#10

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Email:	tania.jabour@gcccd.edu
IP Address:	76.95.223.251

Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

English

Q2

I.2. Lead Author:

Tania Jabour, Ph.D.

Q3   **Respondent skipped this question**

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

Q4

I.4. Dean/Manager(s):

Lauren Halsted, Ed.D.

Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/19/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

The most relevant change that has occurred is that the department has been almost exclusively online since our last program review due to the ongoing pandemic. While I assisted in the last program review, this is also my first solo one since I became chair of the department in January 2021. So it's been a year of transition as the department has supported me in learning my role, and we've supported each other and our students in making remote education and meetings works. Other changes, like our equity work, outcomes and assessment updates, etc. will be summarized below.

Page 2: II. Assessment and Student Achievement

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

The English Department has an assessment plan on file, though it needs to be updated. Actually, since the chair of the English department is also the Outcomes and Assessment Co-Coordinator (lol), it should be noted that the campus-wide template for outcomes assessment plans in instruction should be updated for the next program review cycle.

The good news is that, while the English assessment plan isn't quite reflective of our current practices, as we paused our regular assessment schedule during the pandemic, the English department is current on all of our course SLO assessments. There's additionally this fantastic new reference guide that the Outcomes and Assessment team made to show chairs and coordinators which SLOs in which courses have been assessed when, and the information for English is also up to date, though it of course doesn't yet reflect the SLO assessments that are planned for this semester.

The highlight assessment practice in our department has long been the ENGL 120 common final exam, which we graded collectively as a department, and which we used to not only assess SLOs, but also discuss the strengths and challenges of the student work samples, with the goal of offering some feedback to instructors, further refining our courses and instruction, and improving our program as a whole. Since the pandemic shifted us online, we suspended our common final, and when we bring it back (likely in fall 2022), we plan to revise the prompt so that it is a more equitable assessment, and adjust the group grading format to really emphasize the professional development and program improvement aspects.

In spring 2021, the department additionally drafted new SLOs for our ENGL 120 class, based the work we were doing in our equity COP, and inspired by our mentor text, Cultivating Genius by Gholdy Muhammad. We haven't formalized those new SLOs through curriculum yet, though they're being piloted informally in some sections.

I would eventually like to establish a common final for ENGL 124 as well. During COVID, we focused on assessing our literature classes; across the board, students are quite successful with the learning outcomes in literature classes, and we could use that data point as well as the more equitable outcomes in literature classes as guidance for improvements to our composition courses.

Finally, in fall 2021 the English department decided to adopt the shared PLOs for the Language and Communication ACP. We plan to use the 3 shared PLOs as well as one English-only PLO.
1) Communicate clearly and effectively in a variety of media and/or contexts (speech, writing, and/or sign language).
2) Apply discipline-specific theories about language and communication to students' own practice or work.
3) Navigate norms related to communicating in diverse environments, including professional, intercultural, and/or specialized settings.
4) English only: Develop and support an original argument or interpretation with analysis of relevant evidence.

When I started the program modification process to make the PLOs official, I learned that the English major (local and transfer) was outdated and needed to be modified entirely to the new template from the state chancellor's office, as well as reflective of recent course deactivations and deletions. I am currently working on that process with Ticey Hosley, and I expect to put the program modifications with new PLOs and updated major specifications in spring.

Q8

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

In spring 2021, under the direction of faculty member Bri Brown (formerly Kuhn), the English department created a new community of practice that we called Resistant and Illuminative Strategies for Equity (R.I.S.E.). The department views this COP as a follow up to the Equity Project of 2017 - 2020, which we used to scale our acceleration model while working to achieve equitable outcomes for all students. As we've documented extensively, the department made significant gains with equitable outcomes in student success and retention (we're among the top colleges in the state), but we aren't satisfied with our data. We still show significant equity gaps in success and retention for students of color.

According to the data from the IESE office, in fall semesters over the last several years, our success and retention rates are as follows:
--From fall 2016-2020, course retention rates for White Non-Hispanic students has averaged around 87% with very little fluctuation over the years, and no significant trends up or down.
--From fall 2016-2020, course success rates for White Non-Hispanic students has averaged around 77% with very little fluctuation over the years, and no significant trends up or down.

When we compare retention and success rates for Latinx and Black students, we see persistent equity gaps:
--Latinx students are retained at an average of 84% and are successful at an average of 67% (approximately 10 point equity gap in success rates)
--Black students are retained at an average of 79% and are successful at an average of 59% (approximately 18 point equity gap in success rates)
I averaged course retention and success rates because in all cases, rates are pretty flat, and there are no trends up or down in these categories. It's concerning that the department has not been able to move the needle in course retention and success for Latinx and Black students, despite our rigorous equity work over the years.

Even more alarming:
--Equity gaps are just starting to emerge in the last couple of fall semesters for Middle Eastern students and Pacific Islander students, where there were not gaps before (can fill in more details on the numbers here later).
--When I checked the spring 2021 course retention and success rates to see if our one semester of new equity COP made any notable difference in the data (I was looking for a bright spot), I saw that the course success rates for just that semester plummeted for Black students. The trend looks like this: 68% success rate for Black students in Spring 2017, down to success rates in the 50% range in spring 2018 - 2020, then down to a shocking 36% success rate in spring 2021.

In spring 2021 PD week meetings, we'll look at this data together as a department, reflect on current trends, and determine our agenda for the equity work ahead of us.

Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

We established RISE because our previous departmental equity work wasn't moving the needle--our course success and retention has been pretty flat across the board. We have detailed and ambitious plans for the RISE COP for spring - fall 2022, as is detailed in the RISE Funding Proposal. Some highlights of that plan include some structural intervention in the core content, objectives, and outcomes of our composition courses, as well as an in-depth course evaluation project, wherein faculty offer detailed feedback to colleagues according to the RISE Course Audit Rubric that we developed for the project.

Funding for the COP, however, is essential. We have a new volunteer Part-Time Faculty Liaison, and in her inaugural meetings with part-time faculty in our department this fall 2021, one of the themes that emerged is that part-time faculty absolutely do not have the bandwidth to engage in this time-consuming equity work without stipends for their time (attending meetings, creating materials, engaging in course audit work, etc.). The funding proposal is my and Bri Brown's best effort toward securing funding for RISE in the spring; without funding, I don't think we'll be able to continue with our plans.

The draft of this program review (in Google Docs and Word) contained links to the funding proposal and other relevant documents that are referenced in these responses, but Survey Monkey doesn't support links. If the review committee would like to see these documents, please let me know!

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

I brought this question to the English department in an all-faculty meeting for discussion and reflection. We discussed how we have learned to better leverage Canvas features, and how we plan to integrate Canvas more thoroughly in our courses, even in face-to-face classes. Some talked about how they would like to explore more hybrid options in the future and be more intentional about which activities might be best suited for face-to-face, and which can be effectively accomplished online.
Most agreed that they have learned to have more interactive classes, to be more attentive to student's needs that aren't necessarily academic, and to be more flexible overall. We agreed we need to keep that going as a departmental ethic/norm. There was also the consensus that office hours via Zoom really work for most students, and there was hope that can continue.
One faculty member wrote about the opportunity that the pandemic has presented to integrate more metacognitive work/writing into his classroom, from essay topics like public health, online learning, and vaccine mandates, to assignments that ask students to reflect on how they best deal with stress, uncertainty, and anxiety (which is rampant in the pandemic).
Overall, I think the transition to remote made us all keenly more aware of our workloads and the constraints on our time and attention, and we have applied that awareness to students and what they must be going through during the ongoing pandemic, trying to juggle work, school, family responsibilities, etc. I think we've gotten more flexible and student-centered in our approaches, and we've streamlined our courses; offered students more opportunities to make up work, revise work, take alternative assignments; dedicated more time and attention to student affective needs in our classes. At least I hope we're a kinder, more flexible department now.

Q12   **No**

II.B.4. Is your program a career education program (e.g.,
does it prepare students to directly enter the workforce)?

Page 4: II. Assessment and Student Achievement continued

Q13

II.B.5. Please share your observations about the employment rate for your program over the past several years.

Respondent skipped this question

Q14

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Respondent skipped this question

Q15

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

Respondent skipped this question

Page 5: II. Assessment and Student Achievement continued

Q16

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Yes

Page 6: II. Assessment and Student Achievement

Q17

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

According to the data for fall semesters, for on-campus classes, our average course retention rate is 88% and our average course success rate is 74%. Comparatively, for our DE classes in the same semesters, the average course retention rate is 81% and the average course success rate is 67%. While these numbers aren't identical -- there are gaps -- the gaps are really small. I'm guessing we have some of the better success rates for DE classes among departments at our college, and one bright spot is that our course success for DE classes jumped significantly in just fall 2020 to hit the 70% threshold, so we might be starting on a positive trend.

I attribute our overall success to some masterful online educators in our faculty ranks. Bri Brown was recently appointed DE Coordinator, and the fact that we have her expertise in our department has undoubtedly made a positive difference in our collective ability to teach well online. We also have many part-time faculty members who are highly experienced and effective in online education, including Cynthia Luna and Kim Lenox, both of whom led college-wide efforts to get our faculty certified to teach online during the pandemic. The department frequently highlights the best practices of experienced and successful faculty, and we often devote time in our department meetings to discuss strategies for teaching online.

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

Promote ties between the English Department and the larger community.

Q19

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

Student Validation and Engagement

Q20

3. Goal Status

In Progress - will carry this goal forward into next year

Page 8: III. Previous Goals: Update continued

Q21

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

Respondent skipped this question

Q22

Do you have another goal to update?

Respondent skipped this question

Page 9: III. Previous Goals: Update continued

Q23

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

This one has been challenging, since we've been online since the last annual update. I suspect we will revise or remove this goal in our next comprehensive program review (next year), but we'll keep it for now. Some highlights include the Creative Writing Club, which has grown, and now hosts regular meetings as well as Culture and Community Circle Events. The also maintain a website and--excitingly!--publish student work in biannual journals. The department has also increased Work Based Learning and Community Service Learning content in our classes, with content and projects that directly relate to getting students involved in their communities and/or investigating career options. We miss the literary festival event(s) we started just before the pandemic and will resume those once we are more fully back on campus.

Q24

Do you have another goal to update?

Yes

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

Recruit, hire and retain diverse faculty members

Q26

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

Student Validation and Engagement

Q27

3. Goal Status

In Progress-will carry this goal forward into next year

Page 11: III. Previous Goals: Update continued

Q28

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

Respondent skipped this question

Q29

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update (If Applicable) continued

Q30

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

We aren't currently hiring and have no plans to request an additional full-time faculty member, but we were able to hire two new part-
time faculty to teach this fall 2021 semester. I was intentional about recruiting faculty of color and reached out to SDSU and UCSD
with notes that specified that we were interested in diversifying our faculty pool. I ended up interviewing 4 candidates for 2 positions,
and I crafted very direct questions about equity-minded teaching and learning. We ended up with two new instructors who identify as
Latinx, and we hope to retain them despite continual schedule cuts, etc. Additionally, our Black Literature course has been very
popular, as it is one of very few classes on campus that satisfy the new Ethnic Studies requirement; in the next year or two, I hope
that English can offer multiple sections of that class and specifically hire a Black faculty member with expertise in the subject to teach
the course.

Q31

Do you have another goal to update?

Yes

Page 13: III. Previous Goals: Update continued

Q32

1. Previous Goal 3:

Close equity gaps and increase student success in English courses.

Q33

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

Student Validation and Engagement

Q34

3. Goal Status

In Progress-will carry this goal forward into next year

Page 14: III. Previous Goals: Update continued

Q35

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

Respondent skipped this question

Q36

Do you have another goal to update?

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q37

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

This has emerged as the department's most significant goal and it captures the essence of most of the work we've been doing. In the upcoming comprehensive program review, we'll move this up the list and likely focus more fully on it. Meanwhile, we have our RISE plan, which has detailed action steps, outcomes, etc. Here's a snapshot from fall 2021, most of which we accomplished:

Close the loop on Gholdy Muhammad's book by workshopping prompts that haven't yet been revised to align with her framework and work to modify them to employ in our 2021-22 courses
Review new goals and and action items to guide our work
Design a course audit process by which faculty audit two of their colleagues' courses using the R.I.S.E. course audit rubric (adapted from the Peralta Equity Rubric, CVC-OEI Course Design rubric, and R.I.S.E. goals), planned for spring 2022
Invite guest speakers to present on topics related to anti-racist, illuminative pedagogy, including Dr. Nick Mortaloni, the Dean of Student Affairs at Miracosta College, who will be presenting on trauma-informed pedagogies, and potentially a student panel who will speak about their experiences in their English courses
Compare our department, course, and instructor-level equity data pre- and post-Equity project implementation to track the progress we have or haven't made in closing equity gaps
Participate in qualitative focus group data analysis, which was gathered by the CTC Mindsets Project and Cuyamaca College
Analyze quantitative data to track our department's and instructors' progress with implementing anti-racist teaching strategies
Participate in professional development opportunities, including the self-paced Humanizing Online Teaching and Learning course at Cuyamaca, the Black Minds Matter series, the CORA Anti-racist teaching course, among others

Expected Outcomes and Assessment:
The expected outcomes include:
Closing equity gaps for African-American, Latinx, and other marginalized groups on our campus
Increased student success on English 120, 120/20, and 124 class assignments
Increased student success in our English 120, 120/20, and 124 courses
Empowering and validating our students' lived experiences and cultural, ancestral, and historical capital in order to promote identity formation and understanding of otherness
Cultivating students' cognitive learning behavior so they see struggle as productive rather than debilitating and they acquire skills to learn things more effectively in the future so that learning becomes "sticky" (Hammond)
Fostering intellectualism by implementing the histories of course topics and disciplines
Promoting criticality by fostering agitation against systems of oppression
Working to rewrite oppressive narratives that exist for minoritized populations so students internalize their intellectual, cultural, historical, and ancestral assets and brilliance

We will assess whether the outcomes have been met through data collected in the form of:
Student engagement and course success surveys administered in English 120, 120/20, and 124 classes
Assignment success outcomes in English 120, 120/20, and 124 classes
Course success outcomes to analyze the increased level of student success and closing of equity gaps for African-American, Latinx, and other marginalized groups on our campus (We will also ask the office of Institutional Effectiveness, Success, and Equity to collect data on course success, disaggregated by race, gender, etc. to better understand the impact of these interventions).
Qualitative data from student interviews and focus groups—we will ask questions related to their experiences in our courses to gauge the level to which students feel validated and empowered in our newly-designed courses.

Q38   **Yes**

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q39

1. Previous Goal 4:

Grow the English Major

Q40

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

Guided Student Pathways

Q41

3. Goal Status

In Progress-will carry this goal forward into next year

Page 17: III. Previous Goals: Update continued

Q42

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

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q43

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

We've had mixed results on this goal so far. As with most programs across the college, our enrollment has suffered in the last couple of years, and our course offerings are fewer in number with each passing semester. It's really concerning. However, the enrollment in our literature courses is getting stronger with each semester, due in part to Chicanx Literature and Black Literature, which are popular among students generally, and now satisfy a new graduation requirement. It has also helped that we are offering our literature classes as DE/asynchronous sections; students seem to like that format. In support of this goal, over the next academic year we plan to update our major, create new ACP and Guided Pathways content, update our website, and create engaging content for students about the English major and its benefits.

Page 19: IV. New Goals

Q44

Would you like to propose any new goal(s)?

No

Page 20: IV. New Goals continued

Q45

1. New Goal 1:

Respondent skipped this question

Q46

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

Respondent skipped this question

Q47

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

Respondent skipped this question

Q48

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

Respondent skipped this question

Q49

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

Respondent skipped this question

Q50

6. How will this goal be evaluated?

Respondent skipped this question

Q51

Do you have another New Goal?

Respondent skipped this question

Page 21: IV. New Goals continued

Q52

1. New Goal 2:

Respondent skipped this question

Q53

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

Respondent skipped this question

Q54

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

Respondent skipped this question

Q55

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

Respondent skipped this question

Q56

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

Respondent skipped this question

Q57

6. How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another New Goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q59

1. New Goal 3:

Respondent skipped this question

Q60

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

Respondent skipped this question

Q61

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

Respondent skipped this question

Q62

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

Respondent skipped this question

Q63

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

Respondent skipped this question

Q64

6. How will this goal be evaluated?

Respondent skipped this question

Q65

Do you have another New Goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q66

1. New Goal 4:

Respondent skipped this question

Q67

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

Respondent skipped this question

Q68

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

Respondent skipped this question

Q69

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

Respondent skipped this question

Q70

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

Respondent skipped this question

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Page 24: Resources Needed to Achieve Program Goal(s)

Q72

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

My program is not requesting any resources at this time

Page 26: Final Check

Q73

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

I am ready to submit my program review