



Fullerton College

Self-study for English Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The English Department at Fullerton College supports the college’s mission to transform lives through education by fostering inclusive, equitable, and student-centered learning environments. We are deeply committed to cultivating that same atmosphere in our classrooms—whether on campus or online. We also support the mission of the college by being one of the very few departments that offer courses required of all students who plan to graduate with an associate degree and/or transfer to a university. We are uniquely situated to contribute to the achievement of the mission because almost every student at Fullerton College takes at least one of our classes. College writing and critical thinking classes are essential as they help students develop skills which support their success across majors and programs.

In terms of developing clear pathways for students, we’ve expanded our distance education offerings and increased the use of Open Educational

Resources (OER) and other affordable textbook options across our classes. We've also created a pathway for a fully online AA-T in literature. We've continued to adapt our curriculum to ensure it is relevant and valuable to students who need to think critically, argue responsibly, and write creatively. Additionally, the department has, as part of the First Year Experience committed to integrating discipline-specific activities and assignments designed to support first-year students in all C1000 and C1000E courses. These many improvements to our program advance student learning and achievement.

Our students' lives are constantly evolving, and many face ongoing socioeconomic and cultural challenges that impact their educational journeys. We support growth and compassion by adapting to students' evolving needs through connecting them with on-campus resources and providing embedded supports in addition to encouraging personal and academic development through reading and writing.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

For the 2024-25 academic year, the English Department served 6,992 total students. Of these, 50% identified as female, 44% as male, and 6% unknown. The vast majority, 65%, identify as Latino/a/x. The next largest ethnic group is white students at 12%, followed by Asian students at 10%. White and Asian students, who make up 14 and 13% of the college's total student population, respectively, are slightly under-represented. These demographic profiles have remained relatively constant since 2020-21, with Latino/a/x students increasing slightly each year (up from 63% in 2020-21), white students decreasing from 15%, Asian students decreasing from 12%, and Black or African-American students remaining a constant at 3%.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute

any changes or lack of changes?

Total enrollment took a significant dip from 2020-21 to 2021-22, likely due to the ongoing COVID-19 pandemic, from 7,792 to 6,451. We have seen that number increase each year since, though we have yet to return to pre-pandemic levels.

This trend is mirrored in ENGL C1000 (formerly ENGL 100), our freshman composition course. Additionally, the number of students taking the course with an Honors designation increased to 64 in 2024-25, up from 40 in 2020-21, with a slight drop in between. ENGL C1000E (formerly ENGL 101), our Enhanced Composition course, also saw a steep drop in enrollment from 1,063 in 2020-21 to 684 2021-22. After slight increases in the following two years, the number dropped slightly in 2024-25. ENGL C1001 (formerly ENGL 103), our critical thinking composition course, bucked the trend. After seeing enrollment dips each year from 2020-24, enrollment increased slightly, though again, nowhere near pre-pandemic levels. ENGL 104, our critical thinking literature course, has seen a similar trend to C1000. We had 151 enrollments in 2024-25, compared to just 99 in 2020-21. ENGL 110, composition for English language learners, has seen its enrollment increase two-fold since its inception in 2021-22.

Our literature courses, mostly taken by English majors, have seen a different kind of trend. Total enrollment did not start trending up until 2023-24 but then dipped again slightly in 2024-25 (from 575 to 561). As with composition, we have yet to return to pre-pandemic enrollment (650 in 2020-21).

One exception to this trend is our Creative Writing program, which surpassed its pre-pandemic enrollment in 2022-23 and has continued to grow since then. We had 151 students enrolled in 2024-25, up from 110 in 2020-21.

Demographics in composition have remained relatively constant. In our literature courses, the share of Latino/a/x students has dropped from 59% to 54%, but that might be explained by a 6% rise in students choosing the “two or more” option (up to 12% from 6% in 2020-21).

In Creative Writing, the share of Black or African-American students doubled from 3% in 2020-21 to 6% in 2024-25. However, this is a small sample size as we had only 9 Black or African American students total last year. White students dropped from 30% in 2020-21 to 22% in 2024-25 while Latino/a/x students dropped slightly from 55% to 52%.

The enrollment dips from 2020-21 to 2021-22 can largely be explained by the COVID-19 pandemic. Recovery has been slow due to a variety of factors but generally trending upward. The success of increased enrollment in Creative

Writing likely stems from the elimination of ENGL C1000 as a pre-requisite, beginning in Fall 2020.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Our department monitors and modifies course offerings by checking seat count reports from the previous year for both first day of semester and census date in order to gauge demand year over year, getting official projections from Dean and VPI about macro enrollment trends, making sure other degree courses like ENGL 102 (Introduction to Literature) and ENGL 104 (Critical Thinking and Literature) have at least one online or hybrid offering every semester, and always offering our composition courses (ENGL C1000 and ENGL C1001) at night and on Friday. We have also scheduled one Saturday section of ENGL C1001 for Spring 2026 and hope to regularly offer Saturday composition courses as we did pre-pandemic.

Additionally, we offer an online pathway that rotates all 200-level literature courses to an online modality, allowing students to complete degree requirements in four semesters entirely online. The 3-year chart of literature offerings is shared with the department every semester in order to plan literature course offerings in alignment with student demand.

The newly-formed English Major and Promotion (EMaP) Committee exists to help grow and diversify our English majors. With these goals in mind, the committee may make recommendations to the department regarding scheduling and rotations for literature courses as it begins to look closer at how well our program is serving our majors.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Our total course success rates have increased from 62% in 2020-21 to 66% in 2024-25. Our two freshman composition courses, ENGL C1000 and C1000E, while improving, have remained frustratingly below the institutional standard of 62% at 60 and 54%, respectively, in 2024-25. These are, however, increased

numbers from 2020-21 (56 and 40%).

Latino/a/x students have seen a total increase from 57 to 62% over the last five years. ENGL C1000 and C1000E success rates sit at 54 and 46%, respectively. Both represent increases from 2020-21 but the achievement gap is apparent. Black or African American students also see a significant gap in success rates, at 47 and 46% in ENGL C1000 and C1000E, respectively. While the C1000E number represents a significant increase from 2020-21 (just 31%), the ENGL C1000 rate is down from 55% that same year. Meanwhile, while White students succeed at higher rates - 63 and 60% in C1000 and C1000E - these numbers are down from 2020-21 (65 and 68%). Asian students are our most successful demographic, succeeding at a 71% clip in ENGL C1000 in 2024-25 - no change from 2020-21 - and 74% in C1000E, up from 70% in 2020-21.

Our total degrees awarded have dropped significantly from 58 in 2020-21 to just 35 in 2024-25. What's more, this is a significant one-year dropoff from the 49 degrees awarded in 2023-24. After a slight dip due to the pandemic, this metric never recovered and slipped even further last year; this may be the result of our students' average time to graduation, which is 4.18 years. This trend persists across demographic groups. Latino/a/x students, while representing a higher percentage of awardees (53-61%), have dropped from 31 total degree earners in 2020-21 to 20 last year. White (16-9) and Black or African American (2-0) have seen similar drops. Asian students have seen a slight increase (3-4).

The vast majority of our degree earners (72%) transferred to a four-year institution after completion. This is down from 2020-21 (79%). This trend persists among demographic groups with Latino/a/x students transferring at 76% clip, down from 84%. White students are also transferring at lower rates - 62%, down from 80% in 2020-21. Black or African American and Asian students suffer from small sample sizes, but both groups transferred 100% of their degree earners in 2023-24 (though this represents a total of just 3 students).

Our students average 4.18 years to graduate, which is slightly lower than the 4.65 years for the college generally. These rates vary across demographic groups, however. Asian students average 3.5 years, Latino/a/x average 4.27 years, white students average 4.32 years, and Black or African American students average 4.57 years. Again, achievement gaps persist, creating a full year delay between our highest and lowest achieving groups.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Two groups fell below the institution standard of 62% success rates in 2024-25 - Black or African American students and Native Hawaiian or Other Pacific Islander students. Black or African American students succeeded at a 55% clip, while Native Hawaiian or Other Pacific Islander students fell at 53%. The trend of dips in enrollment and success in the immediate aftermath of the pandemic followed by a slow uptick in the years since holds for both groups. These achievement gaps, then, are likely largely explained by what has caused achievement gaps to persist for many years now: economic and social disadvantages.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Latino/a/x degree awardees are under-represented given their share of our headcount. While they make up 65% of our program, they earn just 57% of the degrees. Black or African American students are 3% of our program. Despite this, we did not award a single degree to a Black or African American student.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Our students average 4.18 years to graduate, which is slightly lower than the 4.65 years for the college generally. These vary across demographic groups, however. Asian students average 3.5 years, Latino/a/x average 4.27 years, white students average 4.32 years, and Black or African American students average 4.57 years. Again, achievement gaps persist, creating a full year delta between our highest and lowest achieving groups. The main effort to address time to completion has been in response to AB-705. We have modified our composition courses to create high-challenge-high-support environments where students should theoretically be more likely to succeed. This is not borne out by the data, however. It's possible that our efforts, and those of the campus at large, will take multiple years to come to fruition. The best we can do is continue to look at data and encourage best practices based on achieving desired outcomes.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Historically CSLO assessment in our department consists of 1) collecting student essay samples, 2) participating in a department-wide evaluation session wherein faculty read and evaluate said essays for their adherence to SLO metrics, and compiling data from these sessions to determine how many of our students are meeting desired outcomes. From there, various committees work to improve or alter SLO language to better meet student needs through reviewing reflections and “closing the loop” This process takes place every three years. Once data is compiled, the SLOs get reviewed and modified as necessary. Sample student work is selected to be representative of the students in the college, disaggregated by race. Course SLOs are mapped to Program SLOs, and data is analyzed as part of program review annual updates and comprehensive self-study processes. Due to the shift from eLumen to Canvas Insights, the Composition Committee is currently in the process of revisiting best practices for SLO assessment on a number of topics including: identifying assignments for assessment, language for addressing any student-facing rubrics which may require context, norming materials, and step-by-step guides for implementing rubrics in Canvas.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Over the last few years, the English Department focused on revising our composition courses' curriculum including English C1000, C1000E, and C1001. Changes to the Course Objectives align with the distinct skills we want each

course to cover and clarify the language of some objectives, so that they're easily understood by all department faculty members. Additionally, the Course Objectives of C1000 and C1000E better align with the Entry Level Skills of C1001 and meet the state's Common Course Numbering requirements. Revisions were also made to course Student Learning Outcomes to better reflect outcomes we want to measure for students and to clarify the language of the SLOs contributing to a more transparent assessment progress.

We are in the process of revising the AA-T to include two additional courses under List B: Asian American Lit and Queer Lit which are currently listed under List C as electives. This revision will align the AA and AA-T.

Currently, the department is anticipating making changes to the English 104 outline, and has plans to revise this course to better align with C1000 and C1000E and in response to the Common Course Numbering template. The department anticipates more changes to the curriculum to come under Common Course Numbering and continues to study and respond to the lingering impact of AB 705 since all students go directly into C1000 or its equivalent.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The English department provides opportunities for students to participate in cohort models and programs that focus on their backgrounds, interests and support needs.

Puente

Puente's cohort model, which lasts for the entire first year of college, provides students with opportunities to participate in field trips, online conferences, and online panels put on by the Puente state office or individual Puente instructors; students can also participate in mentorship opportunities and receive support in their transfer goals.

Umoja

The department has also developed a cohort model with the Umoja Program for students enrolling in ENGL C1000 which provides opportunities for mentorship, community events, field trips and transfer support. We have

offered at least one section of Academic Reading and Writing each semester as this program has developed.

Livewire

LiveWire, our department's literary magazine, offers students positions on the publications staff. The LiveWire publication also provides students an avenue to publish their work, explore careers in creative writing, and build their own portfolio as writers. These leadership opportunities are unique on campus because students gain an internship experience in creative writing and publishing.

Study Abroad Program

The English department actively promotes the Study Abroad program in all sections of English C1000 and C1000E and many of our literature courses. Students participating in study abroad take Fullerton College Courses, which often includes at least one composition course, and deepen their knowledge from the instruction in the location. Students become familiar with an entirely new way of learning. English faculty leading study abroad programs adapt their courses to the location, with cultural awareness and global issues regularly addressed in the teaching of these programs. We have had six English faculty participate since our last self-study, and have three English faculty slated for programs in 2027.

Writing Center and Hornets Tutoring

Students in the English Department have the opportunity to serve as embedded tutors in many of our classes, including English C1000, C1000E, and C1001, through the campus-wide embedded tutoring program Hornets Tutoring. The goal of Hornets Tutoring is to put a tutor in every section of English C1000 or C1000E. Students are recruited to be tutors by faculty based on academic achievement and interpersonal skills, and after training, they are placed in a class to work with students in small groups and individually. This program offers students a chance to apply concepts learned in English C1000, C1000E, and C1001 by supporting students in those courses as they learn material.

Another tutoring opportunity offered our students is through the Writing Center. While taking English 280: Language Arts Tutor Practicum, peer tutors pair up with faculty mentors who supervise their one-on-one peer tutoring. The English 280 student finishes the course with tutoring knowledge and experience, and they are CRLA certified to tutor. This certification qualifies

them to tutor elsewhere, providing an opportunity to step into paid work in education.

Both opportunities include apprenticeship into the field of teaching, where our students can learn from professional educators about the field. The tutor to teacher pipeline is how many of the faculty members in our department entered into this work, and we are committed to supporting the programs at Fullerton College that bring the next generations of English teachers into the classroom.

English department faculty members also provide tutoring themselves through the Writing Center, serving as the primary source for faculty interaction with students seeking tutoring and the mentoring of the other tutors in the center. They also provide a series of workshops on various subjects related to writing throughout the fall and spring semesters.

EYE

This fall is the first semester that all sections of ENGL C1000, C1000H, and C1000E are incorporating content to support First Year Experience students, providing thousands of students the opportunity to learn more about the programs and services that our college offers. The department has also developed a module including FYE-related assignments for the first four weeks of the semester, enhancing the interconnectedness of all students taking the class.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Common Course Numbering has had a major impact on our curriculum and will continue to direct revisions to our courses to align course outline templates as they are developed at the state level. We continue to develop best practices and resources for faculty to align with AB 1705 requirements. In alignment with Vision 2030 goals, we have increased and diversified our Dual Enrollment offerings, with courses taught at five local high schools in face-to-face, hybrid, and asynchronous modalities offered for C1000, C1001, and English 104. We plan to expand Dual Enrollment offerings to include our Children's Literature course and creative writing classes.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

In the 2024-2025 school year, the English department had 39 full-time faculty and 37 part-time faculty. About 68% of sections were taught by full-time faculty while about 33% of sections were taught by adjunct faculty.

The faculty in our department are not representative of our student population when it comes to gender or race and ethnicity. Compared to our program's student population, we have far more female faculty members (50% of students and 63% of English faculty are female). When it comes to race and ethnicity, we have far more White faculty (65% of full-time faculty and 51% of adjunct faculty) than White students (12% of students). Although 65% of our students are Hispanic or Latino, only 18% of our full-time faculty and 30% of our adjunct faculty identify as Hispanic or Latino. Asian students in our program (10%) are more proportionally represented by our faculty (8% of full-time and 11% of adjunct faculty). Our Black or African American students (3%) are not represented by full-time faculty at all (0%); however, we currently have 1 adjunct faculty member who identifies as Black or African American.

Overall, our adjunct faculty are more representative of our student population when it comes to race or ethnicity; however, there are still large gaps in representation. Because our student population is not proportionally represented by our faculty, that places an incredibly high burden on our faculty of color as they are often asked to participate in programs, clubs, and other resources for these populations, and they are often approached and mentor students from similar backgrounds.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since the fall of 2021, the number of full-time faculty has decreased from 44 to 39. Similarly, in 2020-2021, we had 49 part-time faculty, whereas now we have 37.

One consistent pattern with our department that is not shown in the data is that

we typically hire 2-3 new adjunct faculty members most fall semesters. This takes a lot of time for our coordinator, dean, and division staff to go through the hiring, onboarding, and training processes with each new faculty member each year. Since we often don't have classes to offer newly-hired adjuncts in the spring, we run the risk of losing many of them to other colleges and have to start the process again the next year.

Hiring a part-time faculty member who is qualified to teach Umoja English classes has helped us reach our goal of starting Umoja-cohort English classes. However, to expand the program as the college plans and ensure the stability and permanence of the program, our department needs to hire a full-time tenure-track faculty member who is certified to teach Umoja English. Despite having only one certified Umoja instructor, the Umoja-dedicated English classes have helped dramatically increase success rates for African American students in English. While African American students in our non-Umoja English classes had a 47% success rate in 2024, students in the Fall 2024 Umoja English class (C1000) had a 100% success rate and students in the Spring 2025 Umoja English class (C1001) had a 93% success rate. Because of its great success, the college has set a goal to double the program size by creating a second Umoja English class as part of the Student Equity and Achievement plan.

In order to expand the program, in addition to encouraging more faculty to participate in Umoja training to offer Umoja-supported courses, our department needs a full-time English faculty member to serve in this role. A full time faculty member would enable the program to increase Umoja English classes and allow the faculty member time to participate in program planning and activities as well as attending on-campus events. It would also help ensure stability for the program and enable the team to plan longer-term while also helping ensure students have access to their Umoja professor in future semesters and years. Finally, it is vital to have a tenured Umoja English professor because this faculty member will be better positioned to advocate for the program and student population.

4.2 Staff Support and Professional Development

- 1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.**

The English department has had many discussions in our department meetings about equitable grading and class policies as well as other strategies to support

equitable student success. Many of these conversations have stemmed from our faculty members' participation in equity-minded training opportunities on campus. For example, 12 faculty members in the English department completed the CORE training on campus. However, 20 English faculty members applied to participate in CORE, which illustrates the need for more in-depth and compensated training opportunities on campus.

We also had 10 English faculty members participate in the AB 1705 FIG that focused on providing resources to help improve retention and success in our composition sequence. The faculty members involved in this FIG developed materials that instructors could use in their classes and gave presentations in division and department meetings on the concepts they learned and materials they created. This FIG also created a Canvas course with information and ready-to-use materials to accompany the presentations so that materials could be shared in future presentations. All humanities division faculty were invited to enroll in the Canvas shell, and it currently includes 63 full and part-time faculty members in English.

One of our most successful examples of professional development that has resulted in action and changes to our courses is our department's adoption of First Year Experience (FYE) in all of our sections of English 1000 and English 1000E. When FYE began at our college in Fall 2022, our department was invited to participate in the initial pilot. Six English faculty members participated in an FYE pilot, creating prompts, lessons, activities, and other materials that English faculty members could implement in their classes. Since the pilot, FYE has grown and now offers a certificate training program as well as workshops. In total, 38 of the English faculty members (23 full-time and 15 part-time) have participated in one or more FYE trainings. Last year, our department voted to integrate FYE supports into all of our English C1000 and C1000E courses.

In 2025, our department has had many discussions on AI use in students' assignments, our class policies about AI tools, and our responses to suspected student use of AI tools. Our faculty had these discussions in our major department committee meetings and in department meetings. We discussed whether we wanted to create department AI policies; however, the faculty decided that we would like to have our own policies, but we agreed that they should include certain common elements such as defining AI-use. We anticipate this will be an ongoing and evolving conversation.

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2. How have these conversations shaped practices or policies in your program? What action has

arisen from these discussions? If no action has been taken, why not?

Our most successful follow-through with equity-minded practices is our department's adoption of FYE practices in all English C1000 and C1000E courses. FYE was easier to adopt because it includes practices and approaches to teaching that many faculty had been implementing for years, creating a foundation to build upon established familiarity as well as compensated training opportunities and ongoing support throughout the implementation process.

Our department continues to negotiate the balance between adopting equity-minded policies/practices and academic freedom. While individual faculty members have made changes to their individual classroom materials and practices, no department-wide practices or policies have been implemented regarding equitable grading, attendance, late work, extra credit policies or other strategies. As DEIA evaluation criteria are incorporated into faculty evaluations following recent changes to Title 5, we expect to see more changes to department practices and policies.

An enormous challenge is that English faculty have been tasked with redesigning their courses many times over the last several years due to the return to on-campus instruction and in response to trainings they may have participated in. This year, all faculty teaching English C1000, C1000E, or C1001 had to redesign their courses to match the newly revised CORs which sought to align courses within our sequence as well as align with Cal-GETC in addition to the Common Course Numbering Templates. On top of these revisions, the faculty teaching English C1000 and C1000E had to consider how their course implements FYE content and support which may require the addition of additional assignments/resources.

Another challenge is that most part-time faculty are not able to attend department meetings, so they miss the discussions we have about these topics and training opportunities during meetings. Currently, our department does not have a systematic way of sharing best practices, examples, or other materials with adjunct faculty. Our department's Adjunct Resource Committee is currently developing a Canvas page with resources to support adjunct faculty.

3. What additional areas of professional development could help your faculty and staff engage in this work?

Faculty in our program need more access to training, like the Course Redesign

for Equity program offered by the Professional Learning Office, where they can learn strategies, are provided time and space to implement changes in their courses, and receive feedback on their work from trainers and colleagues. We continue to have a high need for professional learning that is race-conscious and supports the development of equitable practices in the classroom. This includes sustained professional learning that happens over the course of several sessions. Faculty have also expressed a need for more training related to navigating AI-use in the classroom including best practices for responding to student work, course design and policies, etc.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Our first Strategic Action Plan (SAP) from the 2021 self-study was to revise both our Associate of Arts degree and our Associate of Arts for Transfer degree by removing the requirement to take a genre class (either a course in short story, poetry, drama, the novel, or creative writing) and replacing the genre requirement with one that requires students to take one of the following classes: Chicano/a Literature, African American Literature, Native American Literature, Asian American Literature, or Queer Literature. We achieved this goal. All of the above ethnic/queer literature courses were approved in spring 2022 and were added to the course catalog for fall of 2023. This is also true of both our AA and AA-T degrees. One obstacle is that we were unable to find lower division university courses in Queer Literature and Asian American literature, which meant we were unable to add them to the AA-T degree pattern as an option under List B (as we were with African American Literature, Chicano/a Literature, and Native American Literature). We will continue to look for opportunities to add them to our required degree core, but they will remain as options under List C as electives. We are also currently reviewing our schedule of offerings and plan to share the proposed literature offering cycle with students, counselors and faculty so students can plan accordingly and in response to earlier registration times. No funding was required for this SAP to be achieved. Ad hoc department workgroups, along with a previous department coordinator, revised the degree and created/revised the courses.

Our second strategic action plan was to “increase the number of English majors and diversify them, so that the makeup of our majors aligns more with the demographics of our campus community.” We were mostly unsuccessful in achieving this goal. Although enrollments have ticked upward since the worst days of the pandemic, the number of students earning English degrees has declined every year since 2021. Our program has become slightly more diverse, both in terms of enrollment and degree earned, but it appears likely this is due more to the college itself becoming more diverse over the last several years. Efforts to increase and diversify the major include: revising the degree, creating new courses, hosting meet and greets for English Majors, and hosting Visiting Writers and Open Mic Nights, but these efforts were not enough to demonstrate significant gains. We also were not given the requested funds to help us achieve this goal, which limited our ability to market our program and try to reach students beyond the classroom. Just this semester via an annual program review update in spring 2023, we have started working with a professional expert through the campus Outreach who is going to help us promote our program via social media, campus outreach, high school visits, and other on campus events, such as Major Discovery Day and Open Mic Night. The department will continue to look for ways to grow the program and diversify the degree as we contend with larger contexts including the influence of AI, perceived lack of employment opportunities, need for more communication regarding the viability/marketability of the degree, etc.

Our third SAP was to “develop an option to earn an English degree by completing the major preparation requirements by taking only online classes.” We mostly achieved this degree. A previous department chair worked alongside our Teaching English and Literature Online Committee (TELO) in the spring of 2022 to strategically schedule courses so that in any 4-semester sequence, a student is able to complete all 200-level degree requirements online. This pattern went into effect in the Fall of 2022. Students can now take their degree-required courses asynchronously. One challenge to maintaining this is that the responsibility for charting this pathway at the moment lies solely with the department coordinator. No committee has taken ownership of it as our literature committee has been disbanded. It should also be noted that this SAP was completed without the requested funding. The lack of funding did not stop our department from creating an online pathway, but it might account for a relative lack of stabilization of this pathway, since it has not been solidified in any department policy or practice other than offering at least one online course which meets degree requirements per semester and ensuring all requirements are met within a 2-year period.

Our fourth SAP was to “pilot hybrid courses in a traditional, post-COVID environment.” We achieved this goal. Our offerings of hybrid courses have steadily increased since the fall of 2022. We now offer not only literature and creative writing courses in hybrid modality, but our core composition classes too.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

In our last program review, we requested funds for a student worker to help our department with marketing and outreach in order to increase and diversify our major pool. There was a delay in receiving those funds, and once we did receive the funds through an annual program review update, there was an additional delay related to the question of who would manage the student worker. This is why, even though we requested funds for a student worker four years ago, we only hired the part-time Outreach Liaison at the beginning of this academic year.

So far, our Outreach Liaison has been effective, creating marketing material and attending events on behalf of our department, but it’s hard to measure how effective he’s been since it has only been a couple months since he was hired.

SAPs

Develop and Implement Culturally Responsive Course Materials

Short Description:

Department faculty plan to engage in work to review and evaluate course materials that are currently in use for their cultural responsiveness to the students we serve. When opportunities for improvement are identified, faculty will find and develop more culturally responsive course materials, share materials during meetings and workshops, and cross-train each other on their use.

Measurable Outcomes:

When more culturally responsive course materials are created and implemented in some or all sections of English C1000, C1000E, and C1001, retention and success rates for Black and Latinx students could increase. Retention and success rates before and after newly implemented culturally relevant course materials would need to be measured to see if any change has occurred through student surveys conducted over the course of the semester, a methodology already implemented by

Staff Development and FYE.

College Goals:

2.6 Reduce equity gap in persistence for Black/AA students; 3.1 Reduce equity gaps in first year English/Math completion

SAP Phase:

In Progress

Resource Requests

Faculty Inquiry Group (FIG) to Develop Culturally Responsive Course Materials

Enhancement:

The funding request is two-fold because the process is two-fold: developing and implementing culturally responsive materials and promoting this work to increase student enrollment. Funding for professional expert pay could improve student learning and achievement because such funding could allow faculty to join a dedicated Faculty Inquiry Group (FIG) that researches and creates culturally relevant course materials, broadening and increasing engagement beyond what is possible to do in department committees. These materials could be implemented in some or all sections of English C1000, C1000E, and/or C1001, and as a result of this implementation, success rates could increase. Additionally, as our courses seek to foster a greater sense of belonging by connecting students with on campus events and programming and to encourage enrollment in additional English courses outside the composition transfer sequence, it is important to communicate this work to students, faculty and staff. Increasing enrollment in English classes—including literature classes primarily taken by English majors—is a top priority for our department to contribute to district and college enrollment goals. In order to increase enrollment in classes, funding is needed to develop and share marketing materials for at least one English event per semester. The FIG could consist of 6-8 individuals (full-time and/or adjunct) who would like to take on this work. If 8 faculty members took on 20 hours of work at a rate of \$55/hour, then each one could earn up to \$1,100 of professional expert (PE) pay, and added together, that would be \$8,800 spent on PE pay.

Personnel-Related:

No

Resource Category:

Training

Quantity:

8

Unit Cost:

\$1,100.00

TotalCost:

\$8,800.00

Funding for Marketing Materials and English Events**Enhancement:**

The funding request is two-fold because the process is two-fold: developing and implementing culturally responsive materials and promoting this work to increase student enrollment. Funding for professional expert pay could improve student learning and achievement because such funding could allow faculty to join a dedicated Faculty Inquiry Group (FIG) that researches and creates culturally relevant course materials, broadening and increasing engagement beyond what is possible to do in department committees. These materials could be implemented in some or all sections of English C1000, C1000E, and/or C1001, and as a result of this implementation, success rates could increase. Additionally, as our courses seek to foster a greater sense of belonging by connecting students with on campus events and programming and to encourage enrollment in additional English courses outside the composition transfer sequence, it is important to communicate this work to students, faculty and staff. Increasing enrollment in English classes—including literature classes primarily taken by English majors—is a top priority for our department to contribute to district and college enrollment goals. In order to increase enrollment in classes, funding is needed to develop and share marketing materials for at least one English event per semester. For the marketing and event materials, we request \$300 for printing and \$700 for food per semester totaling \$1,000 per semester. The total request is for \$8,000 to cover marketing materials and events for four years.

Personnel-Related:

No

Resource Category:

Supplies

Quantity:

8

Unit Cost:

\$1,000.00

TotalCost:

\$8,000.00

Reduce Gaps in Success Rates in English C1000 and C1000E for Black and Latina/o/x/e Students for Asynchronous Courses

Short Description:

Department faculty will establish a Faculty Inquiry Group to understand the causes of lower success rates for Black and Latina/o/x/e students in asynchronous online C1000 and C1000E classes. They will make recommendations for department policies, practices, and procedures as well as changes to curriculum or pedagogy to address the root causes of these gaps in an effort to eliminate them.

Measurable Outcomes:

If some interventions are created and implemented in some or all sections of English C1000, C1000E, and C1001, rates of success for Black and Latinx students could increase. Success rates before and after implementation of these interventions would need to be measured to see if any change has occurred.

College Goals:

3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion

SAP Phase:

New

Resource Requests**Faculty Inquiry Group (FIG) to Reduce Achievement Gaps in Asynchronous English C1000 and C1000E Courses for Black and Latina/o/x/e students****Enhancement:**

Funding for professional expert pay could help improve student learning and achievement because such funding will ensure faculty are compensated for the focused work on this project in addition to work already happening at the committee level. Members of the FIG will implement their proposed interventions in their asynchronous sections of English C1000 and C1000E and share interventions with department colleagues, and as a result of this implementation, success rates of Black and Latinx students could increase. Personnel Related: No extra personnel is necessary for this work.

Personnel-Related:

No

Resource Category:

Training

Quantity:

8

Unit Cost:

\$1,100.00

TotalCost:

\$8,800.00

Develop and Implement Discipline-Specific First-Year Experience Content Focused on Basic Needs or Belonging

Short Description:

Students struggle with feelings of isolation, depression, and anxiety. Course curriculum focused on belonging could help to combat those factors. Also, course curriculum that more directly helps students to meet their basic needs for housing, food insecurity, transportation, and mental health could result in increased usage of those resources. The English department now integrates FYE content into all sections of C1000/E/H, and supporting students' sense of purpose and belonging are key values of FYE; thus, working with FYE to develop discipline-specific content centered around basic needs and belonging that can be integrated directly into course instruction may result in connecting students more purposefully and meaningfully with campus and valuable student support resources.

Measurable Outcomes:

When FYE content focused on basic needs or belonging is created and implemented in all sections of English C1000 and C1000E, rates of success for all students could increase, thereby also raising success rates for Black and Latinx students. Success rates before and after implementation of these course materials would need to be measured to see if any change has occurred. Also, usage rates of basic needs support for housing, food insecurity, transportation, and mental health before and after implementation of these course materials would also need to be measured.

College Goals:

2.2 Increase access/usage of Basic Needs; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion

SAP Phase:

New

Resource Requests

Faculty inquiry group (FIG) to Create First-Year Experience Content Focused on Basic Needs or Belonging

Enhancement:

Funding for professional expert pay could help improve student learning and achievement because such funding could motivate faculty to join a faculty inquiry group, or FIG, to create this First-Year Experience content. These materials could be implemented in some or all sections of

English C1000 and C1000E, and as a result of this implementation, success rates in these courses

Personnel-Related:

No

Resource Category:

Training

Quantity:

8

Unit Cost:

\$1,100.00

TotalCost:

\$8,800.00

Develop and Implement Onboarding Materials for Adjunct Faculty

Short Description:

There have been many changes to English classes in recent years, including new course outlines of record (CORs), commitments to embedding First Year Experience (FYE) supports in all English C1000 and C1000E courses, efforts towards implementing equity-minded best practices, and learning and responding to technological changes. Additionally, our department hires new adjunct faculty often, and our adjuncts often teach at multiple campuses that have varying approaches to English courses. To address these challenges, the English department will create an English Department Handbook for adjunct faculty to be housed on Canvas. It will serve as a comprehensive guide for new and returning adjunct faculty. It will explain curricular processes such as how to design a course based on a COR, include class policy guidelines and best-practices, describe assignments that are appropriate for each course, describe best practices for equity-minded instruction, and demonstrate how to implement FYE into courses. The handbook will also include samples of syllabi, policies, readings, assignments, and lessons for a variety of English courses. The department will use this handbook regularly as a training tool in adjunct department meetings, on Adjunct Professional Learning Days, and in other training opportunities bringing the resources to faculty in practical and intentional ways. The English Department's Adjunct Resource Committee (ARC) will regularly provide content for the handbook so that it remains an accurate and comprehensive guide for adjunct English faculty.

MeasurableOutcomes:

When the English department creates a handbook and uses it in regular meetings and trainings, faculty will be supported in aligning their courses with CORs and other policies. Adjunct faculty will then have the opportunity to engage with the content during paid workshops and training sessions.

They will also be more likely to use equity-minded practices in all their materials, lessons, and interactions with students. The department will assess outcomes by having adjunct faculty complete a pre- and post-survey, and the department will conduct a pre-SAP analysis of adjunct syllabi and then a post-project one.

College Goals:

2.4 Increase access to academic support in course with DI; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Faculty inquiry group (FIG) to Develop and Implement Onboarding Materials for Adjunct Faculty

Enhancement:

Receiving professional expert pay for up to five hours per week for one full-time faculty member in the department to curate and maintain the handbook in collaboration with the Adjunct Resource Committee will ensure that we achieve this goal and in a more timely and comprehensive manner beyond the current capacity of our department's Adjunct Resource Committee. Additionally, the professional expert will work directly with adjuncts to access relevant portions of the handbook. If one faculty members took on 48 hours of work (average of 3 hours each week) at a rate of \$55/hour for 16 weeks (\$2,640) for 4 semesters, then he/she/they could earn up to \$10,560 of professional expert pay over the course of 2 years.

Personnel-Related:

No

Resource Category:

Training

Quantity:

192

Unit Cost:

\$55.00

TotalCost:

\$10,560.00
