

# #6

**COMPLETE**

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Page 1: I. Program Reflection and Description

**Q1** Department(s) Reviewed:

English

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**Q2** Lead Author and Collaborators:

Lauren Halsted

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**Q3** Dean:

Alicia Munoz

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**Q4** Provide a list of the recommendations from your last program review and explain how you have addressed them. Previous years' program reviews can be found here, on the IPRPC Intranet site.

1. IPRPC comments English faculty for presenting a thorough analysis of student performance data and how it drives instruction.
2. IPRPC encourages English faculty to continue "assessing all SLOs for transfer-level and literature classes in the fall semester and all SLOs for basic skills and literature classes in the spring semester.
3. Direct changes: IPRPC is impressed with the assessment of the reading SLOs which has led to discussion of how to effectively integrate reading into composition classes and having each faculty member present a best practice reading strategy.

5-year plan is good.

There were no recommendations from our last program review. As encouraged, we have continued to assess all SLOs for transfer-level and literature classes in the fall semester and all SLOs for basic skills and literature classes in the spring semester. However, that SLO assessment plan has changed, as we have eliminated stand-alone basic skills courses. Our current plan is indicated in the SLO section of this report.

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## Instructional Comprehensive Program Review

**Q5** Provide a list of tenured/tenure track faculty and support staff in the program as of fall 2016.

- Chuck Charter (now retired)
  - Carmen Cox
  - Lindy Brazil
  - Mary Graham (currently reassigned as the campus tutoring coordinator)
  - Marvelyn Bucky
  - Lauren Halsted
  - Kristin McGregor
  - Tania Jabour
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**Q6** Provide your program's mission statement.

Offering both general education composition courses and two transfer degrees, the English Department at Cuyamaca College provides students in the local community an opportunity to develop the skills a wide range of employers seek: strong communication, analytical reading, critical thinking, attention to detail, and the ability to work in diverse teams. The department encourages students to engage deeply with literature and nonfiction texts as well as other forms of cultural production, and to account for how those texts inform our ideologies, norms, and values.

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**Q7** Describe how your program supports the mission and goals of the College.

The English department plays an important role in supporting the mission and goals of the college. To address them individually:

1. Acceleration. The English department most directly supports this goal, as it is one of the three basic skills areas. As of fall 2018, English has eliminated required stand-alone basic skills courses and implemented multiple measures placement. Thus, from an English perspective, this college goal has been realized.
2. Guided Student Pathways. English department members serve on two of the four guided pathways pillar workgroups (pillars 3 and 4), and the department plays a role in developing and implementing Guided Student Pathways. This work is still in its early stages; however, the English department is committed to redesigning the college so that more students successfully complete their academic and career goals.
3. Student Validation and Engagement. The English department takes this college goal seriously, and in spring 2018 began its Equity Project, which is intended to help faculty better validate and engage our diverse student populations. This work is still in its pilot phase, but we have been in discussion with other campus leaders (Donna Hajj, Moriah Gonzalez-Meeks, Jesus Miranda) about scaling this work and providing equity-minded professional development for all campus instructional faculty.
4. Organizational Health: Faculty members from the English department serve on many major campus committees and workgroups, including Senate, Accreditation, SLOAC, Resource Council, Curriculum, Institutional Effectiveness Committee, Student Success and Equity, ILAT, Technology, and multiple hiring committees. Also, each semester, the English department organizes the professional development opportunity, Night at the Theater, which encourages students, faculty, and staff to attend a play at the Old Globe Theater.

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**Q8** Provide the description of your program as it appears in the current college catalog, available here.

The study on English gives lifelong pleasure to students in exploring and understanding how language works to express human ideas and feelings. English course work also helps people succeed in such diverse fields as teaching, writing, editing, journalism, advertising, public relations, law, film and video work, politics, business, and medicine.

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## Instructional Comprehensive Program Review

### Q9 Degree/Certificate #1

English for Transfer (AA-T)

- A. In the past five years, the college has awarded 36 English for Transfer degrees
  - B. The degree was reviewed by the department in the Spring 2018 semester, and updated in the Fall 2018 semester (included in the November board packet)
  - C. In terms of meeting students' needs, the English department offers a schedule with diverse course offerings, from evening and online classes to classes scheduled in the traditional "prime time" blocks. The department closely tracks enrollment patterns and tries to anticipate future scheduling needs. However, the department does not have a mechanism in place by which to formally gather student feedback about the degree. In terms of articulation, the department has not had any issues and the degree meets all articulation requirements.
  - D. The English department will create a survey, to be implemented in the Fall 2019 semester, which will ask students to provide feedback about the ways in which the program is meeting their needs and suggestions for how the program can improve.
  - E. Yes
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### Q10 Degree/Certificate #2

English Degree

- A. In the past five years, the college has awarded 5 English degrees
  - B. The degree was reviewed by the department in the Spring 2018 semester, and will officially update the degree in the Spring 2019 semester. This degree has not be updated in a number of years but is reviewed periodically.
  - C. In terms of meeting students' needs, the English department offers a schedule with diverse course offerings, from evening and online classes to classes scheduled in the traditional "prime time" blocks. The department closely tracks enrollment patterns and tries to anticipate future scheduling needs. However, the department does not have a mechanism in place by which to formally gather student feedback about the degree. In terms of articulation, the department has not had any issues and the degree meets all articulation requirements.
  - D. The English department will create a survey, to be implemented in the Fall 2019 semester, which will ask students to provide feedback about the ways in which the program is meeting their needs and suggestions for how the program can improve.
  - E. Yes
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### Q11 Degree/Certificate #3

English Certificate

- A. In the past five years, the college has awarded 2 English certificates
  - B. The English certificate is awarded to students who complete only the English major requirements. Thus, the above descriptions for the English Degree apply here as well. The degree was reviewed by the department in the Spring 2018 semester, and will officially update the degree in the Spring 2019 semester. This degree has not be updated in a number of years but is reviewed periodically.
  - C. In terms of meeting students' needs, the English department offers a schedule with diverse course offerings, from evening and online classes to classes scheduled in the traditional "prime time" blocks. The department closely tracks enrollment patterns and tries to anticipate future scheduling needs. However, the department does not have a mechanism in place by which to formally gather student feedback about the degree. In terms of articulation, the department has not had any issues and the degree meets all articulation requirements.
  - D. The English department will create a survey, to be implemented in the Fall 2019 semester, which will ask students to provide feedback about the ways in which the program is meeting their needs and suggestions for how the program can improve.
  - E. Yes
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### Q12 Degree/Certificate #4

Respondent skipped this question

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## Instructional Comprehensive Program Review

**Q13** Please upload the awards data tables for your program. You can print that worksheet from the program review data report to PDF or copy and paste into a Word document the awards data table rows for your program from the college-wide program review data report, accessible here.

**Chart-4-English Degrees and Certificates.docx (23.7KB)**

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Page 3: III. Curriculum Review, Development and Assessment

**Q14** Access the Five Year Curriculum Review Cycle. **Yes**  
Have all of your active course outlines been reviewed within the last five years?

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**Q15** Write a paragraph about any changes planned for the curriculum, both areas of revision and areas of development and growth.

In the past five years, the English department has been many curricular changes, most in regards to the basic skills sequence. We have deleted or deactivated all of our traditional, stand-alone basic skills classes: Engl 90, Engl 90R, Engl 98, Engl 98R, Engl 109, and Engl 110R. We also created two new classes: Engl 099, which is our one-semester class to prepare students for transfer-level English, and Engl 020, which is our corequisite support course that allows direct placement into transfer-level English (Engl 120) for all students. We also created two new literature courses (Engl 236, Chicano/a Literature; Engl 238, Black Literature) which are intended to add more cultural diversity to our literature offerings.

In light of all of the changes to our basic skills sequence, the English department is currently (as of the Fall 2018 semester) carefully reviewing and editing the English 120 outline so that it meets the current needs of our students and the department. In the Spring 2019 semester, the department plans to conduct this more thorough analysis of the course outlines for Engl 020, Engl 99, and possibly Engl 124.

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**Q16** Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Yes**

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**Q17** Following that assessment plan, is your program's data up-to-date and complete in Nuventive/TracDat (including methods of assessment, results, dialogue/actions and follow-up)? If you are not sure, please contact Institutional Effectiveness Specialist, Erich Kevari, at [erich.kevari@gcccd.edu](mailto:erich.kevari@gcccd.edu) to submit your assessment data. **Yes**

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## Instructional Comprehensive Program Review

**Q18** What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

In Fall 2017, the English department piloted a common final exam across all sections of ENGL 120 in order to holistically assess student learning and to better align faculty expectations for outcomes in this course. At the end of the Fall 2017 semester, all ENGL 120 instructors participated in a day-long group grading activity to score the finals, assess SLOs, and offer feedback on the exams. In early Spring semester 2018, the department met during professional development week to discuss our findings from the pilot: we determined that the common exam revealed that expectations/norms for summary, argument, evidence and analysis (the skills we assessed) vary greatly from instructor to instructor. We identified the need to align on our expectations for student work in those areas to better conform to transfer-level academic conventions for student reading and writing. The department also identified that this first version of the common final was probably too simple, and should be revised for clarity and complexity. Over the course of several meetings during the semester, members of the department then revised the prompt of the common final to more closely align with those skills. The department used the revised common final to assess ENGL 120 SLOs in Spring 2018 and in Fall 2018. The department also expanded this work and began using a common final exam to assess the SLOs of English 99. In the Fall 2018 semester, the department used "lessons learned" from the common final scoring and SLO assessment to inform professional development activities during the semester in order to support further alignment on instructor expectations for student work and teaching methods.

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**Q19** Do you have a PLO assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Yes**

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**Q20** Please provide an analysis of your program learning outcomes (PLO) findings and what changes, if any were made as a result.

At this time, the department has assessed its PLOs in the sense that the SLOs map to the PLOs and all of the program's SLOs have been assessed. However, the department plans on more directly evaluating its PLOs at the beginning of the Fall 2019 semester through a student survey. The department would like to directly assess its PLOs so that we can use the data to make program-wide changes in a cycle of continuous quality improvement, especially as we work to grow our English major.

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**Q21** Is this a CTE Program? **No**

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Page 4: CTE Programs Only

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**Q22** If a CTE program, provide a list of the committee members of your Advisory Committee, the chair's name, and the meeting schedule (e.g., twice yearly) **Respondent skipped this question**

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**Q23** Summarize the recommendations from the Committee. **Respondent skipped this question**

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**Q24** Describe changes that have been made to the program as a result of the committee's recommendations **Respondent skipped this question**

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**Q25** If a CTE program, please discuss your labor market information. You can access labor market information on the CTE Launchboard, CTE Program Reports that have been prepared for the Governing Board, or by contacting the IESE Office at [brianna.hays@gcccd.edu](mailto:brianna.hays@gcccd.edu).

Respondent skipped this question

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### Page 5: IV. Program Data Analysis

**Q26** How has the program's student population changed over the past 5 years (e.g., student demographics, enrollment, etc.)? Note that you can access your program's data report and the college-wide data report here.

The English department's student population has remained fairly consistent over the past five years; however, some changes are notable. In terms of ethnicity, the program's student population has remained consistent, with about 6% of students identifying as African-American, 39% White, 43% Hispanic, and 7% Multiple Races. The gender of our students has also remained consistent, with about 46% of students identifying as male, and 54% as female. In the past year, the age of our students has decreased slightly; in 2013 49% of our students were less than 20-years-old whereas in 2017, that number increased to 52%.

The English department has seen a decline in enrollment over the past five years, most likely due to general enrollment decline as well as our efforts to eliminate required stand-alone basic skills classes. In the Fall 2013, the total enrollment in English classes was 2,145 students, but that number dropped to 1,664 student in Fall 2017. We have seen an increase in the percentage of full-time students (22% in Fall 2013 to 30% in Fall 2017) and a subsequent drop in the percentage of part-time students (78% in Fall 2013 to 70% in Fall 2017). We have also seen a shift over time in our students' educational goals, with a sharp increase in student whose ed. goal is to transfer with a degree (57% in 2013 to 66% in 2017). Unfortunately, they are not choosing English for their degrees.

One point of celebration is a change in our course enrollment pattern, due to our efforts with basic skills and placement reform. English has seen a substantial decrease in enrollment in basic skills courses (Engl 90, 90R, 98, 98R, 109, and 110R) and a substantial increase in enrollment in accelerated and transfer-level composition courses. For example, enrollment in Engl 98 (two levels below freshman composition) decrease from 350 students in Fall 2013 to 30 students in Fall 2017. Enrollment in English 99 (accelerated prep for freshman composition) has increased from 108 students in Fall 2013 to 308 students in Fall 2017. Enrollment in freshman composition has significantly increased from 502 students in Fall 2013 to 682 students in Fall 2017. All of these changes have occurred during a period in which overall enrollments have decreased, from 2,145 students in Fall 2013 to 1,664 students in Fall 2017.

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**Q27** How does the program's student population differ from the College's overall student population, if at all? Note that you can access your program's data report and the college-wide data report here.

Students in English classes are slightly different, when looking at demographics, than College's overall student population. Most of the differences make sense, considering that many students who take English intend to transfer as English 120 is a transfer requirement. The gender of students in English mirrors the College's overall student population, as does the percentage of African American students. The English department has a significantly higher percentage of Latinx students (44% compared to 33%), and fewer student who identify as White (40% versus 45%). Students in English are also significantly younger than the College's overall student population, with student under 20 years-old comprising 50% of the program compared to 24% of the total College. In terms of intent, 66% of student in English indicate they want to transfer with a degree, compared to 50% of the College's overall student population. Finally, there are more full-time student in English than in the overall College, 30% versus 25%. Again, these differences make sense, considering that English 120 and sometimes English 124 are degree and transfer requirements.

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**Q28** What are the implications for ensuring the program is addressing the needs of its student population?

The implications for ensuring that the English program is addressing the needs of its student population are that the program must be cognizant of the student population described above—students who are younger, transfer-bound, and dominantly Latinx. The professional development in which the English program is involved, focuses on the specific student population of the program.

## Instructional Comprehensive Program Review

**Q29** If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

**Chart-2-Student Characteristics.docx (66.6KB)**

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**Q30** How has the program's success rate across all courses changed over the past 5 years?

The overall success and retention rates in all English courses have slightly declined over the past 5 years: the retention rate has dropped slightly from 90% in Fall 2013 to 86% in Fall 2017; additionally, the success rate has dropped slightly from 76% in Fall 2013 to 73% in Fall 2017.

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**Q31** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your program help the College reach its long-term goal of increasing the course success rate to 77%. Your program may have a program-specific goal for program-wide success rate that differs from the college goal, based on historical or contextual data/information. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year (2019/20) goal for success rate across all courses in the program?

The English department is declining to set a long-term course success rate at this time. As described in this report, the English department has undergone monumental change over the past few years, and has eliminated its 3-level remedial sequence with separate courses in reading and composition (6 courses total), and is now directly placing all students into transfer-level English (with and without support). As such, we actually expect our course success rate to drop slightly. We do not want to communicate a desired course success rate to our faculty because we do not want teachers to feel pressured to pass students who may not meet the student learning outcomes by the end of the semester.

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**Q32** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

In terms of gender, female students outperform male students in English classes in course success outcomes (76% versus 70%). However, retention rates are comparable between females and males (86% versus 87%).

In terms of ethnicity, the equity gaps have decreased during the past five years, and currently the difference in course success rates between White, Hispanic, and African American students are within 5 percentage points of each other. In the Fall of 2017, the overall course success rates in English disaggregated by ethnicity were as follows: 71% of African American students successfully completed English courses; 70% of Hispanic students successfully completed English courses; 75% of White students successfully completed English courses. Retention rates are similarly comparable. White and Hispanic students had virtually identical retention rates (92% for both groups in Fall 2013 and 86/87% in Fall 2017). The retention rates for African American students were slightly lower, at 78% in Fall 2013 and 79% in Fall 2017.

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**Q33** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

We suspect that initial placement was a dramatic contributor to equity gaps, especially for African American students. For students who began in Fall 2016, 42% of African American students completed of transfer-level English in one year, as compared to 53% for Latinx students and 67% for White students. African American student were disproportionately placed into basic skills, which certainly affects the ability of students to complete transfer-level English. Also, we suspect that implicit/unconscious bias among faculty members also contributed to the equity gaps noted above.

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## Instructional Comprehensive Program Review

**Q34** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

In the 2019/2020 academic year, the English department will continue with the specific steps it has already begun. In terms of structural change, the English department has eliminated remedial courses, completely transforming its composition course sequence. We have also changed placement, ending our reliance on the standardized placement test Accuplacer and now using high school GPA as our placement metric. Both of those changes revolutionized the English department and are leading to significant gains for all students groups. The one-year completion of transfer-level English has increased tenfold for African American students between 2011 and 2016, and threefold for Latinx and White students. The department will continue to assess and monitor these structural changes. In terms of cultural change, the English department will continue with its professional development program, the Equity Project, which begins with instructors analyzing their personalized, disaggregated classroom data and culminates with faculty members using equity-minded principles to create new curriculum or develop new teaching practices. In the 2019/2020 academic year, the English department will continue with its Equity Project if it can secure funding to do so.

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**Q35** How do these activities inform the long-term program goals that you are setting in this comprehensive program review?

These activities were created to address the long-term program goals discussed in this comprehensive program review.

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**Q36** If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

**Chart-5-Success Rates.docx (96.4KB)**

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**Q37** Does your program offer any courses via distance education (online)? **Yes**

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### Page 6: Distance Education Course Success

**Q38** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q39** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

For English courses, there are differences in success and retention rates for online versus in-person classes. In terms of retention rates, in Fall 2017, 89% of students were retained in on-campus classes versus 76% in online classes. In terms of success rates, in Fall 2017, 75% of students were successful in on-campus classes versus 64% in online classes.

The English department is addressing these disparities in a number of ways. The department chair is using the faculty evaluation process to identify instructors who could benefit from additional training in online teaching pedagogy and is requiring they complete the training or work with campus experts before they are given another online teaching assignment. The department is working with the distance education coordinator to make sure that faculty have completed the required training and preparation before they are given online teaching assignments. Finally, the department is using grant funding to develop a container “shell” for each course in the composition sequence, which faculty can copy into their own course containers and add their specific curriculum. These “shell” containers ensure that all online English classes taught meet a minimum standard in terms of course structure.

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### Page 7: Strengths, Challenges & External Influences

#### **Q40** Please describe your program's strengths.

##### Innovation

Beginning in 2011, the English department began a journey which has led to a radical transformation of the department. Once the department began reviewing its data, we began to understand the scope of the problem with traditional remediation. The throughput rates for students who began in our remedial sequence were low. For students who began three levels below freshman composition, only about 10% of them even completed transfer-level English. Once we understood the magnitude of the problem we had unintentionally created, we began making changes. In the Fall of 2012, we piloted our first accelerated basic skills class, which combined the one- and two-levels below freshman composition courses into one 5-unit class. Our next steps were to create, pilot, and scale our corequisite class, which has allowed us to eliminate stand-alone basic skills altogether. Our final step was to change our placement process so that instead of relying on the flawed standardized test Accuplacer, we now use high school GPA as our placement metric. In other words, we have transformed from a three-tiered, separate reading and writing course sequence to a corequisite-supported freshman composition model.

These programmatic changes led to a dramatically different student demographic in our transfer-level composition courses. In order to better serve our students, the department began another innovative program, our Equity Project. These professional development efforts began with instructors analyzing their personalized, disaggregated classroom data and will culminate with faculty members using equity-minded principles to create new curriculum and/or develop new teaching practices. At our meetings, which we paid part-timers to attend with grant funding, we brought in expert guest speakers to discuss equity issues, we discussed how to apply an equity lens to the teaching of English, and we developed new curriculum and teaching practices so that we can better serve the needs of our diverse students. A true culture change is happening in the department as faculty embrace equity-minded teaching and learning.

These actions show how the department is innovative.

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#### **Q41** Please describe your program's challenges.

##### Innovation

The counterpoint to innovation being a strength is that it is also a challenge. Innovation requires change, and change is difficult. Because of our efforts with acceleration, faculty have had to adapt new teaching methods, which is not always an easy or smooth process. Also, there has been a change in skill level of our students in our composition courses. Previously, the vast majority (around 90%) of students were placed into basic skills courses. Now, they are placed directly into transfer-level English, with or without support. The skill set of students has not really changed, and we are now doing in one class what we used to do in four classes. This is a challenge, as faculty need to adjust not only their curriculum and teaching practices, but also their own mindsets about student capacity.

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## Instructional Comprehensive Program Review

**Q42** Please describe external influences that affect your program (both positively and negatively).

The most significant external influence at this point in time for the English department is the forthcoming end of our grant which has funded all of our professional development efforts, the Basic Skills Student Outcomes Transformations (BSSOT) grant. All of the work described above has been supported with funding from the BSSOT grant, which ends at the end of the 2018/2019 academic year. Thus far, the department has been unable to secure funding to continue its efforts.

At the college, a large number of full-time English faculty receive significant amounts of reassign time to serve in leadership roles (for example, the accreditation faculty lead, the SLO coordinator, and the campus tutoring coordinator). This, of course, impacts the ability of full-time faculty to teach English classes and work on English department projects.

At the state level, the new law AB 705 has significant impacts for English. However, as of Fall 2018, the English department was completely compliant with AB 705. Also, the Guided Pathways initiative has implications for English. We have completed our degree maps, and as part of that process reexamined our degree requirements and modified them. We are also embracing some of the philosophical components of the guided pathways movement, and we are incorporating career readiness into our course outlines and curriculum.

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Page 8: V. Previous Goals: Update (If Applicable)

**Q43** Would you like to provide an update for your previous Goal(s)? **Yes**

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Page 9: Previous Goal 1

**Q44** Previous Goal 1:

Review and change placement practices to include multiple measures of assessment

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**Q45** Link to College Strategic Goal(s): **Basic Skills Acceleration** , **Guided Student Pathways** , **Student Validation and Engagement**

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**Q46** Goal Status **Completed**

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## Instructional Comprehensive Program Review

**Q47** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal was completed, as evidenced by a review of the current assessment practices in the district. The English department worked with their colleagues in the Grossmont College English department, and both departments agreed to adopt the Multiple Measures Assessment Project (MMAP) recommendations for placement. As of fall 2018, the district was using Accuplacer to collect the high school GPA information; however, due to recent changes in the legislation (AB 705) and at the state chancellor's office, colleges will no longer be able to use any standardized test (Accuplacer or any other) to place students. Thus, we are currently (in the fall of 2018) working with the district to change placement tools. The district office is in the final stages of implementing a new placement questionnaire through WebAdvisor, which will be in place for Fall 19 registration.

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**Q48** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q49** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q50** Do you have another goal to update?

**Yes**

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Page 10: Previous Goal 2

**Q51** Previous Goal 2:

Promote ties between the English Department and the larger community

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**Q52** Link to College Strategic Goal(s):

**Student Validation and Engagement**

**Organizational Health**

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**Q53** Goal Status

**In Progress - will carry this goal forward into this year's comprehensive program review**

## Instructional Comprehensive Program Review

### **Q54** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Night at the Theater: While this is an ongoing goal of the department, each event can be evaluated by looking at the participation rate. In the fall of 2018, the Night at the Theater event featured Shakespeare's Much Ado About Nothing at the Old Globe Theater. This event was determined to be successful, as evidenced by the fact that all of the tickets sold out and 65 students and faculty attended the event.

English 120/Humanities 115: Arts and Culture in San Diego Learning Community. Based on the results of the fall 2018 Learning Community Student Survey created and administered by the Institutional Effectiveness, Success, and Equity (IESE) division, questions relating directly to English 120 reveal that 90% of the students said the English 120 course materials are relevant in their lives, 100% of the students were satisfied and very satisfied with the class, 95% of the students would recommend the English 120 course to other students. Questions relating directly to Humanities 115: Arts and Culture in San Diego reveal that ALL students surveyed indicated their experiences in the humanities class, specifically field trips, were helpful in building a sense of engagement in the San Diego Community and within the class itself, ALL students indicated they would be likely or very likely to recommend the course to another student, and 85% said they would be likely or very likely to enroll in another humanities course. ALL students surveyed indicated the humanities course improved their college experience.

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### **Q55** Please provide the rationale for this goal:

Night at the Theater: Promoting literary events in San Diego continues to be a goal of the English department. Currently, there are few events sponsored by the college that promote the arts in San Diego. This event helps expand the students' and staff members' experience beyond the classroom as they engage in the arts off campus and recognize the vibrant and thriving arts and culture in San Diego.

English 120/Humanities 115: Arts and Culture in San Diego Learning Community. This activity ties directly to the English Department's intention to promote cultural events in San Diego. Currently, there are few events sponsored by the college that promote the arts in San Diego. This class helps expand the students' experience beyond the classroom as they engage in the arts off campus and recognize the vibrant and thriving arts and culture in San Diego.

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### **Q56** Please provide the goal action steps for the year (previously "Activities"):

Night at the Theater: This event allows students and faculty to purchase discounted theater tickets through the Cashier's Office. Each semester they are given access to one play at the Old Globe Theater or another theater in San Diego. Faculty are given professional development credit for participating. This event sells out quickly and is the first time many of our students attend a play.

English 120/Humanities 115: Arts and Culture in San Diego Learning Community. The instructor, Lindy Brazil, will arrange field trips to a variety of arts and cultural destinations in San Diego: Chicano Park, Balboa Park, Old Town, Central Library, UCSD, and the Heritage of the Americas Museum. Busses are arranged through the Student Affairs office. Speakers are also invited to visit the classroom. In addition, a Student Reader with published articles about these and other culturally significant people, places, and events will be duplicated for students, thereby providing this enriching learning experience at no-cost. With discounted prices, two other culturally activities are schedule: the Night at the Theater, which is described above, and Evening at the Symphony. Scholarships are available for students who cannot afford the cost of the tickets. Also, students will be recruited through the Pathway Academy, which has worked successfully in the past. With the positive student feedback stated above, final action steps will be: Make it a priority to market the program to students, faculty, and counselors; Make it a priority to offer the learning community at a time that works successfully with students' schedules; Make it a priority to NOT cancel the learning community.

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### **Q57** Do you have another goal to update?

Yes

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Page 11: Previous Goal 3

**Q58** Previous Goal 3:

Recruit, hire and retain diverse part-time faculty members

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**Q59** Link to College Strategic Goal(s)

**Basic Skills Acceleration** ,

**Guided Student Pathways** ,

**Student Validation and Engagement** ,

**Organizational Health**

---

**Q60** Goal Status

**In Progress - will carry this goal forward into this year's comprehensive program review**

---

**Q61** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal will be evaluated by analyzing the demographic data of the faculty in the department. The English department has made some initial progress towards this goal. The English department chair has been able to recruit and recommend for hire diverse part-time faculty. Specifically, between fall 2017 and fall 2018, five Latina, one Latino, and one Native American part-time faculty were hired to teach in the English department. Also, in the fall of 2018, the college hired a Latina full-time faculty member in the English department. The department is making strides towards greater equity in terms of faculty ethnicity; however, the department still struggles with recruiting and retaining male faculty members. The recruitment, hiring, and mentoring of part-time faculty is an ongoing issue, as the turn-over rate of part-time faculty can be high. Looking forward, we need to hire more male faculty, especially men of color. The English department will continue to review the demographic information of our faculty members and work to better represent the diversity of our students among our faculty ranks.

---

**Q62** Please provide the rationale for this goal:

Our college demographic data show that our faculty does not represent the diversity of our student population. This fact was also highlighted by ACCJC during our most recent evaluation. The English department consists of primarily white, female faculty members. Historically, it has been a challenge to hire diverse faculty; however, there are mechanisms in place, such as the SDICCCA internship program, to train and recruit new faculty of diverse backgrounds. We would like to take advantage of these resources so that our students are encouraged to see themselves in their teachers, thus helping students feel welcome and better connected with their teachers and to the college.

---

## Instructional Comprehensive Program Review

**Q63** Please provide the goal action steps for the year (previously "Activities"):

1. Recruit diverse faculty through communication with other department chairs in the region and work with the SDICCCA internship program.
2. Identify excellent candidates and recommend qualified and experienced individuals to the dean's office for hire.
3. Mentor new faculty members so that they grow as professionals and have a successful teaching career at Cuyamaca College. English served as a pilot for a new faculty mentoring program created by the student success and equity committee. We will continue to help develop and refine that program.

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**Q64** Do you have another goal to update?

**Yes**

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Page 12: Previous Goal 4

**Q65** Previous Goal 4:

Close equity gaps and increase student success in English Courses

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**Q66** Link to College Strategic Goal(s)

**Basic Skills Acceleration** ,  
**Guided Student Pathways** ,  
**Student Validation and Engagement** ,  
**Organizational Health**

---

**Q67** Goal Status

**In Progress - will carry this goal forward into this year's comprehensive program review**

---

**Q68** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The department will continue to review and analyze its student success data, disaggregated by multiple categories, on an annual basis so that we can better understand what is happening with our students. We will also conduct focus groups and/or surveys so that we can begin exploring why we see performance gaps between groups of students.

---

## Instructional Comprehensive Program Review

**Q69** Please provide the rationale for this goal:

Now that our efforts to transform basic skills have been realized, the English department has turned its attention to our transfer-level English class, English 120. Due to acceleration and placement changes, the student population in English 120 is dramatically different than it was previously, which was the goal of acceleration. Student who were previously considered under prepared are now enrolling in transfer-level English. Furthermore, significantly more student of color are enrolling in and completing college English. This is an important development because research from the Research and Planning (RP) group suggests that half of all equity gaps in terms of college-level student outcomes are determined by inequities in placement into math and English courses. Thus, we are already on our way to addressing equity gaps. Before our efforts were focused on making changes in basic skills, but we have realized that now we must focus our efforts on adapting the teaching environment in English 120 so that we can effectively serve our students. Thus, our new goal is to close the remaining equity gaps in our transfer-level courses so that our initial goals of achieving equity can be realized.

---

**Q70** Please provide the goal action steps for the year (previously "Activities"):

In the spring semester of 2018, the English department began its Equity Project, the goal of which is to cultivate equity-minded practitioners who actively work to eliminate equity gaps. The project is data based, collaborative and supportive. Over winter break in 2018, lead faculty worked with the college's research office as they prepared practitioner-level data which showed each faculty member the retention and success rates of their own classrooms over the past two years, disaggregated by ethnicity. Faculty then reflected on the data and are currently designing inquiry projects to address the gaps they find in their own teaching practice. The department brought four guest speakers to campus, all know for their work with historically underserved populations, to work with the department over the course of the semester, as we think about ways to modify our teaching to better meet the needs of our students. We are implementing our individual equity projects in the 2018-2019 academic year, while creating sharable resources for the entire department, and perhaps others as well. This project is still in the pilot stage; however, we are encouraged by the excitement of our faculty and their commitment to addressing and correcting the institutional realities that perpetuate inequities.

Our next steps for the academic year 2019-2020 are to scale this project campus wide. Faculty leads for this project are currently in discussions with other campus leaders (in professional development, the student success and equity committee, the office of Institutional Effectiveness, Success and Equity, and the Guided Pathways workgroups) in order to develop a specific implementation plan. However, English faculty members will continue to participate in the project, and potentially serve as mentors for other faculty members beginning this work.

The English department's goal of closing equity gaps and increasing student success cannot be realized without the ability of students to access tutoring support in the college's Writing Center. Data from the office of institutional effectiveness show that in Fall 2017, students enrolled in English 120 and 020 (corequisite supported freshman composition) who went to tutoring in English more than once has a 91% course success rate, compared to a 65% course success rate for students who did not receive tutoring. The English department will continue to work closely with the Writing Center to better support students and promote student success.

---

Page 13: VI. New Goals

**Q71** Would you like to submit any new goal(s)? **Yes**

---

Page 14: New Goal 1



## Instructional Comprehensive Program Review

### Q72 New Goal 1:

Grow the English major NOTE: This is actually a continuation of a previous goal, not a new one (there was only space to address 4 previous goals):

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### Q73 Link to College Strategic Goal

**Basic Skills Acceleration** ,  
**Guided Student Pathways** ,  
**Student Validation and Engagement**

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### Q74 Please provide the rationale for this goal:

While the department has been working hard at transforming our basic skills sequence, we have admittedly neglected our major even though growing the major has been a long-time department goal. Our data show us that in the past five years, our students have earned three certificates and 4 degrees. We are not satisfied with how unpopular our English major is and are committed to promoting our program of study. We suspect that one of the reasons why our major is not popular is that students do not understand how studying English is relevant to their lives, either personally or professionally.

---

### Q75 Please provide the goal action steps for the year (previously "Activities"):

The English department has taken initial steps to grow the major and plans on further developing those activities by doing the following:  
Literature courses: 1. Each full-time faculty member has chosen a literature class, for which they will be responsible and will work towards creating a truly excellent class experience. 2. The department recently created two new classes (English 236 Chicano/Chicana Literature, and English 238 Black Literature) which will allow the English department to offer culturally-relevant curriculum for our students, hopefully making our major more personally relevant to their lives.

Career Competencies: 1. Following a guided pathways framework, the department will continue to work to align our program goals and course goals in our literature classes with employable competencies (such as critical thinking, strong communication, attention to detail, etc.) so that students can better understand how the English program can help them develop the skills that employers look for. 2. We will continue to revise our course outlines to highlight career/professional skills, and communicate those skills in our courses, through our assignments.

Marketing: 1. The English department has also updated, and will continue to update, its webpage in order to help market the program and its course offerings. 2. Guided Pathways Workgroup 2 is developing a process to provide department chairs with a list of incoming students who indicate they want to major in English. The department will develop a plan for how to effectively use this list of students.

Campus Engagement: 1. Each semester, every literature course will require an assignment which tasks students with creating a campus event related to the course material. 2. We will continue to run, 6-word story contests, which are a fun way to encourage students to write and be creative. 3. We are in the very early stages of creating a literary journal for the campus community so that students have the opportunity to publish their creative writing. We hope that by communicating the relevancy of the English program, students will be more attracted to our major.

---

## Instructional Comprehensive Program Review

**Q76** How will the goal be evaluated?

We will look at the number of certificates and degrees awarded every year. We will also survey students enrolled in our literature and composition courses to get feedback which can be used to continuously improve the quality our programs

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**Q77** Do you have another new goal? **No**

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Page 15: New Goal 2

**Q78** New Goal 2: **Respondent skipped this question**

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**Q79** Link to College Strategic Goal **Respondent skipped this question**

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**Q80** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q81** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q82** How will the goal be evaluated? **Respondent skipped this question**

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**Q83** Do you have another new goal? **Respondent skipped this question**

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Page 16: New Goal 3

**Q84** New Goal 3: **Respondent skipped this question**

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**Q85** Link to College Strategic Goal **Respondent skipped this question**

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**Q86** Please provide the rationale for this goal: **Respondent skipped this question**

---

**Q87** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q88** How will the goal be evaluated? **Respondent skipped this question**

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**Q89** Do you have another new goal? **Respondent skipped this question**

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Page 17: New Goal 4

## Instructional Comprehensive Program Review

**Q90** New Goal 4: Respondent skipped this question

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**Q91** Link to College Strategic Goal Respondent skipped this question

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**Q92** Please provide the rationale for this goal: Respondent skipped this question

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**Q93** Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

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**Q94** How will the goal be evaluated? Respondent skipped this question

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**Q95** Do you have another new goal? Respondent skipped this question

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Page 18: Resources Needed to Fully Achieve Goal(s)

**Q96** Is the program requesting resources this year to achieve this goal? Respondent skipped this question

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Page 19: VII. Faculty Resource Needs

**Q97** Are you requesting one or more faculty positions to achieve this goal? Yes

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Page 20: Faculty Position Request(s)

**Q98** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Full-Time Faculty

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**Q99** Faculty Position Request 1 - Related Program Goal(s):

Goals 2 through 5

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**Q100** Faculty Position Request Upload 1: Please upload the completed faculty request form using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

**FacultyPositionRequestForm-2018-19FINAL.docx (17KB)**

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## Instructional Comprehensive Program Review

**Q101** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested: **Respondent skipped this question**

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**Q102** Faculty Position Request 2 - Related Program Goal(s): **Respondent skipped this question**

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**Q103** Faculty Position Request Upload 2: Please upload the completed faculty request form button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

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Page 21: VIII. Classified Staff Resource Needs

**Q104** Are you requesting one or more classified positions to achieve this goal? **No**

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Page 22: Classified Staff Position Request(s)

**Q105** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

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**Q106** Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

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**Q107** Classified Staff Position Request Upload 1: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information). **Respondent skipped this question**

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**Q108** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

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## Instructional Comprehensive Program Review

**Q109** Classified Staff Position 2 Related Program  
Goal(s):

Respondent skipped this question

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**Q110** Classified Staff Position Request Upload 2: Please upload a completed Classified Position Request Form using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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Page 23: IX. Technology Resource Needs

**Q111** Are you requesting technology resources to achieve this goal?

No

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Page 24: Technology Request(s)

**Q112** Technology Request 1: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

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**Q113** Technology Request 2: Please remember to complete a Technology Request Form for each request. You can access the online Technology Request Form here: Technology Request Form.

Respondent skipped this question

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Page 25: X. Perkins and Strong Workforce Resource Needs

**Q114** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

No

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Page 26: Perkins Request and Strong Workforce

**Q115** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

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**Q116** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

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Page 27: XI. Supplies/Equipment Resource Needs

## Instructional Comprehensive Program Review

**Q117** Are you requesting supplies and/or equipment resources to achieve this goal? **No**

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### Page 28: Supplies/Equipment Request(s)

**Q118** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

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**Q119** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

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**Q120** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

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**Q121** Supplies/Equipment Documentation 2: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

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### Page 29: XII. Facilities Resource Needs

**Q122** Are you requesting facilities resources to achieve this goal? **No**

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### Page 30: Facilities Request

**Q123** Facilities Request 1: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form **Respondent skipped this question**

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**Q124** Facilities Request 2: Please provide the information below and remember to complete the online Facilities Request Form, accessible here: Facilities Request Form **Respondent skipped this question**

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### Page 31: XIII. Professional Development Resource Needs

**Q125** Are you requesting professional development resources to achieve this goal? **Yes**

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Page 32: Professional Development Request

**Q126** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:

**COMMON FINAL SCORING.** Recently, the English department implemented a common final exam in transfer-level English (Engl 120), across the stand-alone transfer-level classes (Engl 120) as well as the corequisite-supported transfer-level classes (Engl 120 & 020), without differentiating between the two. Faculty have students complete the final exam at the end of the semester, and then faculty convene for a day-long scoring session, to evaluate the final exams and assess the course-level SLOs. This has been an invaluable process for the department for two main reasons: First, the final exam, common to both stand-alone and corequisite supported transfer-level English has helped the department monitor the exit skills of our innovative basic skills reform and make sure that standards are being upheld consistently across all sections; secondly, the scoring sessions have been invaluable professional development for faculty as they allow faculty to better align expectations for student work at the end of the semester and engage in a process of true continuous quality improvement of the program as we assess the course-level SLOs. The department has been using grant funding (BSSOT) to pay faculty to participate in this scoring process. However, that funding runs out at the end of the 18/19 academic year. In order to continue with this activity, the department needs \$16,000 annually. The scoring session lasts all day, from 9am until 4pm. We pay faculty a rate of \$55 per hour, based on the non-classroom hourly pay schedule. We have about 20 faculty participate in the scoring session each semester. Thus, it costs about \$7,700 per semester to pay faculty to score the final exam. The department has also been providing lunch and coffee, which is about an additional \$300, for a grand total of \$8,000 per semester. We conduct this activity in the fall and spring semesters; thus we would need a total of \$16,000 annually to continue with this activity.

Amount Requested \$:

**\$16,000 annually**

Related Program Review Goal(s):

**Goal 4**

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**Q127** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.



## Instructional Comprehensive Program Review

Description:

**EQUITY PROJECT.** The objective of the English department's Equity Project is to eliminate equity gaps while promoting excellence, with goals of: supporting equity-minded practitioners who actively work to eliminate equity gaps; supporting faculty as they use data to identify strengths and weaknesses in their own teaching practice, set goals, implement plans to address weaknesses, and evaluate the effectiveness of their plan; and developing and sharing effective teaching practices and curriculum. The English department has been engaged in its Equity Project since Spring 2018. The professional development program began with faculty members receiving and reflecting on their individual, disaggregated classroom data. They identified personal strengths and weaknesses related to equity outcomes, and set goals for themselves. Next, we held regular meetings (varying between monthly and bi-monthly), which we paid all faculty (part-time and full-time) to attend. We invited three guest speakers, who had expertise on various equity-related issues, to our meetings and we discuss the implications of their ideas for the teaching of English. Faculty are currently developing new curriculum and/or teaching methods to address the equity gaps in their classes. We have been using our BSSOT grant funding to support these efforts. However, that funding runs out at the end of the 18/19 academic year. In order to continue this activity, the department needs \$19,800 annually. This amount would cover the amount necessary to pay faculty to attend the meetings, and does not include funding for guest speakers. An amount of \$9,900 per semester would cover the following: 4 three-hour meetings, for a cohort of 15 faculty members, paid at a rate of \$55 per hour (based on the non-classroom hourly rate). In order to continue this activity, the department needs \$19,800 annually. This amount would cover the amount necessary to pay faculty to attend the meetings, and does not include funding for guest speakers. An amount of \$9,900 per semester would cover the following: 4 three-hour meetings, for a cohort of 15 faculty members, paid at a rate of \$55 per hour (based on the non-classroom hourly rate). In order to continue this activity, the department needs \$19,800 annually. This amount would cover the amount necessary to pay faculty to attend the meetings, and does not include funding for guest speakers. An amount of \$9,900 per semester would cover the following: 4 three-hour meetings, for a cohort of 15 faculty members, paid at a rate of \$55 per hour (based on the non-classroom hourly rate).

Amount Requested \$

\$19,800 annually

## Instructional Comprehensive Program Review

Related Program Review Goal(s):

**Goals 3, 4, 5**

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Page 33: XIV. Other Resource Needs

**Q128** Are you requesting any other resources to achieve this goal? **Yes**

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Page 34: Other Resource Request

## Instructional Comprehensive Program Review

**Q129** Other Resource Request 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:

**COMMON FINAL SCORING.** Recently, the English department implemented a common final exam in transfer-level English (Engl 120), across the stand-alone transfer-level classes (Engl 120) as well as the corequisite-supported transfer-level classes (Engl 120 & 020), without differentiating between the two. Faculty have students complete the final exam at the end of the semester, and then faculty convene for a day-long scoring session, to evaluate the final exams and assess the course-level SLOs. This has been an invaluable process for the department for two main reasons: First, the final exam, common to both stand-alone and corequisite supported transfer-level English has helped the department monitor the exit skills of our innovative basic skills reform and make sure that standards are being upheld consistently across all sections; secondly, the scoring sessions have been invaluable professional development for faculty as they allow faculty to better align expectations for student work at the end of the semester and engage in a process of true continuous quality improvement of the program as we assess the course-level SLOs. The department has been using grant funding (BSSOT) to pay faculty to participate in this scoring process. However, that funding runs out at the end of the 18/19 academic year. In order to continue with this activity, the department needs \$16,000 annually. The scoring session lasts all day, from 9am until 4pm. We pay faculty a rate of \$55 per hour, based on the non-classroom hourly pay schedule. We have about 20 faculty participate in the scoring session each semester. Thus, it costs about \$7,700 per semester to pay faculty to score the final exam. The department has also been providing lunch and coffee, which is about an additional \$300, for a grand total of \$8,000 per semester. We conduct this activity in the fall and spring semesters; thus we would need a total of \$16,000 annually to continue with this activity.

Amount Requested \$:

\$16,000 annually

Related Program Review Goal(s):

Goal 4

**Q130** Other Resource Request 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:

**EQUITY PROJECT.** The objective of the English department's Equity Project is to eliminate equity gaps while promoting excellence, with goals of: supporting equity-minded practitioners who actively work to eliminate equity gaps; supporting faculty as they use data to identify strengths and weaknesses in their own teaching practice, set goals, implement plans to address weaknesses, and evaluate the effectiveness of their plan; and developing and sharing effective teaching practices and curriculum. The English department has been engaged in its Equity Project since Spring 2018. The professional development program began with faculty members receiving and reflecting on their individual, disaggregated classroom data. They identified personal strengths and weaknesses related to equity outcomes, and set goals for themselves. Next, we held regular meetings (varying between monthly and bi-monthly), which we paid all faculty (part-time and full-time) to attend. We invited three guest speakers, who had expertise on various equity-related issues, to our meetings and we discuss the implications of their ideas for the teaching of English. Faculty are currently developing new curriculum and/or teaching methods to address the equity gaps in their classes. We have been using our BSSOT grant funding to support these efforts. However, that funding runs out at the end of the 18/19 academic year. In order to continue this activity, the department needs \$19,800 annually. This amount would cover the amount necessary to pay faculty to attend the meetings, and does not include funding for guest speakers. An amount of \$9,900 per semester would cover the following: 4 three-hour meetings, for a cohort of 15 faculty members, paid at a rate of \$55 per hour (based on the non-classroom hourly rate).

Amount Requested \$

**\$19,800 annually**

Related Program Review Goal(s):

**Goals 3, 4, 5**

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Page 35: Executive Summary

**Q131** Executive Summary

Offering both general education composition courses and two transfer degrees, the English Department at Cuyamaca College provides students in the local community an opportunity to develop the skills a wide range of employers seek: strong communication, analytical reading, critical thinking, attention to detail, and the ability to work in diverse teams. The department encourages students to engage deeply with literature and nonfiction texts as well as other forms of cultural production, and to account for how those texts inform our ideologies, norms, and values.

## Instructional Comprehensive Program Review

Beginning in 2011, the English department began a journey which has led to a radical transformation of the department. Once the department began reviewing its data, we began to understand the scope of the problem with traditional remediation. The throughput rates for students who began in our remedial sequence were low. For students who began three levels below freshman composition, only about 10% of them even completed transfer-level English. Once we understood the magnitude of the problem we had unintentionally created, we began making changes. In Fall 2012, we piloted our first accelerated basic skills class, which combined the one- and two-levels below freshman composition courses into one 5-unit class. Our next steps were to create, pilot, and scale our corequisite class, which has allowed us to eliminate stand-alone basic skills altogether. Our final step was to change our placement process so that instead of relying on the flawed standardized test Accuplacer, we now use high school GPA as our placement metric. In other words, we have transformed from a three-tiered, separate reading and writing course sequence to a corequisite-supported freshman composition model.

These programmatic changes led to a dramatically different student demographic in our transfer-level composition courses. In order to better serve our students, the department began another innovative program, our Equity Project. These professional development efforts began with instructors analyzing their personalized, disaggregated classroom data and will culminate with faculty members using equity-minded principles to create new curriculum and/or develop new teaching practices. At our meetings, which we paid part-time faculty to attend with grant funding, we brought in expert guest speakers to discuss equity issues, we discussed how to apply an equity lens to the teaching of English, and we developed new curriculum and teaching practices so that we can better serve the needs of our diverse students. A true culture change is happening in the department as faculty embrace equity-minded teaching and learning.

The counterpoint to innovation being a strength is that it is also a challenge. Innovation requires change, and change is difficult. Because of our efforts with acceleration, faculty have had to adapt new teaching methods, which is not always an easy or smooth process. Also, there has been a change in skill level of our students in our composition courses. Previously, the vast majority (around 90%) of students were placed into basic skills courses. Now, they are placed directly into transfer-level English, with or without support. The skill set of students has not really changed, and we are now doing in one class what we used to do in four classes. This is a challenge, as faculty need to adjust not only their curriculum and teaching practices, but also their own mindsets about student capacity.

The most significant external influence at this point in time for the English department is the forthcoming end of our grant which has funded all of our professional development efforts, the Basic Skills Student Outcomes Transformations (BSSOT) grant. All of the work described above has been supported with funding from the BSSOT grant, which ends at the end of the 2018/2019 academic year. Thus far, the department has been unable to secure funding to continue its efforts. At the college level, a large number of full-time English faculty receive significant amounts of reassign time to serve in leadership roles (for example, the accreditation faculty lead, the SLO coordinator, and the campus tutoring coordinator). This, of course, impacts the ability of full-time faculty to teach English classes and work on English department projects. At the state level, the new law AB 705 has significant impacts for English. However, as of Fall 2018, the English department was completely compliant with AB 705. Also, the Guided Pathways initiative has implications for English. We have completed our degree maps, and as part of that process reexamined our degree requirements and modified them. We are also embracing some of the philosophical components of the guided pathways movement, and we are incorporating career readiness into our course outlines and curriculum.

The English department has a long history of using data to guide programmatic improvement. In Fall 2017, the English department piloted a common final exam across all sections of transfer-level English in order to holistically assess student learning and to better align faculty expectations for outcomes in this course. The department subsequently brought the pilot to scale, and at the end of each semester, all freshman composition instructors participate in a day-long group grading activity to score the final exams, assess the course-level SLOs, and offer feedback on the exams to the instructors of the courses. Our assessments have revealed that expectations/norms for summary, argument, evidence and analysis (the skills we assessed) vary greatly from instructor to instructor. We identified the need to align on our expectations for student work in those areas to better conform to transfer-level academic conventions for student reading and writing. The English department has used "lessons learned" from the common final scoring and SLO assessment to inform professional development activities during the semester in order to support further alignment on instructor expectations for student work and teaching methods.

The future plans and goals of the department are to continue and refine its current professional development efforts as well as to grow

## Instructional Comprehensive Program Review

the English major. More specifically, the department is trying to secure funding to continue the following efforts: the common final scoring and SLO assessment, Equity Project work, expanded Writing Center tutoring and specifically embedded tutors, further refinement of our innovative corequisite basic skills model and multiple measures of assessment, and campus events to promote student validation and engagement.

The English department at Cuyamaca College is excited to continually improving its program so that we can remain leading advocates for student success and equity.

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**Q132** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module. **Yes**

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