



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)

- **Eliminate Equity Gaps in Course Success:** 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)
- **Increase Persistence and Eliminate Equity Gaps:** Close equity gaps and increase student success in English courses. (X)

Summary of Progress or Results
<p>Summary Date: 12/19/2024</p> <p>Summary of Progress or Results: TBD</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position</p> <p>Action steps for this academic year.:</p> <ol style="list-style-type: none">1. Monthly department-wide Equity Community of Practice 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. Update for fall 2024: In progress with fantastic success! In the coming academic year we will pilot our new collective assessment for ENGL 124 with new SLOs, we will launch a fully revised website that is more student-centered, and we will dive into the norms, values, and practices in the Umoja and Puente communities to extend the best of those programs to our composition sequence as a whole. We plan to center Umoja and Puente at the foundation of our equity work moving forward, and we are requesting full-time faculty in each area (expertise in Black literature and serving Black students, and expertise in Chicax literature and serving Latinx students, respectively) to support the work of building English Umoja and Puente and managing the additional reassigned time for each program. We also plan to draw from those faculty members' expertise and engagement to continue to close equity gaps in our composition and across our whole program broadly.2. Independent faculty projects around Equitable Grading Strategies, faculty mindsets (jumping off from the CTC project and data), and potentially more course review work. Update for fall 2024: this work is ongoing and additionally includes English faculty participation in EPAA, EMTLI, and more.

Summary of Progress or Results

3. Data reviews along the way! We will leverage program review data, outcomes assessment data, and other metrics to inform our course and program improvements. **Update for fall 2024:** ongoing! :-)

Grow the English major (Goal 2)

Program Goal: Grow the English major

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (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: 12/19/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

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.:

1. **New for fall 2024:** we are requesting two full-time faculty, one to be a representative for Umoja English and teach our Black literature course, and one to be a representative for Puente English and teach our Chicax literature course. Both faculty would additionally manage the reassigned time for each program, which would enable those faculty members to engage in vital program-building work for each student demographic. While the goals of Umoja and Puente aren't necessarily to grow the English major, we believe that having full-time faculty work closely to ensure the success of those students in our composition classes, and to further link English to the campus community, does have the power to grow our program.
2. 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. In-Progress: this opportunity won't be available until at least 2024 (or 2025), which is when I'll apply to serve at the state level in that capacity.
3. 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. **Update for fall 2024:** Our literature classes have been full and waitlisted, especially Black literature, Chicax literature, and American literature. This is an exciting development that will hopefully grow the major. As was mentioned in our previous update, we are also slowly moving away from traditional academic writing assignments and towards more project-based,

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multimodal, and tech-based writing, which are better aligned with the goal above. And this academic year, are additionally taking steps toward this goal through a significant overhaul of our department website, which is slated to launch spring 2025. We are excited to offer students a more robust, engaging, and informative Cuyamaca English site, which will hopefully boost interest in and access to our classes.

4. Revise the 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! **Update for fall 2024:** the draft website (which ended up including lots of new webpages) is built and should go live early next spring!
5. 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! **Update for fall 2024:** This is ongoing work. I believe we have made progress in this area, since our success and retention among students of color is climbing! But in terms of growing the major, we haven't translated the above described work to make progress on that goal. We need to dedicate some more specific time and attention to strategizing in this area.
6. 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. **Update for fall 2024:** We are currently planning our spring 25 author talk through the performing arts series; we have a new creative writing class running for the first time this spring (Short Fiction Writing I), and while The Cuyamaca Creative is on temporary hiatus right now, the student group Young, Gifted, and Black has been spearheading open mic spaces for students, which has been amazing.

Create an equitable department culture (Goal 3)

Program Goal: Create an equitable department culture

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Hiring and Retention of Diverse Employees:** Create an equitable department culture (X)

Summary of Progress or Results

Summary Date: 12/19/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

Summary of Progress or Results

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.:

1. **New for fall 2024:** with the help of new faculty positions, we plan to locate critical Puente and Umoja program-building work with new full-time faculty, rather than part-time. This will help support the success of those programs and is in students' best interest. But it's also vital for part-time faculty, since the additional reassigned time allocated for each program essentially punishes part-time faculty by reducing their overall LED and potentially making them ineligible for insurance coverage. It's a bad structural problem, and we are eager to ensure that full-time faculty are charged with each role for Puente and Umoja, for issues of equity, compensation, and security for our part-time faculty.
2. Support, incorporate, and facilitate the work of the Interim Part-Time Faculty Liaison. **Update fall 2024:** Our Part-Time Faculty Liaison meets with PT faculty regularly and liaises with the chair (me) and the department as a whole in that capacity. That role has been a really powerful opportunity for PT faculty to ask questions, express concerns, and request changes anonymously/collectively. That work is ongoing.
3. Adopt transparency in all aspects of department processes, from scheduling, to course reassignments, to leadership opportunities, to meeting notes, etc. **Update fall 2024:** We have adopted the scheduling process that PT faculty designed, we make meeting notes available to all faculty, and we fortunately have the funding to compensate part-time faculty for their time and effort in department work, such as curriculum and website updates.
4. Seek feedback from all faculty regularly via Liaison and via regular, anonymous, open-ended surveys. Share feedback (to the extent allowed while maintaining confidentiality), identify action steps based on feedback, and complete those steps. **Update fall 2024:** this is ongoing. The surveys have lost a bit of steam (participation on them is low), but our Part-time faculty liaison collects feedback systematically, and the chair has stepped up to have more one-on-one conversations with PT faculty about their experiences and goals for the department.
5. Work toward inclusive, flexible, and open projects, programming, and meeting structures that allow input and information flow from all directions. **Update fall 2024:** we have accomplished this through meeting availability surveys and a ground-up structure to our COP projects. This point can be removed for future planning.
6. Engage in deliberate reflection and humanization to create a culture that is not engrained standards of in white professionalism, and instead is truly welcoming to faculty of all identities, backgrounds, and cultures. **Update fall 2024:** I feel like this is a hard one, because SO MUCH of our local department and wider college cultures are built on the standards of white professionalism--and particularly a white, upper-middle class, female approach. It's really a detriment to our efforts to create more equity for our faculty and classified professionals of color (in our department and as a college). We have recently revised our COP processes to become more trauma-informed and collaborative. We also continue to push on our collective assessments for composition to try to celebrate and honor not only the various ways students express themselves, but also, myriad opportunities for celebrating our own work and sharing constructive criticism for program and course improvements.

Program Overview and Update

Lead Author

Tania Jabour

Collaborator(s)

N/A

Dean/Manager(s)

Lauren Halsted

Initial Collaboration Date with Dean

11/06/2024

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

Over the last academic year, the English department has been leveraging its Equity Community of Practice (COP) to make significant strides toward our department goals. Our data reflect exciting increases in retention and success for our Black and Latinx students, two of the demographic groups we have historically most underserved. We attribute these important gains for students to our collective work through the COP and its focus on our "Big Bets," which include curricular revisions, faculty mindset work, and structural innovations in how we assess student work. Highlights of the past academic year include an author talk by poet Karla Cordero in spring 2024, which was inspiring and well-attended, and which led to Cordero's fabulous presentation at our college convocation this fall. In summer 2024, we sent new part-time faculty to the Umoja SLI, where we received an inspiring and rigorous re-introduction to the program to prepare for our first English Umoja cohort. Finally, while I'm not sure this was a highlight, it probably qualifies as an accomplishment: this fall, English converted our two biggest courses, ENGL 120 and ENGL 124, to ENGL 1000 and ENGL 1001 per the mandatory CCN Project pilot. That took a lot of time, and while the department is not enthusiastic about the template content for the courses or the numbers themselves (in the thousands? really? is this a Terminator movie?), we took the opportunity to do a collective reassessment of our foundational composition curriculum, and that work helped us identify areas for further curricular transformation and future department-wide professional development.

Assessment and Student Achievement

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

Yes

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

ENGL 124, our advanced composition class, was last assessed in fall 2020, so it's due now. We held off on assessing that class while we worked on a new collective assessment for ENGL 120 first, and then, in this last year, we have been developing a new collective assessment for ENGL 124. We will assess all sections of ENGL 124 in spring 2025 through a new collective assessment prompt, rubric, and common grading and meeting protocol. The only other classes that have not been assessed in 4 years are ones that we have never run (like ENGL 030), or that we attempt to run and are canceled due to low enrollment (like ENGL 202 Film as Literature, ENGL 130 Short Fiction Writing I, and ENGL 140 Poetry Writing I).

We also have several still listed on the Assessment Updates that we no longer run and are in the process of deactivating, like ENGL 214 Masterpieces in Drama, ENGL 99 Accelerated Preparation for College Composition, and ENGL 270 World Literature I.

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 are assessing according to our department assessment plan, and we're up to date on assessing all courses that have run in the last 4 years.

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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.

The English department is excited about our various assessment projects. For outcomes assessment, we recently revived and fully revised our ENGL 120 collective assessment, which used to be called our common final exam. We moved away from an in-class timed essay on a strict single prompt, as that framework posed equity problems for students (and faculty).

We shifted to a flexible prompt using existing class assignments at the instructor's discretion, which we assess using a common rubric. The revised rubric is based on our SLOs, and is written to more directly honor authenticity of student voice and the expression of student identities, interests, and positions on various topics.

We also shifted the structure of the meeting to be less arduous, using fewer student samples, and building in more opportunities for discussion and celebration of student learning. We have a dedicated section at the end of the meeting now to leverage the information from the evaluation of student work to identify program-wide professional development needs, which helps us set the agenda for curricular developments and work in our Equity COP. In spring 2025, we will extend this revised collective assessment format to ENGL 124 for the first time, with a focus on better linking skill progressions from ENGL 120 to ENGL 124 and to tailoring our approaches to the new COR content per the CCN project.

It's also worth noting that with the CCN updates to ENGL 120 and 124, we took the opportunity to update our SLOs for both courses based on feedback from our new collective assessment experience. We are looking forward to starting to assess the new SLOs next academic year. We also updated the assessment area of each course outline to specify that instructors are encouraged to use alternative and innovative assessment frameworks, such as contract grading, labor-based grading, ungrading, and more. This follows a trend across the department wherein faculty are increasingly adopting no-points or alternative format grading to help equitize student experiences in our classes and enable students to better focus on skill acquisition and substantive feedback rather than grades.

Finally, we updated the instruction area of each course outline to specify that it is an expectation in our composition classes that instructors use student-centered and equity-minded teaching and learning practices. Codifying that expectation in the course outline is a powerful mechanism for structural inclusion of that value in our department culture and for our evaluation of faculty in the future.

Finally, we have faculty working on various projects that incorporate the assessment of student work in project-based learning, workplace-based learning (primarily through ENGL 200 Cooperative Work Experience in English, which is running successfully after many dormant years), and student exhibition settings across our composition, literature, and creative writing classes.

Student Achievement

Please discuss any equity gaps in access or success.

In fall 2023, the overall retention rate for English was 86% and the overall success rate was 68%. In spring 2024, the overall retention rate for English was 89% and the overall success rate was 72%. For both semesters, those numbers reflect an increase over previous years and are approaching our pre-pandemic retention and success rates, which is positive overall for the English department.

In fall 2023, for students who identify as Latinx, our retention was 84% and success was 65%. In spring 2024, for Latinx students, our retention was 90% and success was 67%. For bright spots, it's worth noting that those numbers are close to our departmental average, our retention for Latinx students does not currently reflect an equity gap, and the success rates in particular reflect a significant jump over the last few years.

But both fall 2023 and spring 2024 show equity gaps in success rates for students who identify as Latinx. Students who identify as white showed a success rate of 72% in fall 2023 and 77% in spring 2024. (It's notable that students who identify as Middle Eastern experience even more success in English, with retention rates in both semesters over 90% and a success rate of 74% in fall 2023 and 77% in spring 2024.) The equity gaps for Latinx students against both groups are more than 5 points lower than the most successful student groups in each semester, which is significant.

In fall 2023, for students who identify as Black or African-American, the retention rate was 82% and the success rate was 65%. In spring 2024, Black students in our department achieved a 90% retention rate and a 70% success rate, **which is the highest success rate the English department has seen since we started tracking disaggregated data, and which follows stark upward trends since we changed the structure and**

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approach of our COP. Overall, our numbers for retention and success among Black students are trending upward significantly, but we are still showing equity gaps when those rates are compared to the demographics of students who fare best in our program (namely white and Middle Eastern).

The English department tends to focus on closing equity gaps for our Black and Latinx students, because historically, those demographics account for the largest number of students who face the largest disproportionate impact. Those aren't our only equity gaps, though. The department data show equity gaps for students who identify as Native American, Asian, Pacific Islander, and multiple races, though the n's for most of those groups is quite small.

While the retention and success rates for our literature classes aren't as neatly disaggregated because we run fewer sections, we know that we have more significant equity gaps in our composition classes than we do our literature and creative writing classes overall.

What action will the department or discipline take to address these equity gaps?

This year, we are celebrating that our data show a significant trend toward closing equity gaps for our Black and Latinx students. After so many years of working on that goal as a department, it's hugely rewarding to see that we're finally moving the needle. Most of our equity work has taken place through our Equity COP, which has been running in various forms since 2017. This most current iteration focuses on our "Big Bets," which include faculty mindsets, holistic curricular changes, and structural interventions in how we assess student work. Our COP has typically consists of hosting guest speakers, performing data analysis, sharing resources, collectively revising/updating critical department documents (like our COR, our collective assessment prompts and rubrics, and our webpages), and completing and presenting on independent projects designed to support our goals. My guess is that we've started to see some success because of persistent interventions in our faculty mindsets, which refer to the attitudes, beliefs and expectations that faculty convey to students about their abilities, identities, skills, and challenges, and interventions in how we assess student writing. It's widely documented through thorough and largescale research, like the kind Bri Brown did for her doctoral dissertation, that innovative assessment frameworks, such as contract grading, labor-based grading, ungrading, and more, effectively close equity gaps, and we've been scaling our implementation of those measures to do just that. The recent AB1705 funds are also allowing for embedded tutors for our ENGL 120-020 sections for faculty who request them, which is a powerful resource for promoting student success, and we plan to use those funds for increased tutoring support into the next academic year.

Because we still have equity gaps, we have a robust agenda for our Equity COP for the coming academic year. Our topics will primarily focus on learning about and integrating best practices from Umoja and Puente to make all of our composition sections more equitable and successful for our students of color. We are submitting requests for full-time faculty with this program review to bolster those efforts with dedicated full-time faculty who can lead the Puente and Umoja English efforts. COP topics and projects for the coming academic year will also include artificial intelligence and academic integrity, fostering authentic student voice over "perfect" writing, supporting students' mental health in our classrooms, universal design to accommodate student disabilities, and more. Our COP meets monthly, is open to all English faculty, and we have the funding to keep meeting through spring 2026.

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

According to our data, enrollment in English has been increasing in fall semesters, and we're almost back to our pre-pandemic levels, which is positive. In preparing this report, I just noticed that enrollment in spring continues to decline across our department, and we haven't had the same bounce-back from pandemic drops in spring semesters. I assume that our numbers are lower in the spring because students tend to take their one universally required English class, ENGL 120, in the fall. We offer far more ENGL 120 sections each fall than we do each spring. Not all students are required to take ENGL 124, the advanced composition class that is far more in demand each spring; they can satisfy their critical thinking degree and transfer requirement through other courses. Honestly, I'm not sure why English enrollment continues to drop in spring and hasn't shown the enrollment rebound we've experienced across the college as the effects of the pandemic wane. I suspect that our lower numbers reflect larger trends in college-wide enrollment losses within the academic year, as many students who start in fall unfortunately don't continue through spring.

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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?

While English has not had a *significant* decline in enrollment, and our schedule continues to grow overall, I am concerned to realize that we keep dropping just a little bit in enrollment each spring. I feel like I need more information and context about our department enrollment trends, and I would like to discuss it with our AHSS dean, with other department chairs in AHSS, with our VPI, and with our counselors to better understand the phenomenon. I'd also like our faculty as a whole to examine the data and brainstorm interventions we can stage as a department. We may need to do more robust advertising and/or outreach for spring semesters, evaluate our schedule against student interest and demand, and better leverage learning communities and class sequence progressions to ensure that students stick with us from one semester to the next.

What has this data revealed about the progress of the program review goals you set?

The English department's first program review goal is to close our equity gaps in student retention and success, and the data available to support this year's annual update show that we are making significant strides toward accomplishing that goal. That's phenomenal; I can't wait to share the data with our whole department in our spring flex meeting.

Our second program review goal is to grow the English major, and while there are indications that we are making some progress toward that (like our robust offerings of literature classes, which are increasingly fully enrolled!), the data also show that we are losing students each spring. That insight from our data will help us specifically tackle that trend and to encourage more growth and persistence specifically in spring semesters.

The English department's final program review goal includes working toward a more equitable department culture, particularly between full- and part-time faculty. Program review data don't specifically speak to that goal, but we are leveraging two faculty requests as a part of this program review to support that goal by ensuring that Puente and Umoja English, and correspondingly Chicana and Black literature classes, are in the hands of full-time faculty.

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?

We are fortunate that many faculty who are leaders in distance education, such as Bri Brown (DE Coordinator), and Cynthia Luna and Kim Lenox (POCR Coordinators), are English faculty! They set a high bar for the quality of our online courses. We ensure that faculty offer students Regular and Substantive Interaction in online English classes through the following practices:

- Each semester, we incorporate a discussion of "best practices" in our departmental flex meeting, which include department-wide expectations for regular and substantive contact in online classes, with ideas about how to achieve that.
- In our COP, we share course resources and strategies for student engagement and equitable outcomes in all class modalities, and a lot of student success in online classes hinges on regular and substantive interaction from faculty for support and feedback.
- Our course evaluations have become more rigorous in recent semesters. The English department had a culture of "good vibes only" peer evaluations, with very little critical feedback before I took over as chair. I have set the expectation that all peer evaluations will contain suggestions—formal and informal—for course improvements in the interest of equity and student success. One area we look at closely in our evaluations is RSI.
- English has adopted POCR standards, and many of our courses have gone or are going through the POCR review process. POCR requirements are detailed and stringent for demonstration of RSI, with details like a required communication plan for faculty to share with students, and more.
- English takes student complaints seriously, and when we hear from students that instructors aren't as active in their online courses as they expect—a complaint that arose this semester—we take action. In the case of

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that specific complaint, the faculty member and I met with our dean and developed an action plan for that instructor, which included detailed standards for that instructor's RSI.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review