

Comprehensive Program Review Report



Program Review - English

Program Summary

2023-2024

Prepared by: Matthew C. Nelson

What are the strengths of your area?: The English Division is one of the largest on campus and generated 910.6 FTES in AY 2022-23. We generated more FTES than any other single department and 9.3% more FTES than AY 2021-2022, slightly higher than the college's overall FTES growth of 8.6%. ("PR Dashboard"). The English program is among the top 20 academic programs at COS with nearly 191 students claiming an English major in 2022-23. We are home to 22 full-time faculty, two full-time temporary faculty members, and more than 50 adjunct faculty who teach courses on all three COS campuses as well as at numerous dual enrollment high school sites throughout Tulare and Kings County. In 2022-23, the English division taught 417 course sections (excluding summer session), of which 223 were English 1 (53% of total course offerings). This represents a 10.3% increase in the number of courses we offered in 2022-2023 relative to AY 2021-2022. Because English 1 generally emphasizes not only college-level reading and composition skills, but also college-level study skills, institutional literacy, and other topics often associated with "first-year experience courses," the English division plays an important and broad role in preparing COS students for the rigors of college education.

English faculty are also campus leaders, with faculty playing important roles in governance groups such as the Academic Senate and both our full-time and part-time faculty bargaining units (COSTA and COSAFA). English faculty provide leadership on equity issues across the college and are vocal and passionate advocates of equity in our own curriculum and practices. Additionally, English faculty continue to lead the response to AB 705 and AB 1705, both of which mandate the widest possible access to transfer-level English and Math in community colleges. English faculty continue to be productive in their various academic fields, with a number of faculty publishing reviews and academic articles on literature and composition, as well as continuing to be active participants in academic conferences vital to the teaching of college-level English. Finally, English faculty contribute to the field of literature itself by publishing novels, short fiction, poetry, and other creative works.

The English division has worked hard at increasing our overall student success rates and at closing equity gaps. Our new English 1 and English 2 curriculums, which we updated in response to the Chancellor's "Call to Action," help create inclusive classrooms. As a division, we are excited about these revisions and looking forward to continuing our work to promote equity. Our faculty consciously strive to maintain a student-centered pedagogy. This is evident in our regular assessment conversations, in our "teaching buddy" system, and our student mentorship programs.

After implementing AB 705 in 2019, we have greatly reduced equitable gaps in access to transfer-level English. AB 705 requires us to maximize the number of students who enter and complete transfer-level English within a one-year timeframe. Prior to AB 705 interventions, about 47% of incoming students were placed directly into transfer-level English. Now, 100% of our students have access to transfer-level English classes with or without support and the vast majority of incoming students are placed into transfer-level English without support: 77.3% in Fall 2022 ("First-Time Student Cohort Placement" in AB 705 English Dashboard).

Our AB 705 efforts have resulted in a dramatic increase in the number and percentage of students who complete English within a one-year time frame. In a fall-to-fall comparison between Fall 2015 and Fall 2022, we've increased that rate by nearly 20 percentage points in 2022: from 26% to 45%. This pp. increase represents more than double the number of first-time students completing transfer-level English within a one-year timeframe, 658 vs. 1361, since Fall 2015, before any acceleration or AB 705 interventions were implemented ("First-time Student Cohort Tracking" in AB 705 English Dashboard).

Because the first-time data represents all first-time students who start in that term, and only a portion of those students actually

enrolled in an English 001 class during their first semester, the results are more dramatic when we look at students who actually attempted English for the first time. Looking at aggregate annual completion (Fall through Summer), we see the impact of our English redesign and instruction as a result of AB 705 had dramatically improved odds of completing transfer-level English. Comparing AY 2015-2016 (the year before any acceleration or AB 705 interventions were implemented) to AY 2022-2023, we have dramatically increased the rate of students completing transfer-level English in one year by 26 pp., or from 39.6% to 66.0%. In terms of throughput, the number of students completing English in one year has increased from 1,374 to 2,430, or about a 77% increase. Even if we track students for 4 semester terms and longer, we find that our AB 705 efforts are a vast improvement: about 57% vs. 66% respectively, and it is likely that those students from the Fall 2015 cohort who completed during their 4th semester term or beyond benefited from the acceleration and AB 705 interventions implemented after 2015.

In regional and statewide comparisons for the 2021-2022 AY, we are also doing ok in terms of annual completion, but we have room for improvement. COS's 62% completion rate is 4% below the state average and in the middle when compared to local regional colleges.

Thanks to our AB 705 interventions, we have narrowed the equity gap in both access to and completion of transfer-level English. For example, access to transfer-level English without support has on average doubled for our Black students and Hispanic students since AB 705 was implemented in 2019. Completion, too, has improved for students of color. Comparing disaggregated throughput rates attempt from 2015-2016 against 2022-2023 for the number of students who complete English 1 within 1yr of their initial, we see the following improvements: Hispanic student throughput increased from 37.1% to 64.2%, African American student throughput increased from 27.7% to 53.3%, Asian student throughput increased from 54.9% to 72.7%, Filipino student throughput increased from 47.0% to 64.2%, multiethnic student throughput increased from 33.7% to 74.7%, and white student throughput increased from 49.2% to 71.2% ("First-Attempt Cohort Tracking" in AB 705 English Dashboard).

In 2022-2023, our success rates showed a net increase of 3%, up from 59.1% in AY 2021-2022 to 62.1% in AY 2022-2023. This increase occurred primarily in our English 1 courses, whose success rates increased 4.6% this year; the English 1 success rate grew from 53.1% in AY 2021-2022 to 57.7% in AY 2022-2023.

What improvements are needed?: When we run an equity gap analysis of face-to-face English 1 courses using a PPG-1 index, we find that African American students have a PGI of -15.08 and Hispanic students show a gap of -3.78 for AY 2022-2023. Although these numbers are bad, it is worth noting that the overall equity gaps for our sections have greatly improved since 2021-2022. In 2021-2022, the PGI for African American students in f2f English 1 courses was -22.13 and the PGI for Hispanic students face-to-face was -7.02. In 2021-2022, nearly every single disproportionately impacted student group had a negative point gap index value less than -5.

Despite these improvements, these gaps are still concerning. This suggests that even though face-to-face courses had a higher overall success rate in 2022-2023 English 1 courses (54.7% for face-to-face courses compared to 42.7% for online courses), these gains in success rates were not distributed equitably across all student populations. Our African-American students, for example, have similar success rates in online and face-to-face courses; 39.6% f2f vs 36.4% online. When we disaggregate the data further with respect to Pell Grant status, we can see how the higher success rates in face-to-face courses are also not equitably distributed across all groups: African American Pell Grant recipients have a success rate of 42.9% in face-to-face English 1 courses and a success rate of 55.6% in online courses. White students who are Pell Grant recipients show similar results: they have a success rate of 49.6% in face-to-face classes and a success rate of 61.4% in online classes.

Again, this suggests that even though online success rates are overall lower in English 1 classes, these differences in success rates are not distributed evenly across all demographics and that some groups perform better online. Notably, While African American students perform better online (and the increases in success rates are distributed more equitably to them online), Hispanic groups have a larger PGI online than face-to-face: -11.3 online vs -3.78 face-to-face. Particularly concerning is the dramatic decline we saw in African American success rates in face-to-face courses since AY 2020-2021: 65.4% to 39.6%. Even though these rates have increased 10% since last year (up from 29.0% in AY 2021-2022 to 39.6% in AY 2022-2023), these declines in success rates since 2020-2021 are troubling. It is unclear if these patterns will remain consistent in upcoming semesters or what exact factors contribute to these changes, but the timing of this decrease suggests that COVID and its broad aftermath has impacted our African American students disproportionately.

In general, my suspicion is that many of the factors contributed to these equity gaps extend far beyond the English division. Even still, we should celebrate that our division has slowly reduced equity gaps every year since lockdown. I expect that our new English 1 COR that took effect in Fall 2021 contributed to the 10% increase in success rates we have seen since 2021-2022, though it is impossible to prove that effect. Still, I am hopeful that our English 2 courses will see similar gains once that COR revision takes effect.

Overall, all divisions—including English-- need to collaborate better with student services and our campus as a whole in order to serve our disproportionately impacted students better. In addition to continuing our work on equitable curriculum development, we need to look at assessment, financial aid, emergency aid, community, support services, early alert systems, and more through an equity-minded lens to better understand how we can foster success for our students of color. We also need to better work with the Tulare campus to increase success rates. Our English 1 success rates at the Tulare campus is significantly lower than our Visalia campus success rate: 46.9% vs 54.9%.

Additionally, while AB705 dramatically eliminated equity gaps in access to college level courses, our fall 2023 waitlists threaten to undo those gains in access. English 1 courses were the most waitlisted course at COS in fall 2022. Even though we increased our FTES by about 9% this year and offered eight more sections of English 1 in fall 2023 than we did in fall 2022, these waitlist numbers still increased by an overwhelming 53% in fall 2023: from 190 waitlisted students to 290 waitlisted students on the day of convocation. Worse yet, these numbers do not count 1/301 sections because those courses are not able to have waitlists on Banner. The number of students placed in 1/301 sections has increased, but we have not been able to increase our 1/301 course offerings quickly enough to support this growth. The lack of space in our 1/301 courses means that many of our most at-risk and disproportionately impacted students are unable to access college courses.

The waitlists for our online English 1 courses were particularly brutal: 179 students, or a 57% increase from fall 2022. None of these numbers track the number of students who, upon seeing these waitlists, decided not to register at all. Last year, we had double the number of waitlisted students as the second most waitlisted course at COS; I suspect that ratio is even worse this year.

As these waitlists show (which do not include 1+301 data), the division has sufficient potential student enrollment to add multiple English 1 sections. Unfortunately, we do not have enough faculty to keep up with this demand. Even after hiring two temporary full-time faculty members and several part-time faculty members (many of whom were hired last-minute), we still could not staff all the courses we planned to run and struggled to staff courses that were returned by faculty members. Simply put, we could not staff our anticipated course offerings and we have no wiggle-room for when something went wrong. Adding courses was not an option, regardless of our large waitlist sizes.

Staffing additional courses to meet the demand we are seeing from students isn't likely to be possible unless something changes. Right now, I do not know if and how our division can accommodate any potential growth and we are staffed desperately thin for fall semesters. Because of our two anticipated retirements at the end of the year, I am unsure how we will successfully staff fall 2024.

The English 301 support course and its curricular alignment with English 1 is an area of focus, not just for how the two curricula complement each other, but also to refine our assessment methods. Our department, depending on how conversations from the AB1705 committee go, will likely want to consider realigning and/or redesigning our support course so that we can better serve our students. Specifically, for students placed into 1/301 courses starting in fall 2022 we saw a 39.8% 1-yr completion rate; that's much lower than the 1-yr completion rate of 73.6% for students who were not placed into a support class. Even though our 1-yr overall completion rate is much, much higher than before AB705 (39.9% in fall 2015 vs 69.5% in fall 2022), and even though our 1-yr completion rate is higher for students who would have been placed into support before AB 705 (26.0% in fall 2015 vs. 39.8% in fall 2022), we still need to investigate ways to reduce the gap in 1-yr completion rates for our students placed into support courses.

While AB705 is working amazingly well overall, we still have a lot of room for improvement. Recently, there has been an increase of students who are placed into transfer-level English with support, and a greater portion of those are students of color. Since placement is based on overall HSGPA or student performance in their HS English classes, this dip in placement might be ripple effects of the pandemic on student performance in HS. Still, it is worth keeping an eye on.

Describe any external opportunities or challenges.: AB1705 is both a challenge and an opportunity for the department. Because the AB1705 committee is deliberating on how to allocate statewide AB1705 funds, I cannot comment on how this specific bill will impact our department. We are excited about the possible opportunity to update our co-requisite course, but we are also concerned about the challenges that these updates will bring to the division. 301 is up for review, and we are working on a plan for assessment. Because of our changes to English 1, we will likely need to redesign or realign the course. AB 1705 funds will likely support us in that effort and allow us to undertake a more significant revision or redesign of the course than we could tackle without that support.

We also are nervous about the CAL-IGETC changes in the pipeline. Right now, it looks like our English 14 creative writing course will no longer count for GE credit, so that might impact enrollment in those courses. Other changes from CAL-IGETC might

similarly impact our curriculum and/or scheduling.

Finally, large language model AI represents both an opportunity and a challenge for our division, and the college as a whole. Given how new this technology is and how quickly it is changing, much of its potential for pedagogy and instruction remains untapped. The division will likely need additional time to study this technology, and additional professional development opportunities, before we can use it constructively in our classrooms. Currently, the challenges that AI poses feel much more pressing than its opportunities because the technology to detect academic dishonesty/plagiarism in AI generated submissions remains spotty and is prone to mistakes. Faculty are in a difficult situation where we cannot prove if suspected submissions used AI, AI generated submissions are not always flagged as such, and human submissions are occasionally marked as AI submissions. The situation is a mess. Obviously, the worst possible scenario is that AI detectors might offer a false positive result on an assignment and, in turn, lead to a student being wrongly accused by faculty members of using AI. Faculty need training on how to engage constructively with students who are suspected of using AI (especially when suspicions cannot be proven definitively anymore) and how to avoid jumping to conclusions.

Overall SLO Achievement: Because many English professors tie passing grades to students demonstrating proficiency in the SLOs for the course, overall course success rates can be a helpful proxy for thinking through SLO achievement. Overall, our English courses beyond English 1 in the program sequence (with two exceptions) have three-year historical success rates above 80%, suggesting satisfactory SLO achievement in our above-transfer-level courses.

Changes Based on SLO Achievement: None to report. Our "show and tell" assessment plan at the last dialogue days was successful, prompted thoughtful pedagogy conversations, and is probably something we will consider repeating.

Overall PLO Achievement: Our AAT is up for review this year. We are working on a plan for this assessment.

Changes Based on PLO Achievement: None to report

Outcome cycle evaluation: We currently do not have a faculty member who is willing and able to attend the in-person O&A meetings. Because of this, outcomes assessment is difficult in the division but I am working to keep us up-to-date. We were able to catch up on many of our overdue courses last dialogue days, and I hope that we will continue to keep up-to-date.

Our AAT is up for review this year. We are working on a plan for this assessment.

301 is up for review, and we are working on a plan for assessment. Because of our changes to English 1, we will likely need to redesign or realign the course.

Action: 2021-2022 Improve student support in English using Embedded Tutors

Expand the use of Embedded Tutors in English 1 courses, not limited to just those courses with attached 301s

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Division Chairs: Landon Spenser and David Hurst

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Chancellor's Call to Action to increase throughput and success in transfer-level English

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Continue Action Next Year

We had some growth, but still wish to expand:

- Spring 2023: 8 professors, 8 tutors, 14 sections.
- Fall 2023: 8 professors, 9 tutors, 18 sections.

Program Review - English

Overall, we want to grow in a sustainable way. In order to do this, we need the following:

1. A better sense of how large the program can grow
2. A better way to train tutors.

Especially this semester, with new ETs, we've dealing with a lot of support for new tutors/ professors that could be fixed with more institutionalized training,. The lack of such institutionalized training is part of what keeps the program from growing since professors don't want to invest in tutors who are untrained; they want them to have basic tutoring skills before starting as an ET in their course.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2022 - 2023

10/05/2022

Status: Continue Action Next Year

Over the past year, we have greatly increased the number of courses with embedded tutors. In Spring 2022, we had 6 sections that had embedded tutors. In Fall 2022, we have 12 embedded tutors in 28 sections across 14 instructors. We also have two faculty members who are paid to help coordinate the program.

Over the next year, we would like to continue to grow the program, particularly in online classes and English 1/301, as well as provide training for embedded tutors.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2021-2022 Institutionalize the English Major Mentor Program

Provide a stipend for a faculty member to oversee and develop the English Major Mentor Program, including research into graduation rates, disaggregated groups, and providing student support in the program. Additionally, this person will handle PLO assessment.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): English Division Chair: Matthew Nelson

Rationale (With supporting data):

Priority: High

Safety Issue: No

Program Review - English

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Continue Action Next Year

The program grew: we have 21 majors and 21 mentors!

Although the program received some EDAC money this year, this is a short-term solution; EDAC isn't going to let us repeat over and over, unless we keep tweaking what we're doing. As a division, we believe this is a critical program that needs funding support. The "mentoring gap" is a huge problem- students of color and women are less likely to seek mentors. Mentorship leads to better outcomes. By being deliberate with mentorship pairs, we are increasing success.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2022 - 2023

10/05/2022

Status: Continue Action Next Year

For the 21/22 academic year, we have 14 faculty mentoring 15 English majors. There are currently 116 students registered as English majors at COS, and there have been similar numbers for the past several years.

In written responses from English majors, a significant number talked about how they felt lonely and disconnected from campus and other English majors. Some of our strongest English students from historically under-represented groups, in particular, tend to doubt if they "belong" and to suffer from isolation and imposter syndrome.

This year, in addition to offering the one-on-one mentoring, we will have an English Major mixer with the goal of supporting success and graduation rates. English majors can get to know other majors, establish relationships with faculty, feel supported in their progress toward graduating from COS with an English degree, and learn more about the educational and professional opportunities for English majors.

Without funding for the time faculty spend coordinating the program, the program is at risk of cancellation even though it has been an extremely helpful for our English majors. The coordination and mentoring has been done on a volunteer basis that is not sustainable given the number of students and faculty that work with the program as well as the events that need to be scheduled for the program to be successful. We will need to identify a more sustainable source of funding for the time faculty spend organizing the program.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - Provide an annual stipend to a department faculty member to sustain the English Major Mentor program. (Active)

Why is this resource required for this action?: The program involves considerable time organizing mentor-student matchups, activities, support, and follow-up. This person also helps manage the Program Outcomes assessment for the division, given their direct interactions with English majors.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 7000

Related Documents:

[English Major Mentoring Recap.docx](#)

Link Actions to District Objectives

Program Review - English

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2022-2023 Expand Zero Textbook Cost and OER Adoption in English Classrooms: Yokut 10

To expand our ability to use OER and offer ZTC (Zero Textbook Cost) courses, the division would like to purchase one laptop cart in Yokut 10.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: 2.1.4 Create a process to consistently and clearly identify courses with low or no textbooks/materials costs and communicate that information to students; identify ways to support faculty's adoption of no or low cost textbooks/materials.

3.2.2 Improve support for technology needs of specific student groups.

Person(s) Responsible (Name and Position): Glen Profeta, Dean Technology Services

Rationale (With supporting data): In order to expand ZTC and use OER in classrooms, students need access to computers to view OER materials. Without a computer available, faculty cannot directly reference and engage with the readings in class-- which is a key part of an English course. Faculty are also unwilling to adopt OER materials unless *all* of their identical English courses can use those materials, otherwise the confusion of having one English 1 class reading and learning something different from their other English 1 class will be too significant for most faculty to adopt OER.

Ultimately, this means that in order to increase ZTC classes and OER adoption, we need to expand the number of classrooms with computers. The division feels that Yokut 10 is our highest priority classroom right now because it does not have a computer lab nearby. The computer labs available (Kern 740 or the library labs) are somewhat far away and mostly all upstairs which might provide additional challenges for students or instructors with mobility challenges.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: The Legislature appropriated \$115 million to the California Community Colleges in the 2021 Budget Act in one-time funding for the Zero-Textbook-Cost Degree Grant (ZTC) program. The program intends to "reduce the overall cost of education for students and decrease the time it takes students to complete degree programs offered by community colleges." (Education Code Section 78050-78052). The Chancellor's Office will convene a ZTC Taskforce in the fall of 2022 to evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term. (See attached CCCCO ZTC Memo July 29 2022)

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Action Completed

We purchased the computers and are awaiting installation.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Program Review - English

Technology - 30 of each (total is cost for 30):

Dell Latitude 3330 - 13,3" - Core i1195G7 - 8 GB RAM - 256 GB SSD: \$29,064
CDW Basic Custom Asset Tag?? applied to a device(??DW Configurations) \$284.10
CDW ADVANCED IMAGING SVC W-VPN \$1222.20
BIOS Customization (CDW Configuration Services). \$284.10
Recycling fee: \$120

One of each:

Dell Network Ready CT30N181- cart- for 30 notebooks \$2814.36
HPE Aruba AP-655 (J.IS)...YIDJM.: wireless access point- Wi-Fi 6E \$1360.90
Dell 30-unit Cart Slide-In Docking Kit for Latitude 3300 / 3310 Laptops \$959.99

Sales tax: \$2825.34 (Active)

(Active)

Why is this resource required for this action?: Laptops are required so that students can discuss, analyze, annotate, and engage with assigned OER/ZTC readings during class.

Notes (optional): IT told me to ask for 45,000 to account for price increases between time of quote and time of purchase, given inflation rates right now.

Cost of Request (Nothing will be funded over the amount listed.): 45000

Related Documents:

[laptop quote 2 of 2.pdf](#)

[laptop quote 1 of 2.pdf](#)

[RE Laptops and cart pricing.msg](#)

[CCCCO ZTC Memo July 29 2020.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Expand Zero Textbook Cost and OER Adoption in English Classrooms: Kern 727A

To expand our ability to use OER and offer ZTC (Zero Textbook Cost) courses, the division would like to purchase one laptop cart in Kern 727A

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

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Program Review - English

courses can use those materials, otherwise the confusion of having one English 1 class reading and learning something different from their other English 1 class will be too significant for most faculty to adopt OER.

Ultimately, this means that in order to increase ZTC classes and OER adoption, we need to expand the number of classrooms with computers. While the division feels that Yokut 10 is our highest priority classroom right now because it does not have a computer lab nearby, Kern 727a is also important because it typically schedules some of the most English 1 courses per semester in the division: it scheduled 4 English 1 courses in fall 2022 and is scheduled for 4 English 1 courses in spring 2023. While we believe that ZTC/OER options should be available to all English 1 courses, English 1's status as a gateway course increases the need for ZTC/OER options.

We are ranking the priority as "medium" because, while we want two carts, we want to stress that Yokut 10 is our first choice if funding for only one cart is available.

Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: The Legislature appropriated \$115 million to the California Community Colleges in the 2021 Budget Act in one-time funding for the Zero-Textbook-Cost Degree Grant (ZTC) program. The program intends to "reduce the overall cost of education for students and decrease the time it takes students to complete degree programs offered by community colleges." (Education Code Section 78050-78052). The Chancellor's Office will convene a ZTC Taskforce in the fall of 2022 to evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term. (See attached CCCCO ZTC Memo July 29 2022)

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Link Actions to District Objectives

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District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Improve English 1 Attrition and Persistence Rates

The English division will examine data and research to better understand our attrition rates and decide on appropriate interventions to reduce attrition and increase persistence rates.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Matthew Nelson, English Division Chair

Rationale (With supporting data): While our AB 705 implementation has dramatically increased access to and completion of English 1, students who do not complete English 1 in their first attempt have a much smaller likelihood of re-enrolling in and completing English 1 in the subsequent term. For the Fall 2021 cohort, only 22% of students who did not pass English 1 that term re-enrolled in Spring 2022, and only 21% of those students passed on that attempt. English 2 demonstrated a similar pattern, though at slightly better rates. 29% of students who did not pass in Fall 2021 re-enrolled in Spring 2022, and 30% of those students passed on that attempt. However, this issue is complex. For instance, of the Fall 2021 English 1 cohort, about 40% did not return to COS at all in the next semester, and this pattern of behavior is reflected in statewide trends (See PPIC Report).

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Action Discontinued

While this issue is an urgently important one for the college, the committee looked at the data and quickly felt that the issues motivating attrition and persistence rates were college-wide concerns that the division could not easily address. Our recommendation is that IC, Senate, or another committee with broader college-wide representation and resources tackle this issue. English will gladly support those efforts if and when they happen.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

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District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Keep pace with district course offering needs (Two Fulltime Faculty Positions Requested)

Hire two fulltime English faculty members to start in fall 2023.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 1.1: The District will increase FTES 2% from 2021 to 2025
District Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Matthew Nelson, English Division Chair

Rationale (With supporting data): The district intends to increase FTES by 2% from 2021-2025. The district also significantly wants to increase transfer level English completion rates, which means that more students will need the opportunity to retake English 1 so that they can complete it within 1yr of their first attempt. If English is successful in improving our attrition and persistence rates so that more students who fail English 1 end up retaking it (see proposed action to improve attrition and persistence rates) and if the college increases its FTES, the number of English courses will need to increase.

Currently, English is struggling to maintain its current offerings and has no room for growth. If we are to accommodate our students, we need to offer a schedule of English classes that is diverse in location, time, and modality. We cannot do this with our current staffing restrictions.

Since the last time we hired faculty in 2019, the number of full-time English faculty members has decreased by four full-time faculty members from 26 to 22 fulltime faculty (Elaine R, David R, and Paul T. retired recently while dual-division faculty members Jeff M and Rick M no longer select courses in English). In 2019-2020 when we had 26 full-time English faculty members, the division taught 387 courses. Even though we've lost five full-time faculty members, our course offerings have not significantly decreased. Last year, we taught 378 courses with only 22 full-time English faculty members. The fact that we are offering a similar number of sections but doing so with fewer full-time faculty members means that the division has had to desperately hire new adjuncts this year, many of whom were hired last-minute about a week before the start of the semester. We interviewed everyone we could in our adjunct pool, including the applicants the committee ranked with a score of 4 out of 8 during the first round screening process. Even with all of this hiring, we still had to hire two temporary full-time faculty members to help cover classes. Because we hired two temporary full-time faculty members, we are requesting two permanent full-time faculty members. We need these faculty members to cover our most recent retirees. We also need them to help give us additional coverage as Jamie Moore renews her 100% Puente contract buy-out for another year and for colleagues (who approached me in confidence) who will likely explore child leave options for next year.

The lack of sufficient full-time staff has hampered our ability to keep up with our existing student scheduling needs and outright prevents us from fulfilling the strategic plans proposed 2% FTES growth. Because English 1 is a key course for newly enrolled students, this inability to maintain or grow our course offerings also reduces the entire college's ability to increase its overall FTES and meet this goal. Even though we had significant enough waitlists in both our online and face-to-face courses this fall to warrant additional course offerings, we were unable to add these courses. The waitlists were so bad that even two weeks into the fall semester we still had enough students on our waitlists to fill five additional English 1 courses— and that number doesn't count the students who already withdrew themselves from waitlists or those who decided not to enroll because classes were full.

The division worries that the last minute staffing needs influencing our adjunct hiring, especially when compounded with the

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volume of new last-minute hires, will harm our student success rates. Several of the 11 adjuncts we hired last minute for fall are new MFA/MA recipients who have no teaching experience. These colleagues have the potential to become great teachers, but we do not have the time and capacity as a division to train so many new teachers, especially when they are almost all hired a week before the start of the semester. To prove the desperateness of this situation: the division had to rush together a Saturday Q&A session for our new faculty the day after convocation. In the past, faculty who volunteer to mentor new colleagues have typically had only one faculty friend to mentor, but this semester some of our volunteers have as many as three new faculty mentees assigned to them. This over-exertion reduces the quality of our new faculty mentor program and also limits our ability to mentor current colleagues when they experience student complaints or need assistance with new course curriculums.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: AB 1705 78213 (c) (1) A community college district or community college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline.

If we are to maximize the probability that students will enter and complete transfer-level English within their first year of their initial attempt, we will need additional faculty. While the primary focus of this bill is on access and we are likely already fairly compliant, as the division works to increase our persistence rates, the number of courses we need each semester should increase independently from district recruitment objectives.

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Action Discontinued

Because our FTES as a division grew 9% last year, and because our waitlists grew by 53% (290 waitlisted English 1 students total), I believe that we now need three fulltime faculty members to keep pace with the district's projected growth.

Last year, English 1 was already the most waitlisted course on campus and those waitlists grew by an additional 53% this fall. Additionally, two faculty members have announced retirement. We had two full-time temps last year, and we had two-fulltime temps this year. Even with those temps, we were unable to offer the courses we wanted to this fall and had to cancel several sections due to our inability to staff these classes.

Impact on District Objectives/Unit Outcomes (Not Required): District Objective 1.1: The District will increase FTES 2% from 2021 to 2025

District Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Resources Description

Personnel - Faculty - We are requesting two full-time English faculty members (Active)

Why is this resource required for this action?: In 2019-2020 when we had 26 full-time English faculty members, the division taught 387 courses. Last year, we taught 378 courses with only 22 full-time English faculty members. Since the last time we hired faculty in 2019, the number of full-time English faculty members has decreased significantly (Elaine R, David R, and Paul T. retired while multi-division faculty Jeff M and Rick M no longer select courses in English). The fact that we are offering a similar number of sections but doing so with about 15% fewer full-time faculty members means that the division has had to desperately hire new adjuncts this year, many of whom were hired last-minute about a week before the start of the semester. We interviewed everyone we could in our adjunct pool, including applicants the committee ranked as low as a 4 out of 8 during the first round screening process. Even with all of this hiring, we still had to hire two temporary full-time faculty members to help cover classes (these temporary colleagues were hired to cover classes that

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got returned). Even though English 1 courses (not counting English 1+301) was the most waitlisted course at COS and our waitlists had *double* the total number of waitlisted students as the second most waitlisted course at COS-- at one point we had 260 waitlisted English 1 students, or enough students for 10 additional sections-- we were unable to add any courses because we could not find staff to teach them (see waitlist velocity data). English course placement data also suggests that we need to offer several additional 1+301 sections to keep up with demand (1+301 courses can't enroll students onto their waitlists for complicated technical reasons), but we have no room to do so.

The lack of sufficient full-time staff has hampered our ability to keep up with our existing student scheduling needs and outright prevents us from fulfilling the strategic plans proposed 2% FTES growth. Because English 1 is a key course for newly enrolled students, this inability to maintain or grow our course offerings also reduces the entire college's ability to increase its overall FTES and meet this goal. Even though we had significant enough waitlists in both our online and face-to-face courses this fall to warrant additional course offerings, we were unable to add these courses. The waitlists were so bad and students were so desperate to get an English 1 course that even two weeks *after* the start of fall semester we still had enough students on our waitlists to fill five additional English 1 courses-- and that number doesn't count the students who already withdrew themselves from waitlists or those who decided not to enroll because classes were full. Students kept trying to get in and several colleagues reported receiving emails from students as far as six weeks after the start of their course.

The division worries that the last minute staffing needs influencing our adjunct hiring, especially when compounded with the volume of new last-minute hires, will harm our student success rates. Several of the 11 adjuncts we hired for fall are new MFA/MA recipients who have no teaching experience. These colleagues have the potential to become great teachers, but we do not have the time and capacity as a division to train so many new teachers, especially when they are almost all hired a week before the start of the semester. To prove the desperateness of this situation: the division had to rush together a Saturday Q&A session for our new faculty the day after convocation. In the past, faculty who volunteer to mentor new colleagues have typically had only one faculty friend to mentor, but this semester some of our volunteers have as many as three new faculty mentees assigned to them. This over-exertion reduces the quality of our new faculty mentor program and also limits our ability to mentor current colleagues when they experience student complaints or need assistance with new course curriculums.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 264000

Related Documents:

[3_WL Velocity fall 2022.xlsx](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2022-2023 Reduce the number of waitlisted students for online and face-to-face English classes

The division needs to investigate and implement strategies to reduce waitlists in face-to-face and online English classes.

Leave Blank:

Implementation Timeline: 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: District Objective 1.1: The District will increase FTES 2% from 2021 to 2025.

District Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English

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by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Matthew Nelson, English Division Chair. Richard Lubben, Dean English and Fine Arts

Rationale (With supporting data): At the start of the semester on convocation day, for example, we had 190 waitlisted students across 65 English 1 courses (not counting 1+301, which doesn't track waitlists). The waitlists for our online courses were particularly brutal: 114 waitlisted students across only 25 sessions. While in previous semesters students from waitlists were usually able to shuffle into courses, that did not happen as frequently this semester as in past semesters. By week two of the semester, 80 students were still waitlisted for our 25 English 1 online sessions. None of these numbers track the number of students who, upon seeing these waitlists, decided not to register at all. According to waitlist velocity data, English 1 was the most waitlisted course at COS and had twice the number of waitlisted students as the second most waitlisted course on campus.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Continue Action Next Year

This issue did not improve, and is worse, even though we added additional sections.

English 1 courses were the most waitlisted course at COS in fall 2022. Even though we increased our FTES by about 9% this year and offered eight more sections of English 1 in fall 2023 than we did in fall 2022, these waitlist numbers still increased by an overwhelming 53% in fall 2023: from 190 waitlisted students to 290 waitlisted students on the day of convocation. Worse yet, these numbers do not count 1/301 sections because those courses are not able to have waitlists on Banner. The number of students placed in 1/301 sections has increased, but we have not been able to increase our 1/301 course offerings quickly enough to support this growth. The lack of space in our 1/301 courses means that many of our most at-risk and disproportionately impacted students are unable to access college courses.

The waitlists for our online English 1 courses were particularly brutal: 179 students, or a 57% increase from fall 2022. None of these numbers track the number of students who, upon seeing these waitlists, decided not to register at all. Last year, we had double the number of waitlisted students as the second most waitlisted course at COS; I suspect that ratio is even worse this year.

As these waitlists show (which do not include 1+301 data), the division has sufficient potential student enrollment to add multiple English 1 sections. Unfortunately, we do not have enough faculty to keep up with this demand. Even after hiring two temporary full-time faculty members and several part-time faculty members (many of whom were hired last-minute), we still could not staff all the courses we planned to run and struggled to staff courses that were returned by faculty members. Simply put, we could not staff our anticipated course offerings and we have no wiggle-room for when something went wrong. Adding courses was not an option, regardless of our large waitlist sizes.

Staffing additional courses to meet the demand we are seeing from students isn't likely to be possible unless something changes. Right now, I do not know if and how our division can accommodate any potential growth and we are staffed desperately thin for fall semesters. Because of our two anticipated retirements at the end of the year, I am unsure how we will successfully staff fall 2024.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

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District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2023-2024 Review and Possibly Redesign English 1/301

English 301 is up for review this year, so our division is interested in assessing and possibly redesigning the class. We are waiting to hear from the AB 1705 committee before committing to a specific course of action or specific resource requests.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): English Division Chair: Matthew Nelson

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: AB 1705

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2023-2024 Expand ZTC and OER

Now that we have additional computer carts, the division would like to expand the number of sections we have that use ZTC and OER resources.

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): English Division Chair: Matthew Nelson

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Rationale (With supporting data): OER/ZTC courses reduce the economic barriers to student success, in turn increasing student success rates, especially for disproportionately impacted student groups. In fall 2023, only 22 of our English courses were labeled as either ZTC and 16 courses were labeled as LTC. As a division, we need to assess the following in order to increase these numbers:

1. Are all of our ZTC and LTC courses being labelled on banner?
2. What are the barriers to ZTC and LTC textbook adoption?
3. How can we better share ZTC and LTC resources within the division?

We will not ask for resources at this point because we are waiting to hear from the OER committee on how they wish to use their grant funds.

Priority: Medium

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: SB1359: New statewide requirement to label ZTC and LTC courses on registration materials

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2023-2024 Maintenance for Laptops and Smart Carts [20 Chromebooks]

English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. We also have several carts from pre-existing purchases and AB705 funds that are showing their age. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. We are requesting the purchase of 20 Chromebooks

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Richard Lubben and Glen Profeta

Rationale (With supporting data): English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. Chromebooks have an estimated lifespan of 2-3 years and many of our Chromebooks are past that lifespan expectation.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - 20 Chromebooks (Active)

Why is this resource required for this action?: English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. We also have several carts from

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pre-existing purchases and AB705 funds that are showing their age. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. We are requesting the purchase of 20 Chromebooks and 20 Dell Laptops. The typical lifespan for a chromebook is about 2-3 years and the typical lifespan for a Dell Laptop is 5-7 years. Many of our carts are at the end of or past this lifespan estimate.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5769

Related Documents:

[NPJN585_TICKET_34539.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2023-2024 Staff Division's Cancelled Courses and Reduce English 1 Waitlists (Hire Three Fulltime Faculty)

English is requesting to hire three fulltime faculty members

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Matthew Nelson (English Chair) and Richard Lubben (Dean)

Rationale (With supporting data): In 2022-2023, I requested two fulltime faculty members. We were ranked by IC to receive one fulltime hire (#10 for 10 ranked positions) but were bumped off the list by administration and offered a temporary fulltime faculty member instead. This accommodation was insufficient; we ended up needing to hire a second fulltime temporary faculty member for fall 2023 (the second year in a row where we've needed two temporary fulltime faculty members) and we were still unable to offer all the courses we had planned to schedule.

We have two retirements scheduled for this year: Charles P and Robert V. Because of this, and because we were not able to staff all of our courses for fall 2023 even with our current faculty numbers, the need for additional faculty members is even more dire now. In fact, the need is so dire that we are increasing the number of faculty members requested to three.

Why is this need so dire, and why do we need three faculty members?

In 2021-2022 we offered a similar number of sections to 2019-2022 but with a significantly smaller number of fulltime faculty members (Elaine R, David R, and Paul T. retired while multi-division faculty Jeff M and Rick M no longer select courses in English). In 2022-2023, we increased the number of courses offered by about 10% (417 sections). In 2021-2022, English generated 833 FTES and taught 378 course sections (excluding summer). In 2023-2024, these numbers increased: 910.6 FTES (9.3% growth; higher than the college's overall FTES growth of 8.6%).

Even though we hired two fulltime temporary faculty members (the second year in a row we've hired two temporary fulltime faculty members), we were unable to staff around 8 to 10 of the courses we had planned to schedule, or enough courses for two fulltime faculty members (as a reference point, a fulltime faculty member would take about 4 of those courses in English since our English 1 courses count for four units). As a result of our inability to staff our courses, our already massive English 1 waitlists increased by 53%: from 190 waitlisted students in fall 2022 to 290 in fall 2023 on the day of convocation. In Fall 2022, English 1

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was the single most waitlisted course at COS and had double the waitlist total of the 2nd most waitlisted course on campus—and somehow the waitlists got even worse this fall.

Even more concerning, these numbers do not reflect the demand for our 1/301 sections because those courses are not able to have waitlists on Banner. The number of students placed in 1/301 sections has increased, but we have not been able to increase our 1/301 course offerings quickly enough to support this growth.

Looking at SEP Data for 301, I see the following:

- 434 students with ed plans containing 301 (degree works) in 2022
- 764 students with ed plans containing 301 (degree works) in 2023.

This is a 76% increase in demand for 301 between 2021-2022 and 2022-2023. We offered only 28 English 1 with support sections in fall 2023 (700 seats), and this was not enough to fit all 764 students with 301 on their SEPs. That said, we were unable to staff enough courses to meet this demand in fall 2023 and we will not be able to staff enough courses to meet this demand in fall 2024, especially if the demand increases again. The lack of space in our 1/301 courses means that many of our most at-risk and disproportionately impacted students are unable to access college courses.

What does all of this mean?

Unless we get three fulltime hires, I do not know how we will be able to staff fall 2024 fully. Currently, the fall 2024 template proposed by administration asks for approximately 15 additional English 1 sections with and without support, or about 60 units worth. In the best circumstances, we will be down 1 fulltime faculty member for fall 2024 (2 retirees, 2 fulltime temps gone, and three fulltime faculty members return from reassignment, leave, and/or parental leave). That said, these best circumstances are unlikely since one fulltime faculty member has already told me they might be on parental leave for fall, and there might be additional faculty members out for other unanticipated reasons (e.g. Joseph, who almost went on sabbatical for fall 2023, might apply again, or Jamie might stay on with Puente).

For ease of the argument though, let's assume best circumstances and that we are down one fulltime faculty member in fall 2024 relative to fall 2023. Currently the fall 2024 template proposed by administration asks for approximately 15 additional English 1 sections with and without support. A fulltime faculty member would take approximately 4 of those sections at 4 units a piece, meaning that we will have 19 sections in need of faculty. Each adjunct can take at most two of these English 1 sections a piece, given that each course is either 4 or 6 units depending on if the course has a support section).

Given that math, in the *best case circumstances* we need either of the following hiring options to staff 19 sections:

- 10 non-DE adjuncts who take full loads in primetime hours.
- 1 fulltime faculty and a net gain of 8 non-DE adjuncts who take full loads in primetime hours.
- 2 fulltime faculty and a net gain of 6 non-DE adjuncts who take full loads in primetime hours.
- 3 fulltime faculty and a net gain of 4 non-DE adjuncts who take full loads in primetime hours.

A net gain of 6 adjuncts (non-DE) who take full loads is impossibly optimistic. For Fall 2023, we hired 11 adjuncts (DE and non-DE) and lost around 6 (relative to the staff we had for fall 2022), suggesting a net increase of about 5 adjuncts (note: these numbers are rough because the seniority sheets I had were not published on the same date each year. It's possible the increase might be slightly smaller given the extended time frames). Of these adjuncts, several of them are DE faculty, some of them do not wish to teach full loads because they have other work obligations, and some of them are not available during primetime hours. This means that in reality we will need to have a net gain of a lot more than 4 adjuncts in our hiring pool.

As a final note, I'd like to discuss Spring 2025. After the 2022-2023 IC ranking, Jennifer expressed concern about needing additional fulltime English faculty members for Spring. This concern caused her to shift our IC ranking down; otherwise, we were ranked 10th out of 10 spots and would have received a fulltime hire. I do not believe that this concern will persist for future spring semesters: we added 22 sections in Spring 2023 relative to Spring 2022 and will certainly need to add a lot more in spring 2025—perhaps more than expected. Because CAL-IGETC is removing AJ 25, Phil 20, and COMM 5 from the Critical Thinking transfer requirement, this will almost certainly increase the demand for English 2 in Spring 2025 and require even more courses in that semester.

So, the short of it: I don't have concerns about spring scheduling for these three faculty members. Unless we hire additional fulltime English faculty, English will fail again to fully staff its courses in 2024-2025.

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Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: AB 1705 78213 (c) (1) A community college district or community college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline.

If we are to maximize the probability that students will enter and complete transfer-level English within their first year of their initial attempt, we will need additional faculty. While the primary focus of this bill is on access and we are likely already fairly compliant, as the division works to increase our persistence rates, the number of courses we need each semester should increase independently from district recruitment objectives.

Additionally, CAL-IGETC is removing AJ 25, Phil 20, and COMM 5 from the Critical Thinking transfer requirement, this will almost certainly increase the demand for English 2 in Fall 2024 and Spring 2025. We do not have any ability to add additional courses and we were unable to run the courses we initially planned for fall 2023 due to staffing shortages.

Resources Description

Personnel - Faculty - Hire three fulltime faculty for English (Active)

Why is this resource required for this action?: In 2022-2023, I requested two fulltime faculty members. We were ranked by IC to receive one fulltime hire (#10 for 10 ranked positions) but were bumped off the list by administration and offered a temporary fulltime faculty member instead. This accommodation was insufficient; we ended up needing to hire a second fulltime temporary faculty member for fall 2023 (the second year in a row where we've needed two temporary fulltime faculty members) and we were still unable to offer all the courses we had planned to schedule.

We have two retirements scheduled for this year: Charles P and Robert V. Because of this, and because we were not able to staff all of our courses for fall 2023 even with our current faculty numbers, the need for additional faculty members is even more dire now. In fact, the need is so dire that we are increasing the number of faculty members requested to three.

Why is this need so dire, and why do we need three faculty members?

In 2021-2022 we offered a similar number of sections to 2019-2022 but with a significantly smaller number of fulltime faculty members (Elaine R, David R, and Paul T. retired while multi-division faculty Jeff M and Rick M no longer select courses in English). In 2022-2023, we increased the number of courses offered by about 10% (417 sections). In 2021-2022, English generated 833 FTES and taught 378 course sections (excluding summer). In 2023-2024, these numbers increased: 910.6 FTES (9.3% growth; higher than the college's overall FTES growth of 8.6%).

Even though we hired two fulltime temporary faculty members (the second year in a row we've hired two temporary fulltime faculty members), we were unable to staff around 8 to 10 of the courses we had planned to schedule, or enough courses for two fulltime faculty members (as a reference point, a fulltime faculty member would take about 4 of those courses in English since our English 1 courses count for four units). As a result of our inability to staff our courses, our already massive English 1 waitlists increased by 53%: from 190 waitlisted students in fall 2022 to 290 in fall 2023 on the day of convocation. In Fall 2022, English 1 was the single most waitlisted course at COS and had double the waitlist total of the 2nd most waitlisted course on campus—and somehow the waitlists got even worse this fall.

Even more concerning, these numbers do not reflect the demand for our 1/301 sections because those courses are not able to have waitlists on Banner. The number of students placed in 1/301 sections has increased, but we have not been able to increase our 1/301 course offerings quickly enough to support this growth.

Looking at SEP Data for 301, I see the following:

- 434 students with ed plans containing 301 (degree works) in 2022
- 764 students with ed plans containing 301 (degree works) in 2023.

This is a 76% increase in demand for 301 between 2021-2022 and 2022-2023. We offered only 28 English 1 with support sections in fall 2023 (700 seats), and this was not enough to fit all 764 students with 301 on their SEPs. That said, we were unable to staff enough courses to meet this demand in fall 2023 and we will not be able to staff enough courses to meet

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this demand in fall 2024, especially if the demand increases again. The lack of space in our 1/301 courses means that many of our most at-risk and disproportionately impacted students are unable to access college courses.

What does all of this mean?

Unless we get three fulltime hires, I do not know how we will be able to staff fall 2024 fully. Currently, the fall 2024 template proposed by administration asks for approximately 15 additional English 1 sections with and without support, or about 60 units worth. In the best circumstances, we will be down 1 fulltime faculty member for fall 2024 (2 retirees, 2 fulltime temps gone, and three fulltime faculty members return from reassignment, leave, and/or parental leave). That said, these best circumstances are unlikely since one fulltime faculty member has already told me they might be on parental leave for fall, and there might be additional faculty members out for other unanticipated reasons (e.g. Joseph, who almost went on sabbatical for fall 2023, might apply again, or Jamie might stay on with Puente).

For ease of the argument though, let's assume best circumstances and that we are down one fulltime faculty member in fall 2024 relative to fall 2023. Currently the fall 2024 template proposed by administration asks for approximately 15 additional English 1 sections with and without support. A fulltime faculty member would take approximately 4 of those sections at 4 units a piece, meaning that we will have 19 sections in need of faculty. Each adjunct can take at most two of these English 1 sections a piece, given that each course is either 4 or 6 units depending on if the course has a support section).

Given that math, we need either of the following hiring options to staff 19 sections:

- a. 10 non-DE adjuncts who take full loads in primetime hours.
- b. 1 fulltime faculty and a net gain of 8 non-DE adjuncts who take full loads in primetime hours.
- c. 2 fulltime faculty and a net gain of 6 non-DE adjuncts who take full loads in primetime hours.
- d. 3 fulltime faculty and a net gain of 4 non-DE adjuncts who take full loads in primetime hours.

A net gain of 6 adjuncts (non-DE) who take full loads is impossibly optimistic. For Fall 2023, we hired 11 adjuncts (DE and non-DE) and lost around 6 (relative to the staff we had for fall 2022), suggesting a net increase of about 5 adjuncts (note: these numbers are rough because the seniority sheets I had were not published on the same date each year. It's possible the increase might be slightly smaller given the extended time frames). Of these adjuncts, several of them are DE faculty, some of them do not wish to teach full loads because they have other work obligations, and some of them are not available during primetime hours.

This means that in reality we will need to have a net gain of more than 4 adjuncts in our hiring pool.

As a final note, I'd like to discuss Spring 2025. In 2022-2023, Jennifer expressed concern about needing additional fulltime English faculty members for Spring. This concern caused her to shift our IC ranking down; otherwise, we were ranked 10th out of 10 spots and would have received a fulltime hire. I do not believe that this concern will persist for future spring semesters: we added 22 sections in Spring 2023 relative to Spring 2022 and will certainly need to add a lot more in spring 2025—perhaps more than expected. Because CAL-IGETC is removing AJ 25, Phil 20, and COMM 5 from the Critical Thinking transfer requirement, this will almost certainly increase the demand for English 2 in Spring 2025 and require even more courses in that semester.

Unless we hire additional fulltime English faculty, we worry that English will fail again to fully staff its courses in 2024-2025.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 396000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

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District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Action: 2023-2024 Maintenance for Laptops and Smart Carts [20 Dell Laptops]

English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. We also have several carts from pre-existing purchases and AB705 funds that are showing their age. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. We are requesting the purchase of 20 Chromebooks and 20 Dell Laptops

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

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Identify related course/program outcomes: Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Person(s) Responsible (Name and Position): Richard Lubben and Glen Profeta

Rationale (With supporting data): English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. The estimated lifespan for a Dell Laptop is 5-7 years and many of our laptops are within or past that expected lifespan.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - We are requesting the purchase of 20 Dell Laptops (Active)

Why is this resource required for this action?: English added seven smart carts and about 150 laptops in 2022-2023. Some of these were donations from other divisions, and some of these were new purchases. We also have several carts from pre-existing purchases and AB705 funds that are showing their age. In order to make sure that these resources last, we need funds to replace any broken laptops and Chromebooks from the older donated carts and some of our division's original carts. The expected lifespan for a Dell Laptop is 5-7 years, and many of our computers are at or past that age.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 28026.02

Related Documents:

[20 laptops.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

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