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First Name:	Tania
Last Name:	Jabour
Email:	tania.jabour@gcccd.edu
Custom Data:	English
IP Address:	72.199.164.141

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

English

Q2

2. Lead Author:

Tania Jabour

Q3

3. Collaborator(s) - List any person that participated in the preparation of this report:

English Department Faculty (Generally)

Q4

4. Dean/Manager:

Lauren Halsted

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY

11/29/2022

Page 2: II. Program Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The English Department drafted a mission statement as we collectively worked on portions of this comprehensive program review. Our new mission statement is as follows: The English department at Cuyamaca College takes equity-minded and culturally responsive approaches to teaching reading, writing, critical thinking, and analytical skills to support the personal, academic, and professional goals of our diverse student population. This new mission statement connects well to our course student learning outcomes and to our new program learning outcomes. It also captures the essence of our ongoing equity work in the department. We'll be including the new mission statement on our department webpage when we do web updates in spring 2023 and integrating it in meetings and professional development workshops moving forward.

Q7   **Yes**

7. Is the program description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

One of the most significant ways that the English department is acting on the College's new mission, vision, and values is through our English Equity Community of Practice (CoP). The goal of the English CoP is to close equity gaps in our department's course retention and success rates; this is a goal that directly reflects portions of the College's new strategic plan. After some years of trial and error with this goal (and previous iterations of the CoP), the English department has landed on a few "big bets" to advance that goal: broad changes to the department's philosophy and approaches to teaching composition, an intentional focus on equitable assessment/grading strategies, and work with instructor mindsets (and how those mindsets are conveyed to students in classes).

We are adopting a two-pronged approach to this work. First, we are making larger-scale structural changes to English course outlines of record and will be working to create new guidelines/norms regarding instructional methods, assignment design, and assessment strategies. Second, we are shifting from discussing best practices to "looking under the hood" of our courses through projects that involve comprehensive and robust peer evaluation through an equity lens. Finally, this work is solidly data-informed through updated, confidential, and disaggregated instructor-level course retention and success data, anonymized department-wide instructor course retention and success data (for math and English), student focus group data, and data on instructor mindsets through the College's participation in the College Transition Collaborative's Mindsets Project. I will be offering more information on the English Equity Community of Practice a bit further along in the program review narrative.

Page 3: III. Course Curriculum, Assessment and Student Success

Q9   **Yes**

9. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active course outlines been reviewed within the last five years?

Q10

10. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

The English department plans to make the following changes via curriculum:

•   Revise ENGL 124 Advanced Composition to reflect more equitable approaches to the course, including new SLOs. (Note: we already revised ENGL 120, and ENGL 124 is next in the sequence and next on the list).

•   Revise ENGL 217 Sci-Fi and Fantasy Literature to update the content, objectives, and outcomes, and to re-apply for articulation for that course (it was recommended for an update by our articulation officer in October 2022).

•   Figure out why new courses ENGL 130, ENGL 140, and ENGL 200 don't have full articulation (per the Cuyamaca College Program Course Matrix spreadsheet) and correct those omissions.

Otherwise, the courses and degrees are all up to date for curriculum.

Q11

11. How is your program meeting the needs of students, and/or articulation with four-year institutions?

The English department has two degrees: and AA in English, and an AA-T in English. Both degrees were updated via curriculum in spring 2022, and we plan our course rotations so that students can complete either degree in two years. Except for just a couple of new courses (recently added and not yet offered) and our below transfer-level corequisite offerings, every course in the program carries the full AA/AS GE, CSU, CSU GE, IGETC, UC transfer credentials. I'll work in the coming semester to ensure that the new courses receive full articulation agreements before they are offered. In general, the English program offers students academic and career skills in reading, writing, critical thinking, logic/argumentation, and analysis through a variety of applications and contexts that are designed to meet student needs and interests.

The English department is further investigating better meeting the needs of students by (potentially) changing how students place into composition courses. When we switched to an accelerated model and got rid of our remedial English classes, we adopted a multiple-measures placement framework that largely relies on high school GPA for placement. Students with an overall GPA of 2.6 or higher are waived to enroll in stand-alone ENGL 120, and students with a GPA of a 2.5 or lower are funneled into ENGL 120 with a corequisite support course. Students who report that they are learners of English are diverted to an ESL assessment.

In other words, ENGL 120-020 is an open access course (or at least it's intended to be when there aren't registration and tech glitches that keep students out!). But ENGL 120 is a course that requires placement by high school GPA, placement waiver, or other measure. And that model appeared to work for a long time: ENGL 120 students usually appeared to be more familiar with academic writing, and ENGL 120-020 students tended to benefit from more support with language acquisition and the basics of academic writing.

Over the last couple of years, however, the consensus among our faculty is that our multiple measures placement model is no longer working well. First, we know that students are encountering a number of tech-related glitches (we have screenshots from students who tried to enroll in ENGL 120-020 this fall, which is an open access class, and encountered error messages that they needed to take ESL). We additionally know that occasionally, students are being placed incorrectly (I have gotten more and more prerequisite clearance form requests from students who claim to be placed incorrectly, and their accompanying documentation suggests they are correct).

But above all, we sense that the ground has shifted on us, and even when students are placed "correctly" with no glitches or misfires, there's no longer a pattern to student skills or needs across levels. In other words, we are seeing plenty of students in stand-alone 120 who would very much benefit from extra support, and we are seeing plenty in 120-020 who would be fine in the stand-alone.

Hence rather than just try to fix whatever glitches or errors students are encountering in the system, we would like to explore moving to a guided self-placement model, where ENGL 120 is open access, and students receive information about two coreq options (a one-unit and a two-unit) in which they can elect to enroll. We have a pending data request out to IESE to gather data about student placement —basically a modified placement validation study—and I've started to interview department chairs and assessment professionals at other colleges who use guided self-placement models. We are in the investigation process there.

Q12

12. Please upload the most recent version of your program's course SLO assessment plan. Click here for Assessment Plan Template.

English%20SLO%20Assessment%20Plan%202022-26.docx (9.6KB)

Q13

13. Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

A few things stand out about SLO findings over the past year (or so) across English classes, according to this English SLO Report that I pulled for is comprehensive program review:
•   Our SLO statements have improved over time through updates to the COR, and the most recent SLO data reflections suggest that the SLO statements themselves are assessable and meaningful, more so than in previous years.
•   The collection of reflections with the SLO forms is proving to be valuable for this department. English instructors are including detailed, thoughtful reflections on student learning that we will be further incorporating in our department planning processes.
•   SLO data suggest that students are more consistently meeting the learning outcomes in our literature courses than in our composition courses. Recent assessments in literature courses put SLO success rates in the mid 80% on average (that's a rough estimate), while assessments in composition courses suggest SLO success rates that are far more variable, and in some sections are landing in the 50-60% range. The disparity is at least partly because far more students take composition classes, and students who enroll in literature classes tend to self-identify as being strong in reading and writing and/or interested in the topic(s). The same can't be said for composition courses, which most students take because it is required. I also suspect that English instructors approach composition with more fixed/rigid mindsets than they do literature courses when it comes to what successful student work looks like. We are working on addressing that disparity as a department.
•   One of the biggest takeaways from SLO data and reflections in composition courses is that the department needs to devote more time, energy, and intentional focus to outcomes and assessment in our composition courses (ENGL 120-020, ENGL 120, and ENGL 124).

Q14

14. Discuss what changes, if any, were made as a result of your SLO findings. Include any student learning-related successes and/or challenges SLO results have revealed for your department.

Prior to 2020 (Covid), the most powerful SLO practice the department employed was the ENGL 120 common final exam and group grading/SLO assessment meeting each semester. In those meetings, we collectively reviewed student work, completed SLO assessments, and offered faculty feedback on strengths and challenges we were seeing in student work. It was a pilot practice that we intended to develop and refine in subsequent iterations.

But we ended up suspending the practice in 2020 with Covid, and since then, as a result of our work in the Equity CoP, we have collectively determined that we would like to resume some form of common assessment and group grading for our composition courses, with the following goals:
a)   explore possibilities for common assessment beyond the traditional timed essay
b)   ensure that the outcomes statements in all classes are updated, assessable, equitable, and reflective of our department's and College's mission, vision, and values
c)   attempt to align our expectations and assessments from section to section for each course level
d)   leverage the practice of collectively looking at student work to engage in meaningful reflection on student learning
e)   expand on opportunities to offer feedback to our colleagues and use the exercise/space to determine professional development needs in the coming semesters
That work has been underway for the past year or so; we revised SLOs for ENGL 120, we are currently working on SLO revisions for ENGL 124, and in the coming semester, we will be working on drafting new SLOs for ENGL 020 and, most importantly, creating common assessments for three courses. We hope to roll out this new common assessment pilot in fall 2023.

Page 4: IV. Degree and Certificate Programs

Q15   **Yes**

15. Does your program offer any degree/certificate
programs?

Page 5: IV. Degree and Certificate Programs

Q16   **Respondent skipped this question**

16. For each degree and certificate, indicate how many
awards were conferred in the past 5-years. Please
comment on any trends and provide context to explain any
increases or decreases.

Q17

17. Please indicate when each degree and certificate was last reviewed and updated (semester), if this information is
available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this
information, please state that.

The English AA and AA-T were reviewed, revised, and updated via Curriculum in April 2022 and included in the May Governing Board
packet.

Q18   **Yes**

18. Can students complete the degree/certificate
requirements within a two-year period?**Requirement of
Title 5, California Code of Regulations and Accreditation
Standard II.A.

Q19   **Yes**

19. Have you updated your program learning outcomes
(PLOs) since 2020?

Q20   **Yes**

20. Does your program share some PLOs across its
Academic and Career Pathway (ACP)?

Q21

21. How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

In late spring 2022, the chairs/coordinators from all departments in the Language and Communication ACP met to discuss our shared PLOs (which all programs except ASL have already adopted; ASL's adoption is forthcoming), and to do some preliminary mapping of course SLOs to our shared PLOs. We are the first ACP to engage in this work, so this was a pilot to figure out the best resources and set-up in TracDat to accomplish this work.

Hence the new PLOs in English are linked to not only selected SLOs from English, but also to various course SLOs in Spanish, Arabic, and Communication. We need to have a follow-up meeting with Heyley to determine assessments, assessment cycle, and what assessment information and/or reporting look like. Shared PLOs by ACP are a new process for the College, and the English department and Language and Communication ACP are acting as "guinea pigs" for how this is all supposed to work. It's important to note that we currently have no process in place to maintain SLO-PLO maps if/when department chairs change SLOs via curriculum. That is a critical need for the Outcomes and Assessment Co-Coordinators in the year ahead, as (hopefully) more programs adopt shared PLOs, establish links to SLOs across departments, and start assessing!

Q22

22. How are your PLO assessments informing improvements/changes to your program?

They haven't yet, but since they will be based on SLO assessments, I think it's fair to say that my reflection above about SLO assessments and program improvements applies here as well.

Page 6: IV. Degree and Certificate Programs continued

Q23

23. Looking at the past 4-5 years of enrollment in your program, what trends do you notice? Has enrollment increased or decreased, and what factors may be contributing to this?

According to college-wide program review data available on the above linked webpage, here is a snapshot of English enrollment over the last 4-5 years (note: table isn't translating well; please see Word version).

Term Enrollment
Term Enrollment

Term	Enrollment	Term	Enrollment
Fall 2017	1,664	Spring 2018	1,437
Fall 2018	1,537	Spring 2019	1,469
Fall 2019	1,650	Spring 2020	1,346
Fall 2020	1,679	Spring 2021	1,282
Fall 2021	1,387	Spring 2022	1,220

Enrollment in English was pretty steady from Fall 2017 – Fall 2020, with an average of just over 1600 students in fall semesters, and just over 1400 students in spring semesters. Then the department shows a decline in enrollment with the onset of Covid; English shows a 18.75% loss of students from Fall 2020 to Fall 2021, when the effects of the pandemic were the most pronounced. The decline in spring semesters during the pandemic has been slightly less, at about a 14% drop on average in in spring 2021 and 2022. The enrollment declines in English track with what has been happening across the college, the state, and even the nation; I believe that the enrollment decline in English might actually be less than the college's average overall with the pandemic, which I've heard is somewhere between 20-30%. While the fall 2022 data isn't available, just from my informal observation of enrollment in English, I believe our numbers are climbing a bit and I'm hopeful that the increasingly flexible schedule we're offering (with various course modalities, lengths, and types) entices students back to English classes in the coming semesters. I'm also hopeful that if/when we adopt a guided-self placement model, more students will be inclined to enroll in English composition at our college because they won't be faced with placement hurdles or a mandated corequisite course that they don't feel they need or want.

Q24

24. What is your department's overall course success rate? How has it changed over the past 4-5 years? Please note any trends and context for the data.

Here's a snapshot of the overall course retention and success rates for English over the last 4-5 years (note: table won't translate to SurveyMonkey correctly; please see Word version of this review).

We can see that course retention rates average above 80% and that course success rates average in the in the mid-to high 60% range for both fall and spring semesters. Retention and success both appear to be a bit higher in the fall, and lower in the spring. Course retention and success rates also appear to be trending downward just slightly, with course retention and success rates at the lowest during semesters impacted by Covid, though there may be subtle signs in the spring data that the numbers could be starting to turn around: spring 2022 shows retention back up to pre-pandemic levels, though success rates have not yet made gains. The English department would like to see overall course success rates at 70% or higher, and we clearly have a bit of work to do to support students in managing the ongoing effects of the pandemic (or multiple pandemics) and get back to those numbers.

Q25

25. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.

The English department shows persistent and pervasive equity gaps in course retention and success rates for students who identify as African-American/Black, and for students who identify as Latinx. On average, students who identify as African-American/Black are facing an equity gap in course success rates at about 20% below students who identify as white. Students who identify as Latinx have an equity gap in course success rates at about 10% below students who identify as white. We see that equity gaps in course success rates have gotten bigger since Covid. This comes as faculty in the English department have generally increased the support, flexibility, and accommodations available for all students. This suggests that 1) the institutional and large socio-political/economic hardships that the pandemic (or multiple pandemics) presented impact students of color more significantly, which has in turn, undermined their educational success, despite our efforts at support, and/or 2), or efforts at support are ineffective, misguided, or insufficient. We are especially troubled by the exceptionally low course success rates for students who identify as African-American/Black in the two spring semesters since the pandemic hit. The below chart/graph, which I created for this program review and for subsequent department professional development, enables us to visualize gaps in course retention and success by the semester.

We also see smatterings of equity gaps in course retention and success rates over certain semesters for students who identify as Pacific Islander, Middle Eastern, and Multiple Races, though the gaps there are variable, and the data is less refined. Note that the Middle Eastern category is only really relevant for the last 4 semesters of data, which makes comparative analysis challenging. The n-s for students who identify as Pacific Islander are very small and are therefore show unusual volatility, though the English department recognizes that is a group that experiences disproportionate impact in our department and across the college. The category of "multiple races" is a mysterious one: it's hard to tell who that encompasses, why that group occasionally mirrors patterns among white students, and why it occasionally diverges. It would be interesting to do some exploratory research on that category of "multiple races" to learn more about who those students are and how we can support them. See the detailed chart/graph below for detailed visualization. (Included in the Word version of this document)

Q26

26. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Data suggest that there are complex and intersecting factors that are contributing to lower course retention and success rates for students of color; for clarity, I'll break some down by category:

English Department:
Research shows that students do better with instructors who look like them, and who can reflect/understand/honor their identities, experiences, goals, and norms. A recent study published in Intercultural Education titled "The Relationship Between Faculty Diversity and Graduation Rates in Higher Education" found that "graduation rates for underrepresented minority students of all races/ethnicities are positively affected by increased diversity of their faculty." The findings echo what many studies conducted over the last decade or more in all educational settings have found: students of color are more successful when they learn from educators of color. The faculty in the English department are predominately (though not exclusively) white and female. Hence our faculty demographics are likely contributing to equity gaps in student success and retention.

The literature and creative writing courses in our department tend to have higher retention and success rates than our composition courses. While students who self-identify as being good at reading/writing and/or who enjoy those skills are likely self-selecting for literature courses, it could also be the case that faculty have mindsets about the discipline of composition and about academic writing that are—to put it bluntly—rooted in white supremacist academic norms and are disproportionately impacting students of color and English learners. We also know that faculty can have poor mindsets about the potential and abilities of students of color to learn, grow, and succeed, based on implicit or explicit bias. The data presented to us by the Faculty Mindsets Project (conducted by the College Transition Collaborative in 2021; link data in final draft) showed that English faculty in all participating California Community Colleges rated their own mindsets more favorably than students rated their mindsets. That suggests the additional role of a lack of insight among faculty about what they are conveying to students and how they are perceived. While we are prioritizing faculty mindsets and bias in our English Equity CoP work, and attempting to rethink the content, objectives, outcomes, and values in our composition courses, we're also up against larger disciplinary norms and expectations that are bigger than our department.

While the English department has made progress diversifying our curriculum and our instructional approaches, we still have a long way to go. Our more recent Chicanx and Black Literature courses are star examples of our collective efforts to better serve students of color, and our data show equity gains there. But the disciplinary major requirements, plus the aforementioned issue of having a majority white faculty, means that across many courses, faculty are still approaching curriculum and instruction in ways that (at best) fail to honor/validate and (at worst) actively undermine/harm students of color.

Institutional:
I briefly explored the college-wide data to try to locate instructional programs that have equitable overall course success and retention rates for students of color (especially students who identify as Black and/or Latinx). I didn't find any. The data suggest that there are institutional factors that are contributing to equity gaps for our students of color in all or most programs/areas. I think this is complex and multi-faceted, with manifestations in barriers to access, underdeveloped/underfunded student success and campus community programs for students of color, outdated and white-centric approaches to course content and instruction among faculty, problematic processes that disproportionately burden students of color, a lack of faculty of color across the entire college, and more.

Statewide/National:
We need to take into account that students of color experience: more food insecurity, more homelessness, lack of access to healthcare, more adverse educational experiences, more trauma, less access to technology, higher incidents of surviving incidents of violence, more contact with law enforcement, higher chances of incarceration. The effects of racism are powerful, and our students of color were more adversely impacted by the ongoing "triple pandemic" (Covid, racism, economic downturn); this 2020 report from the Joint Center of Housing Studies out of Harvard University shows how, just in the area of housing, Black and Latinx families experienced disproportionate impact from the Covid pandemic.

I point to these multiple structural/social factors not to suggest that the equity gaps in English "aren't our fault," or that the many contributing factors to those equity gaps occur outside our control. Instead, I note them to emphasize that our students of color—and particularly our Black and Latinx students—aren't entering our college/courses with the same experiences and needs as other students, and that we need to be very intentional about how we serve them. Through Cuyamaca Cares and other initiatives, the College is starting to rethink services/approaches in ways that might better reflect the needs, goals, and experiences of our diverse student population. It's incumbent on the English department to engage in similar rethinking for our curriculum and instructional approaches, because I firmly maintain that so much is in our sphere of control when it comes to whether students are successful in our courses.

Q27

27. What action will the department or discipline take to address these equity gaps over the next four years? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The English department received funding to support our English Equity Community of Practice (CoP) in the 2022-23 and 2023-24 academic years. Our ongoing work includes course review and feedback implementation, significant curricular interventions and the development of equity-minded assessment strategies, and follow-up data review and analysis. The goals of this COP fully align with Cuyamaca's recently revised mission, vision, and values, and it is our belief that funding this work will allow us to make tangible steps toward our most pressing department goal: to close our equity gaps in student success and retention.

Community of Practice Plan for 2022-23

COP Meetings
The department offers monthly COP meetings. This is a critical professional development space for faculty to engage in data review and analysis, discuss curricular changes, develop instructional and assessment materials, and connect across the program's various levels of composition and literature. As an equity measure for our part-time faculty, it is imperative that these meetings are paid.

Independent Projects
In spring 2022, eight members of the department participated in equity course review projects, which we designed to be a rigorous and high-impact practice. These funded hands-on projects enable faculty to take the general reading, professional development, and equity-minded principles we've been learning over the last several years, and work collaboratively on implementing them in courses and across the department in ways that truly serve students equitably. For 22-23, the English Equity COP has offered a small menu of approved projects with high-impact potential, such as ongoing Equity Course Reviews, Equitable Grading Strategies course, group, and project participation, and Faculty Mindsets work.

Equity Community of Practice Co-Leads
One of the things that the English Department learned in the 21-22 academic year is that our equity work needs to start inside our own faculty community, with attention to the needs of part-time faculty, opportunities for faculty to grow our projects from the ground up (ie. not top-down design), and for all faculty to have safe avenues for feedback and collaboration. To serve these needs, the COP will be led by one full- and one part-time faculty coordinator; these positions will be elected and are compensated. COP Co-Coordinators are responsible for researching best practices and relevant literature to best guide our equity work, scheduling and organizing monthly COP meetings, designing content for those meetings, facilitating surveys and opportunities for feedback and discussion after meetings, managing/facilitating independent projects, serving as a resource for faculty who have questions or special needs, documenting COP activities and archiving materials, and managing the COP budget.

Q28

28. Discuss your program's plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015. For assistance with this, please contact Cuyamaca's EEO site lead, Karen Marrujo at karen.marrujo@gcccd.edu.

The English department is not currently requesting a new FT faculty hire. For part-time positions, the English department has fully implemented the guidelines in the new/revised PE2 Hiring Part-Time Faculty document. The last time we conducted interviews for part-time faculty was in summer 2022; we advertised the position to local organizations and institutions with the specific intention of recruiting a diverse pool and candidates of color; we formed a committee with an EEO representative; we followed protocols for using the GCCCD part-time faculty application pool; we collectively developed questions that prioritized equity-minded approaches. In the end, through our intentional adoption of those processes, we were able to engage with a more diverse faculty pool than we have traditionally been able to access for part-time hires in the department, and for the first time, we have an exceptionally promising new part-time faculty member who identifies as mixed-race (Black and Latina) who will be teaching our Black Literature course in summer 2023. That's a big win. We'll be continuing to prioritize faculty diversity in our part-time hiring practices and if/when we pursue a new full-time faculty hire in the future.

Q29

29. What other qualitative or quantitative data, if any, is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

In addition to the college-wide data provided for this program review, the English department is using the following data to inform its planning. Please note that each paragraph has links to resources--see the Word version of this program review for access to those materials.

Confidential, disaggregated instructor-level success and retention data: for our more recent iteration of our English Equity Community of Practice, we worked with IESE to obtain updated, confidential, instructor-level course success and retention data disaggregated by student race and gender. The fantastic thing about this second pass at the data is that we were able to offer a comparative perspective for each faculty member with their "Pre-Intervention Data" (2015-16, 2016-17, and 2017-18) alongside their "Post-Intervention Data" (2018-19, 2019-20, 2020-21), so they could see if the interventions they have been working on over the last several years (starting with the first English Equity Project of 2017-2020) have been effective. To compliment those individual instructor data packets, Katie Cabral joined a department meeting and offered this presentation.

Anonymized, disaggregated instructor success and retention data for math and English: The English department teamed up with Math for professional development on "The Instructor Effect" with data that showed the range of disaggregated course success and retention rates for each department. The instructor identities were masked, of course, but the data provided an amazing visualization of how powerful the instructor effect really is, as each department had instructors who were able to facilitate course retention and success for students of color well over the average (like in the 90+% range) and each department had instructors who are quite literally demonstrating 0% course retention and success with certain racial/ethnic categories. Of course, there are variables in the data, and some instructors with very low numbers would and did argue that the n-s were too small to "count," but the data was comprehensive, clear, and illustrative, particularly on the heels of all faculty in both departments receiving their own confidential packets, so they could see where they fell on that map in comparison to their colleagues. Here is the documentation: Math and English Retention and Success Presentation, Math and English Request.

Student focus group data: Years ago, Lauren Halsted requested that the IESE office conduct student focus groups regarding student experiences in the composition and corequisite courses. That report became available to the English department in the 2021-22 academic year, and we have used it to inform our professional development and equity work: English 120+020 Student Experiences Focus Groups Report. The report is somewhat limited by its scope and the relatively small number of student participants, and we'd like to conduct further student focus groups, but there are real limitations that the IESE office is experiencing for that, and I think the department should make a concerted effort to run internal focus groups, leveraging courses time and integrating instructor participation and incentivization, with IESE's support on questions and format.

College Transition Collaborative (CTC) Faculty Mindsets Project: Most English department faculty took part in the CTC Faculty Mindsets project, and their resulting data about the power of faculty mindsets, faculty perceptions of their own mindsets about students learning, student perceptions of faculty mindsets, and how students gauge mindsets have powerfully informed our departmental professional development and planning. We are now doing further work in faculty mindsets to try to better align what faculty think, say, and convey to students about student ability to achieve with our college and departmental mission, vision, and goals. Here are two reports for reference: Faculty Mindsets Report, Faculty Mindsets Infographic.

Misc.: This Literature Rotation 2022-26 our department agreed upon with Grossmont's English department is informing our departmental planning in terms of course offerings, not duplicating or unnecessarily competing for students over Grossmont's courses, and enabling all students across the district to finish the major/transfer requirements in 2 years. We are making use of new college-wide data like the Program-Course Matrix document and resources such as the English SLO Assessment Guide to stay on top of departmental administration.

Note: links don't appear; please see Word version.

Q30

30. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

This is a question that I posed the entire department recently during a department meeting and via a Google form specifically to solicit feedback for the Comprehensive Program Review, and here's what English faculty collectively had to say:

•   Learned a number of best practices in online education, including how to humanize online courses, structure and scope courses for clarity and effective instruction, leverage Canvas features, etc.

•   Practiced building class community remotely using discussions, interactive projects and assignments, video formats, and off-canvas messaging (like Remind, etc.)

•   Collaborated more: it helps that our DE Coordinator and a number of our college's experts in and mentors for online teaching are in our department! We have been able to work closely with them and we started new collaborative partnerships across faculty members that are generating really strong courses.

•   Helped us become more flexible and accommodating of student needs; don't sweat the small stuff anymore, more focus on the really important skills with more flexibility to let students demonstrate their learning in alternative formats, greater understanding of the challenges that many students face.

•   Adopted POCR standards, which helped my online courses the most—the program uses a comprehensive rubric, and for the first time ever I got to see what a truly excellent online course looks like.

•   Learned that some aspects of online instruction work very well for our students, such as Zoom office hours for individuals who have families to care for or demanding jobs. This can create much greater flexibility in meeting our students' needs. We also learned that some students greatly benefit from in-person instruction, so it is important to continue online classes for students with scheduling issues, but also to continue in-person classes for students who need this as well.

In this author's perspective, the switch to remote teaching and learning accelerated faculty absorption of some of the messages/take-aways from our longtime, sometimes recursive discussions about equity and best practices. Faculty were suddenly forced to reassess how we engage with students, what we emphasize, and how we address the complex realities of students' lives. I hope that many of the changes that we made (more flexibility, streamlining courses, checking in more often, using more modalities, being clearer and more intentional, etc.) are here to stay, and that those changes are informing course design and instructional approaches across all modalities moving forward. And some of the changes to our schedule, like more courses in various modalities and lengths, are permanent—they've been popular among students and effective in terms of retention and course success.

Page 7: IV. Degree and Certificate Programs continued

Q31   **Yes**

31. Does your program offer courses via distance education, excluding emergency remote teaching 2020-21 (classes that would have been taught in person, if not for the pandemic)?

Page 8: IV. Degree and Certificates Programs continued

Q32

32. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

We do see some differences in course success and retention between DE/online courses and in-person ones; of course, the caveat to the data is the disruption of the pandemic, and even how the pandemic changed what those designations can mean. For instance, in the college-wide program review data for English, we see that the fall 2020 semester was the only semester where the success and retention for DE classes is greater than for in-person classes. But in that semester, the English department had no truly on-campus classes. The data labeled as "on campus" signifies classes that met synchronously and remotely under ERT status rather than DE status. So what we're seeing there isn't that DE was suddenly more effective than on-campus that semester, but that asynchronous DE was more effective than synchronous DE.

Despite those nuances, we see that on average, retention for on-campus classes is several percentage points higher than for DE, and success for on-campus classes hovers around 10 percentage points higher than for DE. While the trends are subtle, the data show that success rates for on-campus classes have dipped a bit in the pandemic semesters, while success rates for DE classes have remained stable. Given the tremendous struggles that students have faced during and since the height of Covid, I'll take that as a bright spot regarding the department's work in online teaching and learning.

The English department would like to close equity gaps by modality (on-campus vs DE) as well; we know that the equity gaps in modality likely intersect and compound the equity gaps we see by race/ethnicity. Many of the topics and projects in our English Equity COP focus on and/or are applicable to online teaching and learning. I am hopeful that our investment in POCR—with several faculty members certified to review and several courses badged—and our local Equity Course Review and forthcoming Equitable Grading Strategies work will start to close those gaps. In having access to the college-wide data, I'm also interested in working across departments to better understand how other programs have successfully closed their modality gaps. For instance, I see that Communication boasts nearly identical course success and retention rates across modalities, even as their online course offerings greatly increased in the last couple of years. It strikes me that we can learn from each other's successes!

Q33

33. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

I believe that generally speaking, the English department has regular and effective contact pretty well-covered. Most of our instructors use standard weekly announcements to inform students about each new module, review activities and assignments for the week, offer tips, and clarify learning outcomes. English instructors who work with POCR include communication policies in their courses that not only specify how students can contact them, but also how the instructor will engage with and communicate in the course. This can look like regular interaction on discussion boards and in activities, feedback on student work in multiple formats (rubrics, in-line notes, and submission comments), and other types of course communication and engagement. Some additionally use an app like Remind to send messages to students outside of Canvas.

Since I have been chair, I've noted that in course evaluations across the department, regular and effective contact is not usually a problem, though it's worth noting that there are outliers: In 2021, I found that a longtime English faculty member was strikingly and problematically absent from his online courses (he is no longer with the department), and in this fall 2022 semester, an peer evaluation revealed that regular and effective contact was not necessarily taking place in one online course. We are therefore reinforcing these expectations through the evaluation process, through professional development during Flex Week, in our monthly meetings, and in department-wide email communications.

Q34

34. What innovative tools and strategies are you using in your online courses to engage students and support student success?

I gathered a list of innovative tools and strategies that English faculty use in online courses to engage students and support student success:

•   Multimodal features: videos, animated presentations, and bitmojis

•   Check-ins in various formats: anonymous surveys, emoji report-outs, journals, reflections (metacognitive and otherwise)

•   Equitable assessment frameworks: ungrading, contract grading, student self-assessment

•   Design features: Canva, DesignPlus, etc.

•   Interactive assignments: discussion boards, peer work, Padlets, etc.

•   Curriculum interventions: narrative and identity-based writing, application assignments, project-based work, etc.

•   Transparent assignment design: prompts with clear directions, annotated models of student work, clear assessment criteria/rubrics

Of course, not all classes feature all of those tools and strategies, so we are focused on institutionalizing some of the more powerful equity practices in that list department-wide. We are encouraging more and more instructors to adopt equitable assessment frameworks, transparent assignment design, and focus curriculum more on the students themselves (with opportunities to engage in writing that aligns with their own identities, goals, and experiences).

Page 9: IV. Degree and Certificate Programs continued

Q35

35. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

No

Page 10: IV. Degree and Certificate Programs continued

Q36

36. Please share your observations about the employment rate for your program over the past several years.

Respondent skipped this question

Q37

37. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Respondent skipped this question

Q38

38. What would you like your program's employment rate to be, ideally (stretch goal)?

Respondent skipped this question

Page 11: IV. Degree and Certificate Programs continued

Q39

39. What is your program doing to prepare students for successful transition (e.g., transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

English department courses are already well-oriented to prepare students for transfer; the composition sequence is fundamentally designed to prepare students for academic writing in the university setting. As our transfer universities have adjusted their standards and expectations, we are adjusting in kind. For instance, the UC/CSU transfer agreement revised the number of total written words required of 1A freshman composition courses (to 5,000 from 10,000 total) and we reflected that change in a recent revision of our COR. SDSU just recently eradicated its Writing Placement Assessment (WPA) Exam and has pledged to enable all transfer students to enroll directly in upper division writing courses. That change takes effect this academic year, so we will be working in spring 2023 on a revision of our ENGL 124 outline to align with their updates.

Starting with the leadership of our former department chair (now our dean!), the English department started including career-related content and objectives in our composition course outlines. For example, the ENGL 120 outline specifies "Career Connections," where "students identify their major/field of study and consider the ways in which the course contributes to their academic development" and "students identify their career and professional goals and consider the ways in which the course contributes to their professional development with an emphasis placed on effective communication (both oral and written), critical thinking and the ability to develop creative solutions to real-world problems, and effective analysis of information" (ENGL 120 Course Outline of Record). Instructors incorporate that element differently: some have cover letter and resume assignments, some use informal identity and goal-oriented reflective writing prompts, and others have more involved career-oriented projects, where students select a prospective career track, interview someone working in that field, and share their work.

As a department, we recently devoted some attention to what types of assignments are successful in that area and what might not be working as well. As a part of that conversation, we invited new Career Counselor Lena Heckbert to present her narrative-based model of career exploration, which was exciting to see. The narrative-based approach appears to be far more equity-minded, relevant, and superior to the more commonly used career assessment approaches and aligns well with our content area and department goals. Instructors who were assigned to teach ENGL 120 in the fall and were interested in incorporating Lena's content and partnership reached out to her, and in spring, we will bring Lena back to follow up on how those partnerships went and expand our collaboration. When we revise the ENGL 124 outline in the spring, we will likely be reconsidering the Career Connections portion of the outline to highlight and encourage best practices in this area.

Q40

40. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You may also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

On the above-linked California EDD site, when I go to view the Job Outlook for California College Educational Programs and select "English, Language and Literature General" for San Diego County, the data is automatically funneled to two potential occupations: English Language and Literature Teachers, Postsecondary, and Secondary School Teachers. The job outlooks in those fields are good, though the most recent data there is from 2018, which obviously doesn't reflect the enormous uptick in teaching vacancies across the county, state, and nation since 2020.

But that report and the data on that CA EDD site miss an important point about the English program: students who major in English aren't automatically destined to become educators (I endorse the profession wholeheartedly, but it's not the only option!). People get an undergraduate degree in English are well-positioned to go into a number of industries, including law, social and humanitarian work, public relations, journalism, human resources, a variety of types of writing and editing across various industries, and more. When I view the primary industries in our county from 2001-present (also linked to the EDD site), I see that General Service Providing, Retail Employment (including large retail corporate headquarters located in our county), Information (including publishing, broadcasting and telecommunications), Professional and Business Services, Educational Services, Arts and Entertainment, and State and Local Government are all significant and growing fields in our region. Students who major in English could go truly into any of those industries.

The most specific and relevant data regarding employment for English majors, as far as I've found, comes from the US Bureau of Labor Statistics. Their Occupational Outlook Handbook page for English shows that the median annual wage for English majors is $51,000, which is below the average median annual wage for all fields ($60,000). It also shows that 21% of people who got degrees in English are engaged in part-time labor, which is more than the average for all fields (15%). On its face, that's not promising, but I suspect some larger societal forces at work there as well: more people who identify as female major in English than those who identify as male, and women are still more likely to earn less than males, engage in part-time labor more often than males, and of course, take the brunt of unpaid familial caretaking responsibilities. The neat thing about the Occupational Handbook Page linked above is that is shows more clearly what I was trying to explain above, which is the diversity of fields that English majors go into. The data show that 64% of people with English degrees go into the following fields: Educational Instruction and Library, Management, a single category they call "Arts, Design, Entertainment, Sports and Media" (wow), Office and Administrative Support, and Business and Financial Operations. Those are a lot of fields! But then, a whopping 36% of people with the degree go into a category just listed as "Other."

The data offer a reminder that in order to grow our major, we have to capitalize on the diversity of fields and industries that people with English degrees go into. So many students don't know what kind of career they want, and many pick majors with clear and recognizable industry paths, like Pre-Allied Health for Nursing. Some more creative marketing for the English major might target students who want to build career-ready skills but don't feel ready to pick a career. It will be worth spreading the message that English majors do more than teaching (again, nothing wrong with teaching!), and that the program can open a lot of doors across various fields. But . . . don't major in English if you want to be wealthy, apparently. We'll gloss over that part. ;-)

Note: links aren't showing; see Word version for linked resources

Q41

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs continued

Q42

41. Please describe your program's strengths.

As a quick summary of the longer reflections above: the English department's strengths lie in its longstanding commitment to close equity gaps in student retention and success, its use of data to inform program improvements, and its commitment to cultivating a culture that is kind and supportive for students and colleagues alike. We're also not afraid to change: the department didn't resist the massive transformation that acceleration entailed (and that change alone positively transformed our department and outcomes for students), and we generally embrace change in the name of student success end equity, as evidence by the department's enthusiasm for potentially changing to a guided self-placement model (if the data support the shift).

Q43

42. Please describe your program's challenges.

Again, a quick summary: we've been working on closing those equity gaps, and we haven't made much progress as a department in the 6+ years that we've had various iterations of communities of practice with that goal. That's a big challenge, and I suspect the reasons are complex and deeply entrenched in the mindsets and approaches of longstanding faculty members, and in the discipline itself. We're not giving up, though—we're changing how we address the challenge. We're a program/major that appears to students as being limited in career options, outdated or old fashioned, and extraordinarily Eurocentric. So we have some branding challenges, and we aren't in total control of the content of our brand!

Q44

43. Please describe external influences that affect your program (both positively and negatively).

Some positive external influences include the College's commitment to equity, some fantastic partnerships with other departments (Music, Career, Math, etc.) and other programs (Adult Education). Some more challenging external influences include overall enrollment declines across the college, nonsense enrollment and registration challenges for students, and frustratingly stagnant course outline and transfer requirements from universities for the English major.

Q45

44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

The English department will be working hard to close equity gaps for students in course success and retention, and to honor and validate students' lived experiences, identities, and goals. We will be advancing critical thinking, communication skills, professional responsibility, and equity-minded approaches to community, culture, and social justice. And we'll be continuing our efforts to work across the College to improve student experience and facilitate student success.

Page 13: V. Previous Goals

Q46

Previous Goal 1:

Promote ties between the English department and the larger community.

Q47   **Deleted**

Goal Status

Page 14: V. Previous Goals continued

Q48

Please describe the results or explain the reason for the deletion/completion of the goal:

While this remains a goal of the English department, for this comprehensive program review moving forward, we are shifting our priorities a bit and creating some new goals. This goal of promoting ties between the English department and the larger community will become an action item under the ongoing goal of growing the English major. As an action item, it will encompass holding English department specific events, like the author talk with Lizz Huerta we hosted in fall 2022, and some of the regular activities of the Creative Writing Club, like the Open Mic events. It will also encompass getting involved in other College events, like holding a regular author feature as part of Music's Thursday night showcase series, which we will start doing in spring 2023. This will also entail reviving some of the student exhibition, storytelling, and contest events that we had just started before Covid derailed those plans.

Q49   **Yes**

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q50   **Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q51   **Respondent skipped this question**

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q52   **Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q53   **Respondent skipped this question**

Would you like to submit another previous goal?

Page 16: V. Previous Goals continued

Q54

1. Previous Goal 2:

Recruit, hire, and retain diverse faculty members.

Q55   **Deleted**

3. Goal Status

Page 17: V. Previous Goals continued

Q56

Please describe the results or explain the reason for the deletion/completion of the goal:

The English department is not currently requesting a full-time faculty hire. When we hire part-time faculty, we are already prioritizing faculty diversity. As I mentioned earlier, adopting the new PE2 hiring protocols in summer 2022 and advertising the part-time faculty opening in networks designed to attract diverse candidates yielded one of the most diverse interview pools I've seen, and for the first time, it appears that we can have a faculty member who identifies as mixed race (Black and Latina) teach our Black Literature class, starting in summer 2023. As we fill part-time faculty openings, we will continue to prioritize recruiting and hiring diverse faculty members.

But what are the action steps involved in retaining diverse faculty? That question leads us to examine our department culture, and the goal of retaining diverse faculty will now be encompassed by a new goal of fostering an equitable department culture. That new goal entail action steps that will hopefully do the work of retention.

Q57   **Yes**

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q58   **Respondent skipped this question**

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q59   **Respondent skipped this question**

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q60

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q61

Would you like to submit another previous goal?

Respondent skipped this question

Page 19: V. Previous Goals continued

Q62

1. Previous Goal 3:

Close equity gaps and increase student success in English courses.

Q63

3. Goal Status

In Progress

Page 20: V. Previous Goals continued

Q64

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q65

Would you like to submit another previous goal?

Respondent skipped this question

Page 21: V. Previous Goals continued

Q66

Which College Strategic Goal does this department goal most directly support? (Check only one)

Eliminate equity gaps in course success (passing grade in class)

Q67

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

This is our top-priority goal, and we have a number of action steps that we are taking in order to make progress on it. The English Equity CoP is the primary vehicle for our work here, and as I noted above, our plans for the next year involve:
•	Monthly department meetings with presentations on topics regarding project-based learning, divesting from eurocentrism/white supremacy in composition, faculty mindsets, equitable assessment strategies (including creating a common final for composition classes, and collectively revising course outlines of record and assignment prompts.
•	Independent faculty projects around Equitable Grading Strategies (the course and the College CoP with links to our department), faculty mindsets (jumping off from the CTC project and data), and potentially more course review work.
•	Data reviews along the way! As I discussed when I covered our use of data, we'll be assessing our progress on the project.
For more details on our Equity CoP work, please see this English Department Anti-Racist Community of Practice Funding Proposal (link).

Additionally, we are working to make all classes Zero or Low Textbook Cost, we are actively working to diversify our faculty pool, we are trying to foster the kind of departmental culture that enables introspection and difficult conversations, and we are attempting to rebrand "English" to better connect the discipline to the identities, lives, goals, experiences, and interests of our students. These are all action steps/references to other goals, but they intersect in our primary objective, which is to close equity gaps and increase our course success rates for all students.

Q68

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q69

Would you like to submit another previous goal?

Yes

Page 22: V. Previous Goals continued

Q70

1. Previous Goal 4:

Grow the English major.

Q71

Goal Status

In Progress

Page 23: V. Previous Goals continued

Q72

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 24: V. Previous Goals continued

Q73

Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Q74

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

This goal actually applies to all the strategic goals listed above, because they're all necessary to, or at least implicated in, the success of our specific departmental goal of growing the English major. As we increase equitable access in our courses (by removing prerequisites and/or moving to a guided self placement model instead of multiple measures assessment), as we eliminate equity gaps in course success, persistence, and completion, and as we diversify our faculty, we can in turn grow our major.

As I discussed above, the English major is not exactly thriving at our college, across the state, or throughout the nation. In order to combat the various forces that are making the major unappealing for students—because we wholeheartedly believe that the English major is a relevant, significant, versatile, and fulfilling major--we have some action steps for next year (and the years ahead) in support of this goal:
•	Get involved in the Faculty Group at the state level that determines changes for the English transfer template. The next revision isn't until 2026, but there might be opportunities to influence the major classes before then, especially if/when the UC and CSU requirements merge.
•	Rebrand the English degree locally to help students see themselves in the major. Highlight career-ready skills, multi-ethnic literature classes, creative projects, and local work experience opportunities.
•	Revise English department webpage and offer more student-facing resources, like an easy-to-read English schedule of classes (updated each semester), info on course rotations, program maps, and multimodal resources that demonstrate the applicability of the major. Revising the page and creating multi-modal advertisement resources will be important steps in the rebranding too!
•	Equitize course policies, content, and objectives in composition and literature courses so that we are drawing students in rather than pushing them away. We have a captive audience of hundreds of students each semester who are forced to take ENGL 120. Their experiences in that class don't make them want to be English majors, and we need to work on that! This is ongoing work connected to the English Equity CoP.
•	Increase ties with the larger community through author talks, exhibitions of student work, storytelling contests, and more. This was formerly its own program review goal that is now an action step under this goal.

Q75

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 25: VI. New 4-Year Goals

Q76

New Goal 1:

Create an equitable department culture.

Q77

Which College Strategic Goal does this department goal most directly address? (Check only one)

Increase hiring and retention of diverse employees to reflect the students and communities we serve

Q78

Please describe how this goal advances the college strategic goal(s) identified above:

An equitable department culture that ameliorates the pay and benefit gaps between full- and part-time faculty; respects and compensates part-time faculty for their time and work, honors the labor of part-time faculty in the success of our students, department, and college as a whole; offers part-time faculty a safe space and voice without fear of retaliation; increases transparency and takes part-time faculty needs into account when making decisions; democratizes decision-making across the department; creates inclusive projects, work structures, and meeting protocols; fosters a culture where we can have brave conversations; and resists Eurocentric, white, racist standards of professionalism collectively support the retention of diverse employees.

Q79

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The goal was formed after our department had a bit of an implosion. Two full-time faculty members reinvigorated a department-specific community of practice in 2020 to review the results of the former English Equity Project (2016-2019) and to double down on our equity work--specifically anti-racist teaching practices. But the 2020 community of practice quickly ran into problems, and those problems were rooted with our own departmental culture. First, we had no funding for the monthly meetings, so part-time faculty felt pressure to attend unpaid. Second, we rolled out ambitious projects (also unpaid) with highly rigid structures. Third, the programming was top-down, designed solely by the lead full-time faculty. It had a lot of problems.

A part-time faculty member stepped forward and offered to serve as a part-time faculty liaison (volunteered her time), to act as a voice and safe space to bring part-time faculty questions, concerns, and interests forward to the department chair and to full-time faculty members. She had been mulling over the idea for years, and finally felt the time was right to see if it could work. I collaborated with this colleague (it was Cynthia Luna) set up a Part-Time Faculty Liaison (link) role description, and she held her first meeting. Every single part-time faculty member showed up to the meeting, and it ran twice as long as she had scheduled. Our part-time colleagues were not happy with the culture of the department and the direction of our equity work. They wanted compensation, transparency, inclusive agenda setting and programming, a safer culture for speaking out and sharing, and some acknowledgement that in their eyes, they were the equity leaders among us (not our FT faculty, collectively speaking).

When Cynthia came forward with that collective feedback it was only my first or second semester as chair, and I immediately started changing things, from how I did the schedule, to how I communicated with the department. We suspended our equity work in order to establish a more internally equitable structure and to secure funding. And we are formalizing and continuing those changes in the form of this new department goal. As for data, we have anonymous department surveys, notes from the part-time liaison meetings, and some more qualitative feedback.

Q80

Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

•   Support, incorporate, and facilitate the work of the Interim Part-Time Faculty Liaison (currently Kelly Allen, pending Cynthia Luna's return).

•   Adopt transparency in all aspects of department processes, from scheduling, to course reassignments, to leadership opportunities, to meeting notes, etc.

•   Explore eradicating longstanding full-time faculty meetings (which are currently not open to part-time faculty attendance).

•   Seek feedback from all faculty regularly via Liaison and via regular, anonymous, open-ended surveys. Share feedback (to the extent allowed while maintaining confidentially), identify action steps based on feedback, and complete those steps.

•   Work toward inclusive, flexible, and open projects, programming, and meeting structures that allow input and information flow from all directions.

•   Hustle for continued funding for professional development activities that support our acceleration and equity work. If/when funding is not available, don't expect part-time faculty labor or time.

•   Engage in deliberate reflection and humanization to create a culture that is not engrained standards of in white professionalism, and instead is truly welcoming.

Q81

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q82

How will this goal be evaluated?

Regular, anonymous faculty surveys and feedback from Part-Time Faculty Liaison.

Q83

Would you like to propose another new, 4-year goal?

No

Page 26: VI. 4-Year Goals continued

Q84

Goal 2:

Respondent skipped this question

Q85

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q86

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q87

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q88

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q89

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q90

How will this goal be evaluated?

Respondent skipped this question

Q91

Would you like to propose another new, 4-year goal?

Respondent skipped this question

Page 27: VI. 4-Year Goals continued

Q92

Goal 3:

Respondent skipped this question

Q93

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q94

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q95

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q96

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q97

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q98

How will this goal be evaluated?

Respondent skipped this question

Q99

Would you like to propose another new, 4-year goal?

Respondent skipped this question

Page 28: VI. 4-Year Goals continued

Q100

Goal 4:

Respondent skipped this question

Q101

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q102

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q103

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q104

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q105

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q106

How will this goal be evaluated?

Respondent skipped this question

Page 30: Final Check

Q107

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review