, underutilized resource. However, we would need substantially more faculty time in the Center to serve our population of traditional English 828 and 838 students. The need for more faculty in the Center is discussed briefly below, and in more detail in the Writing Center's program review.

We will also need at least two faculty focusing on the AB705 changes—a task that will require considerable time for research, meetings, oversight, and planning.

3. Current Assessments
a. Course and program assessment. Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning
and promote educational equity in your discipline, either at the course or program level.
b. General Education / Institutional assessment. Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.

3. CURRENT ASSESSMENTS

a. Course and program assessment. Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning and promote educational equity in your discipline, either at the course or program level.

i) Course-level assessments

In the last two years (between Fall 2016 and Spring 2018), faculty conducted a number of course-level SLO assessments. On the whole, the results confirmed strengths and weaknesses already apparent from our student achievement data, and our experience in the classroom.

Courses assessed: Since Fall 2016, faculty have conducted assessments on

- all but one course in the composition sequence (ENGL 828, 838, 100, 105, 110, 165)
- the three courses in the Creative Writing sequence (ENGL 161, 162, 163)
- a selection of literature courses (LIT 105/809, LIT 201/231, LIT 430/830, LIT 151).

Method

English and Literature learning outcomes are assessed through embedded assignments aligned to course learning outcomes, typically a capstone essay (or, in the case of Literature or Creative Writing courses, a presentation or portfolio).

Summary of results:

- The SLO results mirror success rates (typically about 70% for composition courses, and nearer 95-100% for literature and creative writing courses);
- SLO results indicate that students score lowest on sentence-level outcomes (typically a dip of about 10%);
- Students in ENGL 105 score about the same as those in ENGL 100, though ENGL 105 students score a little lower (in the high 60% range) and noticeably lower on proof-reading and sentence-level outcomes;
- Literature and creative writing courses indicate near-perfect SLO results.

Discussion

- The results of course-level SLO assessments tend not to reveal anything. SLO results confirm a wide-spread classroom experience, namely that sentence-level writing remains the weakest aspect of student performance. This is unsurprising, partly because fluent sentences take a long time to develop, and partly because sentence clarity and proofreading are much easier to measure than other skills that are more foundational but less easily observed (e.g., analytical reading or critical thinking).

- SLO results are not disaggregated by student population, but performance gaps are apparent in student achievement data. Faculty feel that what is most interesting is not *who* is underperforming in English courses, but why, and what we can do to close the gaps.
- Literature and creative writing data show near-perfect scores. This too is unsurprising, since these courses tend to attract students who are already interested in the material, whereas composition courses are required.

ii) Program assessment

In 2018, faculty assessed the composition sequence, a key element of their program. On the whole, the results of the assessment yielded some ideas for improvements – though the focus of our assessments has likely been superseded by the need to prepare for AB705.

Aspect of program assessed:

In Spring 2018, for their program assessment, faculty opted to look at the effectiveness of the transfer composition sequence (ENGL 100, ENGL 105, ENGL 110, ENGL 165). The writing, reading and analytical skills developed by the composition sequence are summarized in the first learning outcome for the English AA-T degree program ("Analyze and respond critically to literary and expository texts"). Much more importantly, though, some part of this course sequence is required for transfer and/or degree completion for our students, and focuses on foundational skills which all students – regardless of their major – will rely on through their college careers and beyond.

Method:

Faculty developed a survey of twelve questions, ten of which followed a Likert scale (1-5, from "Strongly Disagree" to "Strongly Agree") and two of which were open-ended. The survey was administered to students in multiple sections of ENGL 110 and ENGL 165 (capstone courses in the composition sequence) at the end of the Spring, 2018 semester. The questions gauged student confidence in a variety of composition skills, and aligned with key outcomes for both the English degree, and for ENGL 110 and ENGL 165. Students were asked to identify which English courses they had taken, which enabled us to disaggregate some sub-populations of interest (students who had taken ENGL 105; students who had started in ENGL 828; students who had come through the ESL program). Students also submitted G-numbers, leaving the possibility open for further disaggregation if required.

Note on Distance Education courses: The Spring, 2018 survey was administered on paper in class time at the end of the semester. For this review, we were unable to create an online survey in time. Additionally, online surveys tend to have much poorer rates of return, and we offer only one to two sections of English online each semester.

To gain an insight into online student learning, faculty will implement this survey in an online format beginning Fall 2018.

Summary of results:

- 310 students responded (249 students from ENGL 110, 61 students from ENGL 165)

- Overall, responses were very positive, with the average score of students' responses on nine of the ten sliding-scale questions hovering between 4 and 4.3 (4= "agree").
- The strongest response (4.3) was to the statement, "At least some of what I've read in class has made an impression on me and got me thinking."
- The stand-out weakest spot was confidence in sentence-level writing, notably grammar; the average response for the statement "I don't make a lot of grammar errors" was 3.4. However, a statement related to sentence clarity ("I can usually write clear sentences") received strong general agreement (4.2).
- Another interesting weak spot related to research. The statement "Even if I didn't have Google, I know how to use campus resources (i.e., the library) to do research" received an overall favorable response (4.1). However, a number of students (23) disagreed or strongly disagreed, and a significant number (42) neither agreed nor disagreed.
- Students from ENGL 165 rated their skills more strongly than students in ENGL 110, though their lack of confidence in grammar is similar.

Discussion

The survey results were shared and discussed at the English department meeting in September 2018.

The survey suggests that faculty explore ways to boost students' sentence-level skills. However, this goal has now been subsumed into the wider discussion relating to AB705. With the new student population expected in Fall 2019, and with the termination of our developmental program (where most sentence development was taught), our priority is to remodel ENGL 105, as well as the Writing Center, so as to support *all* aspects of student writing.

English faculty held two sessions (a retreat on 9/19/2018, and a flex day session on 10/11/2018) to brainstorm strategies for adapting our curricula, support services and pedagogy to serve the AB705 intake. The expectation is that over the 2018-2019 academic year, English faculty will be developing learning materials and curricular revisions to support students with more diverse levels of preparedness (reflected in our resource request for reassigned time in Spring and Fall 2019, for funds to pay faculty participants in an ENGL 105 Community of Practice teaching circle, and for increased units for the Writing Center).

Going forward, then, our assessment activities will be driven by the need to evaluate the effectiveness of our new pedagogical approaches, curricula and teaching materials in helping students achieve the stated learning outcomes of the composition program.

iii) Alignment

At the March 21st 2018 department meeting, English faculty reviewed the map of the English AA and AA-T degree, as well as the alignment of course outcomes to institutional outcomes.

Discussion

Course outcomes aligned very neatly, reflecting the fact that in recent years, faculty have worked to streamline and clarify the language of outcomes in the English and Literature courses, ensuring that literature courses use similar language, and that the two second-semester composition courses (ENGL 110 and ENGL 165) also have parallel outcomes.

However, the wording of the *program* outcomes, although accurate and clear, felt insufficient. Faculty felt the PLOs could do a much better job of communicating the value and content of the English AA-T degree.

The outcome of the discussion was that faculty would revise the program outcomes for the English AA-T. However, it is a low priority at the moment for an overworked department dealing with a sea change in both the curriculum and, most likely, the student population.

iv) Related documents

- Summary of course-level SLO results Fall 2016-Spring 2018
- Department minutes 3/21/2018 (alignment)
- Department minutes 4/25/2018 (program assessment)
- Retreat agenda 9/19/2018
- Department minutes 9/26/2018 (reviewing program assessment data)
- Assessment plan AY 2017-2018
- Assessment plan AY 2018-2019
- ENGL 110 / 165 Survey (template)
- Survey results summary
- Survey results Excel spreadsheet
- Student comments (open questions)

b. General Education / Institutional assessment. Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.

English faculty are strongly involved in interdisciplinary activities focusing on improving student learning, and revolving around assessing student learning in the light of shared learning goals. As of this writing, most faculty in the English department (and virtually all full-time faculty) have participated in some interdisciplinary project, learning community, or ILO activity.

i) College-wide institutional assessment activities

Since Fall 2016, the College has offered a number of institutional assessment activities. English faculty have participated in two of them. In addition, English faculty have participated in a variety of interdisciplinary activities focusing on shared institutional learning outcomes (ILOs).

- In Spring 2017, two English faculty participated in a College-wide assessment activity focusing on the full range of ILOs. The activity involved several discussions, and the creation of a complex discussion assignment for a student panel (text set, differing group questions focused in different ILOs, a rubric for assessment). The activity itself did not take place due to lack of student participation.

- In Fall 2018, two English faculty participated in a College-wide flex day assessment activity focusing on three of the six ILOs. One English faculty worked with a group on Critical Thinking, while the other worked in a group on Quantitative Reasoning. (English courses do not directly support quantitative reasoning goals, but the point of ILOs is to help teachers to help students to make connections across disciplines; and English critical thinking discussions often touch on – for instance – the ability to analyze bar graphs, or to draw inferences from statistics.) Each group participated in a robust discussion focused on the way the particular ILO related to their discipline. By both finding common ground and carving out what is specific to each discipline, groups developed a scoring rubric, including language meaningful to all disciplines represented in the group, to assess a piece of student work. As a follow-up, faculty will use this rubric to assess a capstone assignment in relevant English classes and report the results to the SLOAC.

ii) Department-level interdisciplinary assessment activities

- In Fall 2017, English and ESL faculty held a joint flex activity to assess and discuss the work of students moving from ESL 400 into ENGL 100 or 105. The goal was to support student success for students moving from the ESL stream into the transfer composition classes, by clarifying expectations and aligning our standards. After a comprehensive discussion, faculty collectively assessed pieces of student work from ESL 400 in a norming session. As follow-up, faculty clarified a number of shared expectations and strategies for ESL students, and stressed the need for more instructors in the Writing Center to serve ESL students.

- English faculty have been active in interdisciplinary learning communities, such as Writing in the End Zone, Umoja, Puente, Year One Promise and the Honors Project. As evidenced by reports to the IPC, learning communities have a strong track record of supporting student learning and improving student achievement

- Individual English faculty have collaborated with faculty in other disciplines to support shared student learning outcomes. In Spring 2018, English and Philosophy

faculty organized a mini-learning community around the theme of "Fake News;" while student enrolment did not permit the community to go forward, both instructors involved benefitted from the discussions and alignment of learning goals and curriculum (and the possibility to rework and revive the idea remains open).

iii) Associated documents

- ESL-ENGL flex activity 10-17-17
- IPC reports from WEZ, Puente, Umoja, Honors, Year One Promise
- Rubrics: Critical Thinking / Quantitative Reasoning
- Student Forum: "Climate Change – A Silver Lining?" (Spring 2017)
- Flyer, Learning Community "Shed Light on #Truth and #Knowledge" (Spring 2018)

4. Planning

Describe and prioritize goals and plans to sustain and improve student success and equity (referring to Parts 2 and 3 above):

     a. Provide a brief description, including actions, measurable outcomes, and timelines.

     b. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?

     c. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.

A and B: Actions, outcomes, timelines to promote success and equity

Plan 1: implement the mandates of AB705 in order to improve student completion of transfer-level courses while supporting the success of students who may arrive in transfer-level English courses without the skills required to succeed.

Actions:
- After the October 2018 department meeting, we will vote on whether or not to offer any sections of developmental English for the coming year—with the options being to offer at most two sections of English 838 for students who choose to take this class, or to eliminate the class entirely.
- Appoint two faculty members as "department leaders" to guide the department in implementing support to students and to faculty in light of AB 705, and to communicate such changes to other constituents on campus, in the district, and statewide;
- Improve the availability and increase the frequency of Writing Center appointments, particularly for those students who would have been placed in English 828 or 838;
- Create a "community of practice" teaching circle focusing on pedagogy for English 105, including shared assignments, grade norming, and shared pedagogy

Professional development and institutional support for Plan 1:

AB 705 department leaders: Faculty in English will request 6 units of reassignment for the spring 2019 semester and 4 units for the fall 2019 semester, to be divided between 2 faculty. Reassigned time will enable faculty to guide the department in implementing support to students and to faculty in light of AB 705, and to communicate such changes to other constituents on campus, in the district, and statewide. Specifically, AB 705 lead faculty will focus on 3 key areas:

1) Research/Professional development (Early spring 2019)
- Research the most effective ways to support our various student populations, including underrepresented students/students-of-color, ESL students, students who use the DRC, first generation students; research will include effective co-requisite models, embedded student tutors and SI leaders, and varied uses of the Writing Center
- Attend professional development workshops and conferences and communicate relevant information and best practices to the department
- Identify key curricular strategies that should be included in ENGL 105

2) Implementation (Spring 2019- fall 2019)
- Collaborate with Writing Center staff to propose new ways to offer additional support to students in ENGL 105
- Collaborate with ESL faculty to ensure students are receiving specialized support and to determine ESL's role in ENGL 105 support for non-native speakers
- Determine a community of practice model to support faculty who teach ENGL 100/105 moving forward
- Encourage faculty participation in a community of practice
- Collaborate with CSM's Assessment Services so that students are guided towards appropriate courses
- Develop a more robust Guided Self Placement tool, including a "decision tree" to help students decide between ENGL 100, ENGL 105, and ESL classes, sample assignments, student testimonials, and student questionnaires
- Work with testing, IEP, ESL, and ITS to develop this "decision tree"
- Update English department website and course offerings
- Collaborate with DRC staff to determine effective supports are in place

3) Communication (Spring 2019-2020)
- Serve as the department leads and points of contact on AB 705 matters
- Communicate English department info/decisions to ESL, DRC, Counseling faculty, Library, administrators, International Education at CSM and at the district office
- Communicate with other CSM departments/programs the implications of "recommended prep ENGL 100/105," specifically as it relates to official course outlines of record
- Communicate strategies and changes with CSM Governing Council, specifically Academic Senate and COI
- Collaborate and communicate with representatives of sister colleges
- Communicate with outside agencies (CAP) and other community colleges

Though we are confident that establishing two faculty leads to guide the implementation of support for our students in light of AB 705, we recognize this is a short-term project. As we

move forward, we want to continue to best support students and to redesign our courses and curricula. These efforts will be informed by the work our faculty leads complete in regards to AB 705 over the spring and fall semesters of 2019. We anticipate that these conversations will lead to more requests for institutional support, such as BSI funding, more requests for professional development to best support faculty (and students) as faculty adjust their pedagogy and curricula to best support our students, and more requests for English faculty to support students in our courses and in the Writing Center.

Writing Center expansion: We agree with our colleagues in the Writing Center that the successful support for our students requires more resources *for* some of our students and more additional resources *from* the college. Toward this goal, we would like to receive more institutional support for the Writing Center, increasing our current 58 credits to the 78. With the Writing Center, we can intentionally support our students though individualized instruction, which research shows is a key strategy to promote student success. We have already discussed implementing new methods of scheduling appointments; having specific faculty assigned to regular meetings with individual students; having "floating" faculty available for short-term individual help; and offering more flexible regular sessions in the Center, including workshops focusing on reading. All of this will require a substantial increase in faculty time in the Center.

Plan 2: continue to expand both the creative writing and literature programs

Actions:
- Partner with learning communities and other departments to improve enrollments in literature and creative writing, to improve both the viability and diversity of these programs
- Create a new creative writing program—including a new creative writing certificate—to increase the number of sections and give students in these courses a clear goal

Professional and institutional support: The creative writing program will integrate *Labyrinth* (described in section two) more fully with instruction and the courses will now require a final portfolio of student work. The Writing Center can also serve an important role here—faculty can work with students on a regular basis through English 850 to ensure that students' portfolios are meeting high standards.. Again, this requires an increase in faculty hours in the Center.

Plan 3: make more frequent use of data to track success and completion rates in all courses, particularly the new English 105 sections

Actions:
- Partner with PRIE to "democratize data" so that faculty have readily available access to student success, retention, completion rates, and other information, disagreggated by age, ethnicity, low-income, disability, and other criteria.

Currently, we review data from PRIE at the time of program review but rely for the rest of the year on less rigorous information for many of our discussions about improving equity and completion rates. In addtion, the data we get from PRIE is not always helpful in attempting to understand *why* success rates for a particular student population have increased or decreased.

For example, as noted above, the success and completion rates of Black, Hispanic, and Pacific Islander students in English and Literature courses are lower than other student groups, and have declined slightly in the last year. In the case of Black students, the success rate for this year is roughly 12% lower than the previous academic year. Over the next two years, as we continue to support student success and equity, we would like to investigate *why* these success rates are where they are and how to best improve them.

 The district has a new software program, SAP, which can pull data from Banner disagreggated by age, ethnicity, SES, documented disabilities, and other criteria. Using this program could significantly improve our conversations about where these students are experiencing difficulties and, more importantly, what we can do to help them.