

LDC Program Review – Annual Discipline Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **English-DE**

Disciplines included in this SAC: ENG, WR, RD

SAC Chair(s): Megan Savage, Tara Foster

Faculty Department Chair(s): Allison Apotheker, Melissa Manolas, Ivan Kidoguchi, Porter

Raper, Blake Hausman

Program Dean/ SAC Administrative Liaison: Chris Rose

Pathway Dean: Jeremy Estrella

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY / NB / HC / WCC / Metro / CLIMB

Other:

SECTION 2: REFLECTING ON DATA

Contributors: Ivan Kidoguchi, Tara McDowell, Cynthia Kimball, Jodi Naas, Megan Savage, and Nick Hengen-Fox

All data cited below can be found here: [Annual program update profiles | Institutional Effectiveness at PCC](#)

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

SFTE snapshot: It's decreasing

18-19: 2032 >>> 19-20: 1890 >>> 20-21: 1767

0 - College Wide	2020-21	1767.0
1 - Sylvania	2020-21	615.1
2 - Cascade	2020-21	289.6
3 - Rock Creek	2020-21	526.2
4 - Southeast	2020-21	335.3

2020-21 % by campus

35% FTE @ SY
16% FTE @ CA
30% FTE @ RC
19% FTE @ SE

2A1. Does this data suggest any questions that the SAC would like to pursue?

The workgroup studying these issues made the following observations:

- Rebalancing FT faculty positions based on SFTE: SE & RC FTE -> FT ratio seems particularly bad
- Some additional notes on specific classes:
 - IRW 90 SFTE continues to decline; similarly with WR90. DE faculty (led by Leslie Boyd) have put together a work group and sought TIIP funding to address this question.
 - IRW 115 SFTE increases slightly
 - WR121 stable

- WR122 stable
- It's worth noting that last year's ADU raised the concern that overall ENG numbers are hard to decipher enrollment trends based on individual section fluctuations because they may point to offerings not enrollment. This continues to be a concern.

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

The workgroup studying these issues raised the following concerns:

- Until we know the effects of the "Thoughtful Reopening", we expect that courses offered by the PCC ENG SAC will remain scheduled in a thoughtful way and decisions about whether courses will be run in person, remotely, or online will be made on an individual basis.
- We would like faculty members who are trained and experienced in remote teaching to continue doing so if they wish. We ask that all faculty members who feel comfortable teaching on campus have reasonable caps, so that classrooms are not overcrowded. Teachers who are back in the classroom for Fall 2021 have reported that students are displaying anxiety and exercising caution even with low seatloads. For the college to increase seatloads without conferring with faculty members on an individual basis, considering the room capacity of any given classroom, and acknowledging COVID numbers changing from week-to-week is unacceptable. The ENG SAC is grateful that our Pathway Dean has taken all of this into consideration and is working with instructors to create manageable seatloads.
- We request that the college administrators re-consider the required Zoom meeting times for remote courses considering that students around the nation are experiencing serious [Zoom fatigue \(Ramachandran, Stanford\)](#). Instructors are reporting low enrollment numbers for courses that have lengthy Zoom, AND in-person meeting times.
- We are concerned about the range of flexible options for students which may not support learning as effectively as some of our long-term methods (in class, structured online, hybrid). We support flexibility, but in the context of long term, evidence based strategies for instruction.
- Note: there may be carryover concerns from last year related to such questions as:
 - Online lit scheduling enrollment and dwindling diversity, ENG offering decline
 - Moving forward with intentionality in an online English program
 - Use of hybrids, especially for IRW115

2A3. Are there other data reports that you would find informative/useful with regard to enrollment? How would this information support decision-making for the SAC/discipline?

We request that the PCC Board seriously considers data on how schools with vaccine mandates are doing with enrollment. The students many ENG instructors have seen would feel safer knowing that their instructors are not going to expose them to the virus. Instructors would

appreciate being able to have a stronger attendance policy so that students understand how important it is to keep up with coursework in a ten-week term.

We may also need to determine whether the following requests from last year's ADU are still relevant and needed:

- Waitlist information to help determine if hybrids are in demand.
- WR 121 pass rates to see if that may speak to WR 227.
- Data related to a decline in international students over 3 years.
- More intersectionality in the data sets, both in terms of enrollment and success rates. For example, what percentage of students enrolling in courses that serve as gateway courses--90, 115, 121--are repeating the course? In terms of 90 & 115 levels, are repeating students taking mixed modalities, such as stand-alone and IRW, or DL & face-to-face? To what extent do these numbers intersect with data on race, gender, & wealth?

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

- **HECC**
Possibly the HECC approval of the Major Transfer Map for English will increase enrollment in ENG classes.
- **VACCINE Mandate**
Students will choose to go to schools where the vaccine mandate matches their political outlook. PCC's resistance to establishing a vaccine mandate does not reflect the populations we serve, and students have enrolled in other schools where the policies make them feel protected.
- **CLASS SIZE for safety**
During this time of Covid-19, beginning in March 2020, we have been teaching all of our classes remotely. In Fall 2021, we offered a small number of in-person classes: IRW 115, WR 115, RD 115, WR 121. These classes were carefully limited in size so as to keep a healthy physical distance inside the classroom, and in-person instructors have been planning their lessons and activities to redesign or avoid small-group work. The students who attended were also very careful about contact with surfaces and wearing their masks. Their self-inhibition has helped to protect us from contagion, but it also made basic pedagogical practices quite difficult.

In Winter 2021, we are offering a small number of the same in-person classes, with the addition of WR 227. However, at the time of this writing we are having to make a strong effort to reduce the class caps this term so that we can honor the students' desire to continue to protect themselves and their families through social distancing. Whether we

like it or not, the students do **make their enrollment choices based on feeling safe** in the classroom.

- **ADVISING for students coming from Zoom high schools**

Students have consistently mentioned how helpful it was to attend a group meeting with PCC advisors via Zoom so as to get registered for their classes, especially immediately out of high school.

Students who finished their junior year of high school and then took their entire senior year via Zoom (“lying on my bed, playing on my phone while the teachers droned on from the computer on my dresser”) are strikingly unfamiliar with college workload expectations.

- **ADVISING helpfully for all students, given new expectations and circumstances**

Students, especially high school students and first-year college students or first-generation students, may not be knowledgeable about the demands of different modalities and different technologies. They may not be aware of the effect that long periods on Zoom often have on their motivation and persistence. They may not realize how their learning or performance will be affected by entirely asynchronous classes or radical changes in learning environments. Instructors and advisors can devise systematic ways of supporting students in this new world of learning, including help with their expectations around workload, work habits, technology needs, and so on.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The workgroup studying these issues noted the following observations:

- **WR sequence:** Pass rates seem relatively the same with minor exceptions (IRW 115, WR 115,). This is unsurprising given our historical knowledge of pass rates for WR 115 when taken online.
- **Creative Writing courses:** Our Creative Writing courses have had a notable decrease in pass rates (some as much as 10%)
- **ALC 50:**
 - has remarkably high Latinx success (92%); under 60% for the 115 level
 - has a 100% pass rate for Pell Grant recipients
- **IRW 115:** Pass rates are *remarkably higher* for Native, Black, and Pacific Islander students than in RD 115 and WR 115 courses (and have remained steady). These groups have the lowest pass rates in our classes. This suggests that IRW115 is an effective equity intervention.
- **Non-Binary students:**
 - Current data suggests that non-binary students have lower pass rates—though many faculty feel this data might undercount non-binary students and, thus, be inaccurate.
 - How is the college tracking student identity? Just at enrollment? What if a student's gender identity changes while they're at PCC?
 - Also curious about terminology here, since students may identify as gender fluid, genderqueer, agender, etc. but not "nonbinary."

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

We are reluctant to make generalizations about student success rates, based on the fact that the institutional effective numbers for 20-21 are reflective of the most abnormal teaching year in the history of this, and quite possibly any, institution of learning.

Obviously, all courses were run remotely during the time this data was compiled.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

- We have found that students do better in classes when they're comfortable with basic technology functions, especially the functions of D2L. Thus, strategies to familiarize them with certain aspects of the technology would help to maintain high success rates.
- Due to the likely persistence of more remote and online enrollment, build and require a brief, relevant technology-related workshop or module for students about the demands of the Learning Management System (D2L at PCC). Improving student facility with file management, online learning, or online systems will have a positive effect on their performance in any online, hybrid, or remote class. We have short training sessions for teachers before they work online, and students deserve the same support.
- Investigate antiracist and culturally relevant ways of teaching online. We have never before taught this many students online only or remotely. We need to enhance our teaching methods to account for the radically different ways we'll be teaching all students in the future. What is being practiced, written, and observed about the new online learning environments, which are new to many of our faculty as well as many of our students, especially students of color?
- The SAC should experiment with connections / structures that embed more mentorship for the populations that are not succeeding in our classes.
 - For instance, could SAC work with programs like CAMP, Dreamers Center, and Multicultural Center to affect academic performance and pass rates?

- Currently, the SAC utilizes cohorts in CTE programs. What kinds of cohorts can be built for BIPOC students? Are there other courses that see a high percentage of BIPOC registration that can be a corequisite course for WR/RD classes?
- The SAC needs ongoing professional development focused on closing equity gaps in our WR courses.
 - Professional Development around equity for faculty often introduces abstract discussion about race and cultural sensitivity without providing instructors workable tools they can implement into the range of classroom spaces they operate in (e.g. classes that are majority minority; classrooms with just a few students of color).
 - Instead, instructors should be asked to examine the practices and materials produced for a class that default to the racist foundations of our discipline.
 - Simply using BIPOC reading material in a course is not enough when it is presented through the lens of whiteness. More specific training should be provided that asks for actionable items like [syllabus language](#) revision, transparent grading practices, and identifying policies and assignments commonly used in the classroom that work against equitable outcomes using concrete examples.
 - Given that our IRW and RD & WR courses can function as gatekeepers, part of institutional readiness for equitable student success is to fund and foster on-going, high quality, PD.
- The SAC is pleased to see some joint ENG / RING FT hires moving forward this year. We support recruiting, hiring, and supporting even more diverse FT faculty. Seeing themselves reflected in their instructors creates immediate connection with a person whom they see as having successfully navigated a world fortified with challenges similar to the ones they face. For a student at a community college whose educational goals sometimes feel unattainable, that is invaluable.
 - Because of the lack of BIPOC faculty, some BIPOC faculty in the SAC report feeling they are called to informally mentor many students. Extra, unpaid work.
 - This dynamic also limits internal antiracism work in the SAC. Our few BIPOC faculty are “over-tasked” with equity work. Moreover, this work comes at a psychological cost when BIPOC faculty are asked or relied on to do that work in the context of our white-dominated SAC.
- This workgroup recommends the following additional interventions:
 - The SAC should engage in reflection about access/equity questions in the ENG and CW courses.
 - Increased training and professional development for all faculty specifically on antiracist strategies for instruction
 - Increased alignment around current CCOGs
 - Potential revision of CCOGs to center racism, particularly (based on pass rates) anti-Black racism

- We need funding:
 - We have three TIIP Proposals in at the moment, one related to WR 90, one related to IRW 115 restructuring, and another related to CBL and Critical Race Theory. As all three proposals are directly connected to addressing student success, it is our hope that the college will approve funding for these efforts.
 - We also would like funding to pay part-time faculty who want to engage in anti-racist committee work and other committee work related to equity and inclusion.

Enrollment and % Passing By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Here are some of the observations made about pass rates based on the current data:

- Yes, pass rate inequities persist, particularly along racial and ethnic lines, with white students having higher pass rates in most of our WR courses than any other racial/ethnic group.
- Black students' success rates remain notably lower in the RD, WR, IRW 115 levels (53, 55, 56% respectively)
- Overall pass rates are relatively consistent ,but to take WR121 as an example, all racial/ethnic demographic groups show lower pass rate, except white students.
- You can see similar trends in WR115, as well, though less clear
- Pass rates for women decreased substantially (e.g. WR115) in 2020-21. This is an obvious side effect of the disproportionate burden of the pandemic on women in general (mothers, caregivers, educators, healthcare workers, etc.)

It's hard to set a realistic one-year goal and make a clear plan for implementing culturally responsive teaching practices within the current pandemic constraints. That said, this is an ongoing concern of our SAC. Specifically, the HECC Common Course Numbering initiative may be an opportunity to revise outcomes using an anti-racist lens. Some members of our SAC are working with OWEAC and are positioned in leadership roles to help steer this initiative. We speak to this initiative in more detail in our answer to 3B.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

If this question relates to strategies to change pass rates, please see our answers to 2B2. If this is a question about the newly sortable tables, thanks for those! Much improved. Is it possible to code them in a larger font and/or downloadable into excel or google sheets files?

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

Contributors: Allison Gross, Jessica Lee, Billy Merck, Megan Savage

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?

(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).

The SAC is in a current state of transition, having recently appointed a Writing Assessment Coordinator. The details of the position are currently being worked out in AY 2021-22, with the focus in Winter and Spring of this academic year being on overseeing the Demonstrated Competency process. A SAC-level assessment project will be articulated Fall of AY 2022-23. This position will allow us to coordinate our assessment efforts in a more consistent fashion going forward as it identifies a point person as opposed to assessment coming together in an ad hoc fashion as it has been done in recent years (when we did not have the financial support or resources required to organize such a large SAC).

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

As the Writing Assessment Coordinator begins work on the Demonstrated Competency process, we are exploring options for SAC-based assessment of the signature assignments in literature and creative writing courses offered in Fall 2021 and Winter 2022 terms.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

See above, 3A1 and 3A2. The assessment work this year is formative and ongoing.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: In spite of the many barriers and challenges during this pandemic year, the SAC carried out a well-designed assessment project. Although remote circumstances impacted the consistency of the results, the SAC was able to apply the data in a reflective way to improve student learning. The project will aid them in revising the outcome related to audience adaptation for WR 227 and will lay the groundwork for alignment with other course sequences.

Suggestions: The SAC could repeat this assessment as a reassessment looking at the same outcome but this time in more favorable circumstances, such as access to previous student work on campus, more faculty members as readers, adequate norming process, etc. In addition, it is important to begin discussions not just of the assessment process, but of what the SAC will do via teaching practices to try to improve student attainment of the outcome. A reassessment should include changes in the classroom (real or remote) in addition to any revisions needed for the assessment process to be more accurate. The report did indicate some of that discussion will take place, which is great to hear.

Question: What type of rubric best works to assess accurately for the audience adaptation outcome? Are there existing rubrics for other course sequences (such as WR115 etc) that the SAC could draw on for this? Also, what are some possibilities for changes to teaching that might help students achieve this outcome at or above the benchmark level?

SAC Response:

We appreciate the feedback, suggestions, and questions offered by the LAC in response to our assessment project, as they highlight the difficulty we currently face in running meaningful assessments: namely, that what we currently identify as the "Adapt" outcome for WR 227 is too unwieldy to be assessed accurately. In other words, to work on creating a meaningful rubric is to miss the point, which is that this outcome is in need of revision. As we noted during the years we spent revising the outcomes for WR 115, WR 121, and WR 122, this outcome for WR 227 ("Design and produce communications specifically tailored to a number of different audiences who have diverse educational, cultural, and linguistic backgrounds, and who have various levels of expertise") is in many ways several outcomes in one. In this sense, then, the assessment project we engaged in has pointed us in a meaningful direction for future outcomes revision work.

That said, this is a project with parts moving outside of PCC: due to legislation around common course numbering, it is very likely that the revision of the WR 227 outcomes will come from OWEAC, and not directly from PCC. In which case, we have to be thoughtful and careful about how we proceed with any assessment work in the immediate future, since we will want to assure its relevance to any new outcomes that come our way and that we are required to adopt.

That said, it seems unlikely that an *attention to audience* is likely to go away completely in a course focused on technical and professional writing. What it may make sense to do in the short term, perhaps in AY 2022-2023, is to revisit the collection of student work so that we collect a meaningful sample size and find a way to engage more faculty who teach WR 227 in these conversations. This could be similar to the work that we did around our assessment of WR 121 years ago, and could actually involve the whole SAC rather than just WR 227 instructors, since a discussion of audience is relevant up and down our writing sequence.

Furthermore, this is a conversation that might be productively linked to ongoing conversations around how to make our composition courses more anti-racist. This is because the outcome that we are working from, in highlighting “educational, cultural, and linguistic backgrounds”, essentially invites a conversation around critical languaging practices and what we are imagining when we assign students to take “background” into account. Anti-racist writing scholarship is currently being taken up by OWEAC as it considers revisions to its recommended outcomes, so taking the conversation up at PCC would help our faculty bring their teaching in line with current practice at the same time that it benefits students.

We look forward as we begin this work in Fall 2022 to working out a sustainable 3-year assessment cycle for our SAC so as to be in greater alignment with the expectations laid out by the PCC Learning Assessment Council.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

We submitted an extensive narrative about our program's achievements last year; many of those are ongoing and in development this year. For example:

- All of our SAC's earmarked courses passed the GEARS process successfully. Signature Assignments are being implemented this term.
- Efforts to support remote and online teaching are ongoing:
 - Victoria Rau continues to hold weekly meetings focused on supporting remote teaching.
 - Collaboration on sample shells for remote teaching is ongoing.
 - The RWC has transitioned successfully into fully online tutoring through Google Meet and has launched an amazing resource, [the RWC resource web page](#). This page provides information handouts, example assignments, and video tutorials related to all things reading and writing for *all subjects*.
- The SAC conducted an audit of interdisciplinary courses (WR and ENG) and continues to work on ways to support reading and writing across the curriculum.
- HARTS, PCC's Humanities and Arts Initiative has continued to expand its work:
 - The Carolyn Moore Writers House, PCC's new writing residency, led by the HARTS initiative, will be hosting its inaugural class of writers starting this January. Justin Rigamonti has been appointed Residency Coordinator.
 - HARTS has two new work-study positions, Student Assistants, who are bridging faculty-led initiatives with student needs and interests. One of our first HARTS student assistants, Frances Ferguson, is working to increase student engagement with HARTS in general and the HARTS newsletter, *Wellspring*, in particular, through social media and initiatives like including a student creative contest in each issue of *Wellspring*.
 - The first HARTS student scholarships were awarded this year—three scholarships at \$1000 each. We now have approximately \$9,000 in the HARTS Fund, and the plan is to expand the scholarships offered this year to five, which will allow us to offer more student support while continuing to grow the fund as well for future allocations.
 - Caitlin Dwyer Young was appointed PCC's the 2021-2022 Writer in Residence

There are probably more achievements to note, but the ongoing effort of supporting student success in the midst of a global pandemic and college-wide reorganization remains the focus of our labor.

4B. Are there any challenges not described above that you would like to note here?

Long term, getting data based on modalities will be important. With the increase in online instruction, it's important the SAC receive proper data on student success and completion based on modalities so that the SAC can focus its time and resources.

4C. Do you see any opportunities in the near or long term that you would like to share?

Because some ENG program instructors also teach in other disciplines, in the future we will be mapping out the ENG programs' academic connections to the rest of the college.