



C U Y A M A C A  
• C O L L E G E •

# Annual Update Report

Academic - English (ENGL) - (AHSS)

## Close equity gaps and increase student success in English courses. (Goal 1)

**Program Goal:** Close equity gaps and increase student success in English courses.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Close equity gaps and increase student success in English courses. (X)
- **Eliminate Equity Gaps in Course Success:** Close equity gaps and increase student success in English courses. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Close equity gaps and increase student success in English courses. (X)
- **Increase Completion and Eliminate Equity Gaps:** Close equity gaps and increase student success in English courses. (X)
- **Increase Hiring and Retention of Diverse Employees:** Close equity gaps and increase student success in English courses. (X)

### Summary of Progress or Results

**Summary Date:** 12/01/2025

**Summary of Progress or Results:** Our first goal is to close equity gaps and increase student success in English courses. We are actively pursuing this goal in a number of ways. First, we have secured funding to run an English department Equity Community of Practice for the past several years, and we are submitting a proposal to continue this funding for another two years. Our CoP has produced a number of meaningful projects, including an AI-themed online course, shifts to equitable grading models, course materials to support CCN changes, updates to the English department website, peer course audits aimed at assessing equity-mindedness, academic integrity culture shifts, collective assessment activities, and more! The CoP has also invited guest speakers to facilitate department trainings related to better understanding the needs of disproportionately-impacted students, funded the co-chairs to attend the Strengthening Student Success conference, and contributed monies to coordinate a robust research request to assess the efficacy of our co-requisite model.

To comply with the Standardized Attendance Accounting Method (SAAM), our department modified the unit structure of the C1000 and C1001 courses. We converted the lab hour to a lecture hour for C1000 and dropped the lab hour for C1001 to align with our Grossmont counterparts, support a variety of teaching assignments for part-time faculty, align with statewide models, and sustain a high level of support for our students.

The department is also working to revamp its COR language around expected instructional methods and methods of assessment and center DEIAA in the COR language to decenter Whiteness across the discipline as a whole. We are acutely aware that the English discipline has largely canonized White male authors for hundreds of years, which very well may be contributing to the dearth of students, and especially students of color, pursuing the English degree, ultimately making the faculty pool homogenous and maintaining the status quo of Whiteness in English instruction and content.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

**Action steps for this academic year.:**

## Summary of Progress or Results

- **Sustain and expand the English Equity Community of Practice (CoP).**  
Continue securing funding for the CoP for at least two more years, with a focus on developing equity-centered teaching materials, advancing equitable grading practices, coordinating peer course audits, and supporting professional learning tied to disproportionately impacted student groups.
- **Implement findings from the co-requisite composition research inquiry.**  
Use the forthcoming research results to refine the C1000/C1001 model, strengthen student support structures, and adjust pedagogy, curriculum, and placement practices to close equity gaps in early composition pathways.
- **Integrate DEIAA-centered curriculum revisions across more COR.**  
Continue the department-wide update of expected instructional methods and assessment practices to ensure DEIAA principles are explicitly embedded, including intentional decentering of Whiteness, expansion of diverse authors and perspectives, and alignment with statewide transfer and equity standards.
- **Develop discipline-wide resources for equitable, CCN-aligned English instruction.**  
Create and maintain shared materials—sample syllabi, assignments, rubrics, Canvas shells, and teaching guides—that reflect CCN requirements, SAAM alignment, and equity-minded instructional practices to ensure greater consistency and support for both full-time and part-time faculty.
- **Increase faculty professional development focused on equity and student success.**  
Host at least two department-wide trainings per year led by internal or external experts on culturally responsive pedagogy, inclusive assessment, and disciplinary histories of racial exclusion. Continue supporting faculty attendance at statewide conferences such as SSSC.
- **Strengthen pathways and recruitment efforts for historically marginalized students in English.**  
Collaborate with Puente, Umoja, EOPS, and Counseling to highlight inclusive course options, promote the English major through outreach and events, and revise program materials and the department website to feature diverse authors, student work, and visible pathways into English studies.

## Grow the English major (Goal 2)

**Program Goal:** Grow the English major

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Grow the English major (X)

- **Eliminate Equity Gaps in Course Success:** Grow the English major (X)
- **Increase Persistence and Eliminate Equity Gaps:** Grow the English major (X)
- **Increase Completion and Eliminate Equity Gaps:** Grow the English major (X)
- **Increase Hiring and Retention of Diverse Employees:** Grow the English major (X)

### Summary of Progress or Results

**Summary Date:** 12/01/2025

**Summary of Progress or Results:** Since 2020-2021, we have awarded 4 total English degrees and 2 certificates despite the requirement for nearly all Cuyamaca students to take English C1000. This tells us that the composition course has not been successful in attracting students to the major, and there is opportunity here to be more intentional about communicating the versatility and criticality of the English major in those classroom spaces.

The English discipline is more critical now than ever before, considering the national attacks on DEIAA and an overwhelming effort to undermine voters' critical thinking and analytical skills. Developing the Creative Writing COA will give more students a space to express themselves in a safe and empowering environment as well as garner validation of their lived experiences. We are hopeful that the Creative Writing course additions will attract students from interdisciplinary backgrounds as well.

We also have a fabulous student intern who is enrolled in the Work Experience course. She is the managing editor and creative director of the Cuyamaca Creative, a literary journal that she is reviving this semester (Fall 2025). She plans to host a spring literary event where students selected for the publication can read their work and gather in community. Undoubtedly, this will be a powerful event aimed at centering students' voices, and many instructors will be incentivizing attendance. This can lead to an increased interest in the English major.

It is our intention to equitize our English COR's to include equity-minded and anti-racist foundations so that students will be able to see themselves better represented in the discipline's literature, history, and context. Further, instructors will be held accountable for aligning their pedagogies with the revamped COR's. With Cuyamaca becoming a Teaching College in the Exchange, perhaps we'll see more students enroll in our online literature courses than ever before and hopefully, those students will be inspired to take additional literature courses with us.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

**Action steps for this academic year.:**

- **Integrate English-major outreach into C1000/C1001 courses.**  
Develop a short in-class or Canvas module that highlights the English major's versatility, career pathways, transfer options, and real alumni examples. Encourage instructors to share these materials during the first six weeks of the term when students are forming academic identities.
- **Leverage Literature offerings, Creative Writing courses, and the new COA as recruitment pathways.**  
Promote the new Creative Writing courses and certificate through class visits, flyers, social media, and partnerships with programs like Puente, Umoja, EOPS, and Veterans Services. Highlight literature, creative expression, cultural storytelling, and community-building as core strengths of the program.
- **Expand and sustain The Cuyamaca Creative as a hub for visibility.**

## Summary of Progress or Results

Support the student intern's revival of the journal by creating annual expectations: a fall publication cycle, a spring reading event, calls for submissions across disciplines, and paid student leadership roles if funding allows. Use the journal and its events as intentional recruitment touchpoints into English and Creative Writing pathways.

- **Adopt equity-minded COR revisions that foreground diverse literature and critical inquiry.**

Complete the planned DEIAA-aligned updates to literature CORs to ensure broader cultural representation and clearer expectations for anti-racist, student-centered pedagogy. Provide faculty development to help instructors implement the revised content in ways that make the major feel relevant, inclusive, and welcoming.

- **Strengthen community-building opportunities within the discipline.**

Host at least one English-sponsored student event each semester—readings, open mics, film nights, panel discussions with writers, transfer mixers—that help students connect English coursework to identity, community, and purpose. Invite interested students to join a mailing list or Discord to stay engaged.

- **Capitalize on the Exchange to boost online literature enrollments.**

Market English literature courses on the Exchange and strengthen online course shells to ensure a warm, supportive student experience that encourages students to continue in the sequence. Track enrollment and retention patterns to identify courses that attract new majors and build on that momentum.

## Create an equitable department culture (Goal 3)

**Program Goal:** Create an equitable department culture

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Create an equitable department culture (X)
- **Eliminate Equity Gaps in Course Success:** Create an equitable department culture (X)
- **Increase Persistence and Eliminate Equity Gaps:** Create an equitable department culture (X)
- **Increase Completion and Eliminate Equity Gaps:** Create an equitable department culture (X)
- **Increase Hiring and Retention of Diverse Employees:** Create an equitable department culture (X)

## Summary of Progress or Results

**Summary Date:** 12/01/2025

**Summary of Progress or Results:** In order to create an equitable department culture, we continue to fund a part-time faculty liaison who represents the adjunct voice in department matters and communicates these needs to the chairs. As a result, we have adjusted the way we offer teaching assignments, communicate full-time faculty meeting notes, and schedule the paid CoP meetings to ensure maximum attendance. Tania also worked to establish a more equity-minded evaluation protocol that promotes more robust narrative feedback while centering a growth-mindset.

Tania also hired four new part-time faculty to the department this fall. While we likely won't have classes to offer in spring 2025 for at least three of these four faculty, we hope future enrollment will allow us to bring them back. These four faculty have helped to diversify the English department faculty body, both in terms of their identities and their teaching pedagogies.

Last, we moved to a co-chair model this year, which has allowed us to divvy the workload and complete more projects that have been tabled due to limited time and bandwidth.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** New faculty position

**Action steps for this academic year.:**

- **Maintain the adjunct liaison role and formalize communication structure.**  
Maintain a funded adjunct liaison position, establish a predictable communication cycle (e.g., monthly check-ins with chairs), and integrate liaison updates as a standard agenda item at department meetings.
- **Continue refining equitable load distribution and assignment processes.**  
Develop transparent guidelines for how teaching assignments, special projects, release time, and CoP participation opportunities are offered to both full-time and part-time faculty, prioritizing fairness, clarity, and workload balance.
- **Implement the new equity-minded evaluation model (forthcoming) department-wide.**  
Provide a brief training or guide for evaluators on giving robust narrative feedback with a growth-mindset, and gather annual input from faculty (FT and PT) to refine the process.
- **Sustain and expand equity-focused professional learning.**  
Use CoP funds and additional resources to schedule workshops, guest speakers, or facilitated dialogues that help faculty strengthen anti-racist pedagogy, cultural humility, and inclusive practices—ensuring both PT and FT colleagues have compensated access.
- **Develop an intentional onboarding process for new part-time and full-time faculty.**  
Create a welcoming, equity-minded onboarding packet and mentorship option for newly hired faculty—including support navigating COR expectations, DEIAA practices, course materials, and departmental culture—to increase belonging and retention.
- **Strengthen collaborative leadership through the co-chair model.**  
Continue refining shared-chair structures by setting annual priorities, reviewing division of responsibilities each semester, and communicating

**Summary of Progress or Results**

clearly with the department about progress on major projects—modeling transparency and collective leadership.

### Program Overview and Update

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**Lead Author**

Brianna Brown, Ed.D.

**Collaborator(s)**

Tania Jabour, Ph.D.

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

In our monthly meetings among full-time English faculty, Tania and I shared that we are writing our annual department program review and encouraged faculty to contribute content and share any resources that they need for their classes.

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

We met with Dean Jane Gazale on 10/27/2025 and 12/01/2025 in our regular 1-1 Chairs/Dean meetings and discussed this program review, including department budget needs, instructional objects to purchase, and the potential of hiring a student worker to support the department. We also discussed our faculty request and AB1705 funding.

**Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**

This year brought meaningful growth and transition for the English Department. We began our first year as co-chairs, with Bri Brown and Tania Jabour sharing department leadership and collaborating on everything from curriculum to this program review. Bri presented at (and Tania attended) the RP Group's Strengthening Student Success Conference this fall, and we brought back actionable ideas and agenda items for the department. This fall also marked our inaugural Puente and Umoja cohorts—a major milestone that reflects our commitment to serving and supporting our diverse student communities.

The department has made the most of our final year of AB1705 funds, sustaining a robust Community of Practice and launching a comprehensive research inquiry into our corequisite composition series. On the curricular front, we completed a significant amount of work: expanding Common Course Numbering (CCN) adoptions, revising our composition sequence to align with new SAAM requirements, systematically integrating DEIAA principles into our course outlines of record, and approving several new Creative Writing courses alongside an innovative Creative Writing Certificate—one of only two in the region. This fall we welcomed a number of new faculty colleagues stepping in to support instruction during sabbatical leaves, and we continued building new momentum in English Work Experience, including hosting an intern with *The Cuyamaca Creative*. Finally, we began preparing for an updated course rotation plan that will feature broader and more frequent offerings of literature and creative writing courses, positioning us well for the coming academic year.

### Assessment and Student Achievement

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**After looking at the SLO information for the past year in Nuventive Improve, are you on track for the 4-year assessment cycle?**

Yes



## Annual Update

**If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.**

N/A

**Which courses have not been assessed in the last 4 years?**

The only courses that show in Nuventive as due for assessment are ones that have been deactivated or that we don't offer. Otherwise, we are up to date

**If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

We assess every year and we have one of the Outcomes Assessment Co-Coordinators as Department Co-Chair to support faculty with meaningful, timely assessment.

**Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.**

In the last couple of academic years, the English department has revived its end of the semester Collective Assessment practice for our composition courses (ENGL C1000 and C1001). Last spring, instructors who assessed C1001 gathered to evaluate student work together, assess our SLOs on a shared rubric, and most importantly, discuss our findings as a group, including the strengths we're seeing in student work across the board, areas for improvement or skill development emphasis, and PD needs across the department. We'll do the same for C1000 this fall, with differing prompts for student writing across sections but the same rubric based on our course SLOs. Especially with recent CCN changes to the outlines of our composition courses, this is an impactful way to calibrate what and how we teach across sections and adjust our approaches to meet student needs.

We had originally planned to train faculty in how to assess SLOs on Canvas during PD week of this fall semester, but that fell off the agenda due to time constraints. We plan to shift that department-wide training to this coming spring 26; meanwhile, many of our faculty have taken it upon themselves to learn from OAC's self-guided resources. When we complete that this year and have all English faculty assessing SLOs on Canvas, our outcomes assessment schedule will shift: all classes will be assessed every time they are taught (this is excellent news for the literature classes that may not run as frequently on our course rotation plan), and our Collective Assessment meetings will continue as a vehicle to discuss student learning and set the PD agenda for the department with C1000s assessed in fall and C1001s assessed in spring, as department funding permits (we need to be able to pay PT faculty to attend). Finally, we are in the middle of an evolution in how we assess student writing more broadly. With the ubiquity of AI-generated student responses, we are continuing to work on ways to adjust our rubrics and assessment criteria to evaluate process, revision strategies, and authentic student voice. I suspect this will ultimately trickle up to impact our course SLOs as a kind of grassroots movement away from evaluating for "correctness" and toward evaluating for growth, critical thinking, and authentic learning.

## Student Achievement

**Please discuss any equity gaps in access or success and share what the program will do to address them.**

Our department continues to see lower spring enrollments, particularly in English 020 and 120, while English 124 tends to attract more students in the spring term. Across the 2024–25 academic year, success rates improved modestly in the spring across all composition courses. English 020 and 120 each saw a roughly five-point increase in success, and English 124 maintained the highest success rates overall at 78–79%.

Equity gaps, however, persist, most notably for our Black and Latine students. While Black student success improved slightly from fall to spring in 2025, longer-term trends reveal declines in all three composition courses over the past year. The most significant decreases occurred in English 120 (down 15 points from Fall 2023 to Fall 2024) and English 124 (down 36 points from Spring 2024 to Spring 2025). This is a disappointing turn from a 2-3 year period of steady gains in closing our equity gaps for Black students, and it's a development we plan to address in our coming departmental PD programming. Latine students, by contrast, demonstrated upward momentum in English 020 and 120—both reaching their highest success rates in several years—though equity gaps remain when compared to department-wide success and White student success.

## Annual Update

To address these disparities, the department is deepening its equity-centered practices. This includes developing Umoja- and Puente-linked English C1000 courses; strengthening partnerships with the Black Student Success Center, Together We Rise, and counseling services; and making more intentional staffing decisions. Specifically, we plan to prioritize assigning equity-focused faculty who are more representative of our students of color to foundational composition and literature courses (C1000, 020/120, and 122). Research consistently shows that when students see themselves represented in their instructors, their sense of belonging, engagement, and persistence all increase. We believe this approach will not only support stronger student outcomes but also inspire more students of color to pursue the English major.

When disaggregating by modality, we see encouraging signs that equity gaps are narrowing. In Spring 2025, online and on-campus success rates were nearly identical (75% vs. 77%) even with online enrollments nearly double in-person enrollments, which speaks to the department's commitment to quality online instruction. Many of our faculty are POCR-badged and regularly engage in professional learning through Summer and Winter Camps, the Equity Pedagogy and Practice Academy, and @ONE courses. We will continue to share and scale these practices across our composition, literature, and creative writing courses.

Looking ahead, our department will continue refining the co-requisite model through our AB1705 research project, expanding culturally sustaining pedagogy in all modalities, and maintaining our focus on representation, community partnership, and belonging. Through these intentional efforts, we aim to close persistent equity gaps for our Black and Latine students and strengthen the pathway for all students to find success—and, hopefully, a sense of home—in English.

### **Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.**

Enrollment over the last year has been fairly steady. We enrolled 1,679 and 1,561 students in Fall 2020 and Fall 2024, respectively and 1,282 and 1,179 in Spring 2021 and Spring 2025, respectively. The spring enrollments have remained about 300–400 below the fall enrollment numbers for the last four years. This is due to most students enrolling in English C1000 or C1000/020 in the fall and C1001 in spring, and many students are not required to take C1001.

In order to boost our spring enrollments, two part-time faculty are working on an advertising blitz project to recruit more students to enroll in C1000 and 1000/020 in the spring term. Co-chairs Bri Brown and Tania Jabour also advocated for adding an English 236 (Chicanx Literature) and English 238 (Black Literature) during the summer 2026 term to drum up excitement for our sheltered Puente and Umoja English C1000 courses during the 2026–2027 academic year. These efforts are tied to college-wide goals to eliminate equity gaps in throughput outcomes. We are hopeful that these two interventions will not only attract more students to take English C1000 but will also support our Black and Latine students in successfully completing transfer-level English in their first year. Additionally, if we are successful in increasing our spring enrollment specifically, the co-chairs will be able to offer classes to part-time faculty lowest on the Priority of Assignment (POA) hierarchy, thus supporting our departmental goal to improve our campus culture (by supporting our adjuncts with teaching assignments and healthcare) and contributing to our institutional goal of retaining faculty.

### **If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?**

We haven't seen a decline in enrollment; however, funding to support ongoing recruitment into our English courses would promote departmental and institutional throughput, persistence, and completion goals. We are also submitting a request for a full-time faculty with expertise teaching in Puente and Chicanx Literature. Onboarding new faculty with this specialty is essential to serving our Latine students and fostering equitable outcomes.

## Distance Education Course Success (If Applicable)

### **If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?**

Having Bri Brown, our DE coordinator, serve as co-chair has made department-wide RSI training seamless. She trained all faculty during the October 2025 CoP meeting and continuously shares RSI resources with the department such as fully adoptable English courses on the Commons and “plug and

## Annual Update

play” RSI activities for faculty to import straight into their courses. Additionally, many English faculty are POCR-badged, meaning they have met or exceeded the statewide standards for online teaching, including RSI. Further, several English faculty have completed the Equity Pedagogy and Practice Academy, which focuses on ways to build community with students in online courses as well as equitize those interactions. Tania created a presentation emphasizing shifts to our department evaluation culture, which is growth-oriented and one that centers RSI in online classes as critical. Faculty also share out projects that they have been developing as part of our CoP work, many of which involve a teacher-student interaction component. Last, all of our CoP projects are being collected and preserved into a Canvas shell this spring so that faculty department-wide can have a repository of innovative and equity-minded practices that foster effective and meaningful interaction.

## Program Goals

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### Program Goals Status

I have updated the progress on my previous goals.

### Program Goals Mapping

Mapping for all active Program Goals complete.

## Submission

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### Program Review response is complete and ready for review.

Yes - Response complete and ready for review

## Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

**Feedback**

Commendations on the department's intentional efforts to close enrollment and access equity gaps with a focus on Puente and Umoja cohorts. I appreciate the intentionality in scheduling and updating rotation plans. I support the department's faculty hiring request.