

# DEPARTMENT OF ENGLISH ACADEMIC PROGRAM REVIEW

Oralee Holder and Sarah Martin, Editors


Fall 2018

G R O S S M O N T  
C O L L E G E




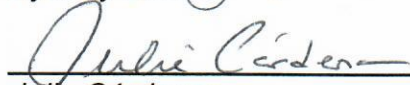
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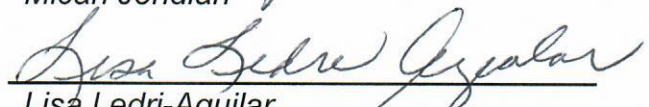
  
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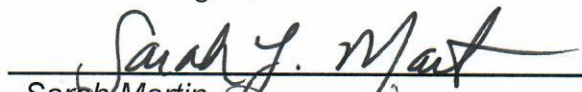
  
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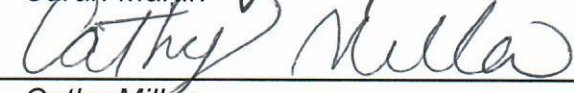
  
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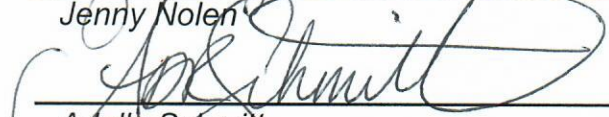
  
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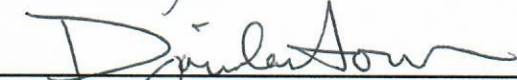
  
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<b>SECTION 1 – OVERVIEW DEPARTMENT HISTORY &amp; PREVIOUS PROGRAM REVIEW RECOMMENDATIONS</b>
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- 1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. Additionally, please list degrees and certificates your department offers.

The English Department has played a vital role in the history of Grossmont College from the college's inception in 1961 on the Monte Vista High School campus. It is one of the largest departments on campus (and thus in the district) in the number of full-time and part-time faculty, the number of sections offered each semester, and enrollments—5,763 students in FA 2016 alone (see Section 8.1). The English Department provides students with a broad range of courses from developmental through transfer; from GE requirements to electives; in composition, reading, literature, and creative writing. In the English Writing Center (EWC), thousands of students from all departments at the College are served—over 4,000 tutoring sessions in FA 2017 alone (see Appendix 6). The Department also offers countless enrichment opportunities for students, staff, and community members outside the classroom, primarily through its Creative Writing Program and events such as the week-long Literary Arts Festival, which celebrated its 22<sup>nd</sup> anniversary in SP 2018. Almost every discipline on campus requires students to take one or more English classes; therefore, virtually all students who enroll at Grossmont College and intend to complete their educational goals take advantage of the Department's curriculum, outreach offerings, and expert faculty.

### **DEVELOPMENTS/CHANGES RELATED TO CURRICULUM**

English Department courses help students attain the writing, reading, and critical thinking skills needed to be successful college students as well as productive citizens. During this Program Review cycle, there were several significant changes, at the state level and in the discipline, which impacted assessment and placement into English classes. Such circumstances led to concomitant changes in curriculum and scheduling within the Department.

#### **Significant Developments/Changes in Assessment and Placement during this PR Cycle:**

- In 2015-16, the Department, in conjunction with the English Department at Cuyamaca, GC Student Services colleagues, and the District Research and IT departments, successfully made the transition from an outdated pen-and-paper assessment test in English to Accuplacer, a more accurate instrument used at this time by over 80% of all California community colleges. This change immediately altered course offerings and scheduling, as fewer students placed into developmental courses, and more placed into college or transfer-level classes.

- In 2017-18, the Department, again in conjunction with the English Department at Cuyamaca, GC Students Services colleagues, and the District Research and IT departments, began to implement provisions of AB 705. That important bill urges California community colleges to utilize multiple measures— specifically, the overall high school GPA—to place students in English, Math, and ESL courses, as four years of evaluation is more predictive of success in college than the brief snapshot of skills which is captured by an assessment instrument. The impact was even greater than the switch to Accuplacer. The English Department saw more than a 65% increase in the number of students placing directly into the transfer-level Engl 120 course via high school GPA rather than Accuplacer test results. As a result, in FA 2018, the Department offered 74 sections of Engl 120 (compared to 50 sections in FA 2017) to accommodate that increase, and a comparable increased number of sections will be offered in SP 2019. Needless to say, this impacts not only scheduling, but staffing and recruitment of new instructors as well as professional development training for veteran instructors unused to teaching the transfer-level class.

**Significant Developments/Changes in Curriculum during This PR Cycle:**

- In 2015-16, the Department developed a fully accelerated 5-unit composition course (Engl 099), one level below transfer. This follows earlier acceleration efforts in the Department, such as English Express (an accelerated 8 week + 8 week link of Engl 090 and Engl 098). Engl 099 is the direct outcome of four full teams of English faculty being trained by the California Acceleration Project (CAP) and working with research produced by the RP and MMAP groups, which indicates that streamlining the course sequence students are required to take prior to transfer vastly improves their chance of succeeding and persisting.
- In 2015, the Department developed the Associate Degree for Transfer (A.D.T. or A.A.T degree); the A.D.T degree is part of a statewide initiative to create another streamlined pathway for community college students to enter the CSU system. English was one of the first departments on campus to create the degree, and 31 students graduated with the A.D.T. in English in 2016-17. (An additional 14 students received the traditional English A.A., with 4 receiving the degree and Creative Writing Certificate.)
- In 2015-16, the Department played a key role, along with Counseling, in returning the Puente Program to Grossmont College, linking Engl 110 and Engl 120 to Counseling classes. This is but one way the Department supports the College's efforts to carry out its responsibilities as a Hispanic Serving Institution.
- In 2017-18, the Department developed a new 1-unit support class (Engl 020) linked to the transfer-level Engl 120 class, primarily to provide additional support to incoming high school students placing directly into 120. Eight 120 + 020 links were offered in FA 2018, and sixteen such links will be offered in SP 2019. This is a direct result of continued work with the California Acceleration Project (CAP)

and illustrates the Department's forward-thinking approach to meeting the implementation mandates of AB 705.

- In 2018, the Department developed a series of support workshops to supplement English and Counseling offerings for EOPS Summer Institute Program (SIP) participants. Department faculty worked in conjunction with coordinators from *Via Rapida*/Title V to present the workshops and develop a handbook for use in future SIP sessions and possibly as part of the First Year Experience, when such summer workshops may be scaled up and made available to all incoming freshmen seeking preparation for Engl 099, Engl 110, and Engl 120.
- Toward the end of this PR cycle, the Department began downsizing developmental and reading offerings, as enrollments at the College have fluctuated and as changes to placement practices related to Accuplacer and to AB 705 have allowed more students to place directly into transfer-level classes. This change has been bittersweet because valued basic skills classes in reading and writing have been eliminated, but the discipline has shifted to an integrated reading and writing model, and research strongly indicates that placement of as many students as possible as soon as possible into the transfer-level classes provides them the best chance to succeed and persist.

#### **DEVELOPMENTS/CHANGES RELATED TO STAFFING**

Decreasing numbers of full-time English faculty is the most obvious trend in the Department during this Program Review cycle and presents the gravest threat to its continued success and well-being.

- There have been nine (9) full-time retirements over this PR cycle, losses from which the English Department continues to reel. At its greatest strength in the 1960s, the English Department had 28 full-time instructors. For a five-year period from 2007 to June 2011, the English Department had **a stable group of 23 full-time faculty members, and that number remains a benchmark for a healthy, vibrant department**. There have been 9 retirements since 2011 (1 in 2011, 5 in 2012, 1 in 2017, and 2 in 2018). We have been fortunate to hire 5 new full-time faculty between 2013 and 2016, but we currently only have 19 full-time faculty, far from the stable cohort of 23 which we sustained from 2007 to 2011. (In fact, with one FT faculty member serving as an interim dean, the Department is effectively down to 18 full-time faculty.)
- The number of part-time faculty has remained relatively stable over the course of this PR cycle—between 55 and 65. There have been changes, however, as our group of veteran adjuncts is retiring (6 over this cycle), as instructors pass away (5 over this cycle), as adjuncts leave the profession or seek higher degrees (6 over this cycle), and as adjuncts receive full-time positions at other colleges (10 over this cycle). This has resulted in the need for the chair and full-time faculty to continuously recruit, train, mentor, and evaluate new part-time instructors.

- Another challenge in terms of staffing relates to legislative changes and changes in the discipline (described briefly in 1.1). As the Department creates and offers new curriculum in acceleration and transfer-level support, professional development for both full-time and part-time faculty becomes essential in order to staff new classes with fully-qualified instructors. Securing funds for CAP training as well as for in-house training (via the Community of Practice sessions initiated in FA 2018) remains an ongoing challenge.

#### **DEVELOPMENTS/CHANGES RELATED TO OUTREACH**

- To complement its course offerings, the English Department, through its Creative Writing Program, hosts a wide variety of free daytime and evening literary events and activities during both Fall and Spring semesters: the Celebration of Banned Books/Banned Lives; the Fall Authors Reading Series, featuring the Lester Bangs Memorial Reading; the twice-yearly New Voices Student Reading; and the week-long Literary Arts Festival each spring. During this PR cycle, the Department has brought to campus such nationally-known authors as Tobias Woolf, Sandra Cisneros, Tim O'Brien, Jimmy Santiago Baca, and Dorothy Allison.
- English Department faculty have been instrumental in creating and promoting noteworthy interdisciplinary events during this PR cycle, such as the One Theme, One Campus (focused first on Water and most recently on Food) as well as the previous One Book, One Campus Project, focused on works such as *The Immortal Life of Henrietta Lacks* and *Silent Spring*. An English faculty member designs and maintains all website materials for the One Theme, One Campus events.
- In 2015, English faculty collaborated with Psychology faculty to revitalize the Community Service Learning (CSL) program which has culminated in a Month of Service the last three spring semesters. Students have opportunities to volunteer for campus or county clean-up activities, at Father Joe's shelters, etc.
- In 2018, English faculty initiated a series of events/speakers celebrating Asian Pacific Islander (API) month, and plans are in place to collaborate with multiple departments to expand API events in 2019.

#### **DEVELOPMENTS/CHANGES RELATED TO FACILITIES**

- **Facilities Committees:** An English Department faculty member currently serves as ESBS Division rep on the Facilities Committee. Other faculty have served on the short-term taskforce to refurbish, paint, and modernize classrooms in the 500-area as well as on the longer-term taskforce to explore an English and Business Complex of classrooms, labs, conference areas, and faculty offices to replace current 500-area buildings.
- **Facilities for Literary Arts Events:** The Creative Writing faculty who organize these events face challenges when reserving venues on campus. Some venues



do not accommodate the growing number of attendees. For example, many literary arts events are currently held in Griffin Gate, which seats a maximum of only 250 people. Overflow audience members are relegated to the cafeteria to view the events on a screen, which is not an optimum experience. Hopefully, the new Performing and Visual Arts Center being built in 2018-19 will offer opportunities to schedule some events in that facility.

- **Facilities for Full-Time Faculty Offices:** All full-time faculty now have offices in Building 52 and are in close proximity to one another, to the Department Chair, and to the Department's Administrative Assistant. This facilitates easy collaboration as well as ample opportunities for both formal and informal interactions. In addition, the office for the Administrative Assistant is now highly visible, located in 569-A, directly outside the entry doors into the faculty offices.
- **Remodeled Reading Classrooms:** The most significant facilities change during this PR cycle involves Reading Rooms 53-547 and 53-548. As noted earlier in this section, both the developmental basic skills program and the elective reading program within English have experienced declining enrollments throughout the entirety of this 6-year cycle, which mirrors the fact that the general student population of Grossmont College has experienced a downturn in enrollments.

The change to Accuplacer and the shift to multiple measures (use of the overall high school GPA for placement into writing classes) has meant a dramatic increase in the number of students placing directly into the transfer-level Engl 120 class, bypassing basic skills and elective reading courses.

As a result, one of the classrooms, 548, remained unused for 3 consecutive semesters. The President, VPAA, Dean of ESBS, and English Department Chair agreed to remodel the room as a conventional classroom space. This meant removing divided carrels and wooden wall shelving which housed reading materials, providing sufficient white boards, and repainting. As a result of the remodel during SU 2018, the classroom was scheduled with a few fall English classes and will be fully utilized, M through F, morning to evening, for English classes in SP 2019. Most notably, it will be used to scale up the Engl 020 co-requisite support class linked to Engl 120, a key feature of implementation of AB 705.

The other classroom, 547, will be similarly remodeled between the FA 2018 and SP 2019 semesters and will be scheduled in SP 2019 with classes from other ESBS departments as well as English.

- 1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. Include the recommendations from the last program review in this section.

For the previous Program Review Report, 2004-05 to 2010-11, the Program Review Committee had seven (7) recommendations for English:

**Recommendation #1: Collect, analyze, and report on student outcomes data (success, retention, persistence, etc.) for Freshman Academy, Project Success, English Express, and Engl 52/52 for continuous program improvement.**

The Department regularly analyzes student outcomes data and remains up-to-date in responses to legislative mandates; as a result, several changes have occurred in the programs listed in the previous PR Committee recommendations.

- **Freshman Academy no longer exists**; the multi-layered linkages required by the program could not be easily scaled up. Also, with the Title V team exploring a comprehensive First Year Experience (FYE) program, elements of Freshman Academy will be folded into future college-wide programs.
- **English Express also no longer exists.** This was a compressed Engl 90/90R and Engl 98/98R program for basic skills students. The Department is at the forefront of discipline changes in basic skills instruction—such as the development of an accelerated, 5-unit reading and writing course (Engl 099). Such integrated curriculum has become the focus of the Department, rather than multi-course linkages such as those in English Express. More students are placing directly into Engl 120, further decreasing the number of students in developmental education in general and English Express in particular.
- **Engl 51/52 also no longer exists**, having been replaced by Engl 61-62-63-64—individualized noncredit courses which students may take to build skills before entering the composition sequence of courses.
- **Finally, Project Success has evolved to focus primarily on cross-disciplinary links at the college level**, rather than previous writing/reading links at the developmental level. Such links between Engl 110/Engl 120 classes and courses in Psychology, Administration of Justice, Child Development, Office Professional Training, Math, and Sociology better address the needs of students assessing into higher levels of English and also address what research shows to be true: that interdisciplinary, contextualized learning which links college-level English classes to students' academic and career goals improves success and retention rates.

**Recommendation #2: Work with the Facilities Committee to find suitable classrooms with computers for Engl 90 and secure reasonable access to a large venue for events such as the Literary Arts Festival and Fall Authors Reading series.**

Engl 090 sections currently successfully use the LRC Lab Rooms for the lab component of the lecture-lab class. The effort to create a laptop classroom for these sections in room 571 proved unsuccessful because of unstable wi-fi connectivity as well as problems with theft.

By requesting facilities up to one year in advance, both the LAF and Fall Authors Reading Series have successfully booked Griffin Gate for most events, while also using the Hyde Gallery, the Quad, classrooms, and the lobby of the Allied Health Building for various readings and events. When the new Performing and Visual Arts Center is completed in the 200-area of the campus, the Department hopes to book some of its larger keynote events in that facility.

**Recommendation #3: Request at least one additional full-time faculty member and seek to replace separating full-time faculty in order to bring their FT/PT ratio to at least 50%.**

As noted in 1.1, there has been tremendous turn-over of full-time faculty over the course of this PR cycle: 6 FT faculty retired in 2011-12 and another 3 FT faculty retired in 2017-18. The loss of 9 full-time faculty has been incalculable. Luckily, the Department has had the opportunity to hire 5 replacement faculty over the last 7 years; however, this still means we are down 4 full-time faculty due to separation/retirement. Our FT/PT ratio related to total FTEF remains approximately 42.6%/57.4%—far below the 50%/50% recommended (see Section 8.4).

**Recommendation #4: Continue support of the English Department's literary events and activities, including the Fall Authors Reading Series; Celebration of Banned Books; One Book, One Campus; Literary Arts Festival; and the biennial WRITE-A-THON.**

- **The Literary Arts Festival (Spring) and Fall Authors Reading Series (Fall), including Celebration of Banned Books/Banned Lives**—Both series of events remain vibrant contributions to the GC community. The LAF celebrated its 22<sup>nd</sup> annual anniversary in SP 2018, with keynote authors Kazim Ali and Ada Limon. The Fall series continues to grow, offering the annual Lester Bangs Memorial reading, an evening of student performances, and a re-energized Celebration of Banned Books/Banned Lives, with the event the last two years including members of the GC Debate Team presenting and performing alongside the GC College President, students, and community members.
- **One Book, One Campus**--The English Department has been at the forefront of efforts such as One Book, One Campus—coordinating the College's activities from 2011 to 2015, as we read and discussed *The Immortal Life of Henrietta Lacks*, *Silent Spring*, and *The Emperor of All Maladies*. Department faculty were also instrumental in shifting this college-wide collaboration to One Theme, One Campus—with Water being the theme from 2014 to 2017 and Food being the theme from 2017 to the present. An English faculty Creative Writing co-coordinator creates all of the web designs and materials for marketing such events, and full-time and adjunct faculty members coordinate and participate in the annual fairs associated with the One Theme.

- **Biennial WRITE-A-THON**--This all-day event, offered once during this Program Review cycle, has been the most substantial fund-raising activity for the Department's Creative Writing Program, allowing us to bring to campus such nationally-recognized authors as Tim O'Brien, Sandra Cisneros, and Tobias Wolff. In November 2017, the event raised \$2,405.99.

**Recommendation #5: Expand relationships with area high schools to align curriculum and, where appropriate, to place motivated and successful students directly into transfer-level courses.**

The English Department has expanded its offerings to area high schools by being an early participant in the Dual Enrollment program with Helix Charter High School. The transfer-level Engl 120 course has been offered at Helix since FA 2017, and in FA 2018, additional sections have been added. In addition, El Cajon Valley High School has expressed interest in offering Engl 120 on its campus in 2019.

An English faculty member co-chairs the English Council for the East County Education Alliance—a collaboration between the GC English Department, the Cuyamaca English Department, and English Departments from various area high schools. Also, utilizing funds from the Basic Skills Partnership Grant, an English faculty member secured funds to support a year-long professional learning series related to curriculum alignment and development for English and ESL faculty from Grossmont College, the Grossmont Union High School District, and SDSU.

Finally, AB 705, the state bill which mandates that California community colleges use multiple measures (specifically, the overall high school GPA) to place students in English (and Math) classes, has had an immediate impact on enrollments and has increased communication with area high schools. For FA 2018, there was an increase from 20% to 65% in the number of high school students who placed directly into the transfer-level 120 class. Furthermore, the Department has developed a 1-unit support course—Engl 020—to link to Engl 120 and provide students with the additional support they need to be successful in the transfer class. The Department's commitment to providing support to first term high school students in the transfer class is reflected in our scheduling of classes—from 8 linked Engl 120 + 020 sections in FA 2018 to 16 linked Engl 120 + 020 sections in SP 2019. Such a commitment requires locating sufficient facility space to offer the additional 1-unit support class.

**Recommendation #6: Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.**

The English Department regularly reviews course outlines. In 2017-18, the Department reviewed and revamped the 6-course Composition sequence, for example. During this PR cycle, 5 courses (Engl 080, 108, 112, 241, 242) were deleted because they were no

longer being taught, and 2 courses (Engl 099 and 020) were added to address student needs for acceleration and transfer-level support.

**Recommendation #7: Use student learning outcome data for continued course and program improvement.**

The Department regularly uses Student Learning Outcome (SLO) data to inform discussions about curriculum and pedagogy. Every semester's Flex Week Department Meeting allots one full hour to SLO discussions (revisions of SLOs, development of SLO assessments, discussions of the efficacy of such assessments, etc.). In addition, every regularly-scheduled department meeting also devotes time to SLOs. Such discussions are leading to the implementation in FA 2018 of an English 120 Common Assessment Essay, utilizing an SLO rubric to evaluate a common final exam in all sections of Engl 120. Further, an English Department faculty member serves as the College's SLO Coordinator, involved in creating the SLO Handbook for the College. Other English faculty serve on the Institutional SLO Taskforce.

## SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

- 2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

### DELETIONS:

**During 2017-2018, five (5) elective courses were deleted for various reasons:** 1) they had not been offered in many years (in some cases, not for over a decade); 2) they garnered low enrollments when last offered, suggesting low or no demand for the electives; 3) they were not acceptable for inclusion in the ADT/AAT degree; and 3) mandates from the state legislature (such as AB 705) and changes in the discipline of English indicated time, effort, and energy needed to be devoted to adding courses to the core composition sequence rather than to continue these electives.

- Engl 241, Literature of the Western World I (not accepted as part of the ADT/AAT degree)
- Engl 242, Literature of the Western World II (not accepted as part of the ADT/AAT degree)
- Engl 080, English Study Skills (1 unit course unneeded because of Engl 61-64, English 020, etc.)
- Engl 108, College Vocabulary (low enrollments in multiple semesters prior to deletion)
- Engl 112, Essentials of Literature (unneeded elective because of Engl 122, Introduction to Literature)

### ADDITIONS:

**During 2017-2018, two (2) essential courses were added for varied reasons:** 1) to address changes in the discipline, with its renewed focus on accelerated, integrated reading-writing courses below transfer; 2) to implement provisions of state mandates such as AB 705 by providing courses which allow students to complete their transfer-level English requirement in one academic year; and 3) to provide sufficient support for increased numbers of students placing at the transfer level because of multiple measures.

- Engl 099, Accelerated Preparation for College Reading, Reasoning, and Writing (5-unit integrated reading and writing course, one level below transfer)
- Engl 020, Support for Freshman Composition (1-unit course linked to designated section of the transfer-level Engl 120 class)

**In 2014-2015, the Department also ADDED the ADT/AAT degree**—the Associate of Arts in English for Transfer which facilitates students' direct transfer to the CSU system in keeping with SB 1440. For this degree, eighteen (18) designated semester units are required in the major as part of the 60 units required to be eligible for transfer to CSU.

- 2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

**Outlines reflect the English faculty's commitment to remaining current in the field, to utilizing best practices in the discipline, and to manifesting responsiveness to student needs.** Some of the steps taken to stay current and relevant include, but are not limited to, ongoing outline and Student Learning Outcome (SLO) review and revision at Department meetings; regular meetings of sub-discipline-specific committees and taskforces (i.e., creative writing, composition, and literature); Professional Development presentations focused on best practices; creation of and attendance at professional retreats and conferences; sabbaticals exploring issues in the discipline and application of best practices in the classroom; and use of formal and informal student surveys to solicit needs. Furthermore, faculty initiate conversations and participate in articulation work with local area high schools, community colleges, and universities in order to stay current in the field and responsive to the needs of students transitioning from high school to community college and from community college to university.

**Faculty work with the California Acceleration Project (CAP) and Puente illustrate the Department's commitment to currency and relevancy.** Over the past six years, multiple teams of English Department faculty, both full- and part-time, have participated in training from the California Acceleration Project (CAP), which has led to substantial changes in existing outlines as well as to the development of the aforementioned new courses (099 and 020). The work with CAP has energized faculty and enabled them to stay in line with changes in the discipline, particularly a renewed focus on the affective domain and on the integration of reading and writing within one course. CAP training and funding from Title V has also made it possible to utilize embedded tutors in the classroom, a current best practice to improve student engagement, success, and retention. Similarly, training which faculty have received from the statewide Puente organization ensures incorporation of culturally responsive literature into the Engl 099, Engl 110, and Engl 120 courses which constitute the Puente program within the Department. In order to provide more culturally responsive course content to students, English has worked with the Cross-Cultural Studies Department to bring the Chicano/Chicana Literature (Engl/CCS 236) back into the schedule.

In addition, in the last two years, faculty have reviewed and condensed SLOs for all six (6) composition courses, resulting in updates to the content, methods of instruction, and required texts in official course outlines. Through the East County Education Alliance and the English Skills Initiative, faculty have worked closely with colleagues from the Grossmont Union High School District and San Diego State University to discuss current best practices and curriculum alignment within composition. The recent development of Canvas sites for composition courses such as English 120 and 124 enables faculty to share and discuss research, assignments, and articles germane to current teaching practices and course content. Course outlines are also revised based on accreditation mandates and articulation guidelines.

- 2.3** How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

**English Department faculty consistently employ creative and innovative strategies to maintain student engagement in the classroom and create an equity-minded classroom.** They regularly participate in staff development activities including both instructional workshops offered on- and off-campus and various professional conferences. See Section 7 and Appendix 5.

Within the classroom, student engagement strategies employed by English faculty are varied and include group activities, peer reviews, poster sessions, daily journal responses to images or quotes, films and short video clips, essay revision opportunities, freewriting, icebreaker and team building activities, the use of name placards to quickly learn students' names, guest speakers, and mapping and charting exercises. Many faculty report using an equity-minded classroom approach in which instructors consistently assess their methods and activities in an effort to reach students and meet their needs.

**One significant student engagement strategy used by multiple faculty is inclusion of current issues in course content.** Many courses are crafted around a central theme or themes, and faculty assign readings on relevant issues such as social justice, technology, environmental change, group identity formations, immigration, privacy rights, gender identity, education, language, media, pop culture, and literacy. Additionally, each semester the Department's Creative Writing Program brings a diverse range of established, contemporary authors to campus whose work addresses numerous relevant societal issues. Faculty members incorporate the work of these authors into their courses, and students are encouraged to attend these events. Also, faculty encourage student engagement with current issues through participation in the One Theme/One Campus Project (the Water Fair and Food Fair) and Community Service Learning projects. See Section 5 of this report for additional information on these projects.

- 2.4.** What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)?

**The English Department has established a viable, multi-faceted orientation process to ensure that new faculty members, both full- and part-time, understand curricular expectations, academic standards, and Department practices.** It begins with a comprehensive meeting with the Department Chair



during which new faculty are furnished with official course outlines and Student Learning Outcomes together with recommended textbook lists, sample assignments and syllabi, and an overview of the programs and projects that the English Department sponsors and maintains. A meeting with the ESBS Division Dean and administrative assistant then orients new faculty on college policies regarding student conduct and district human resources procedures. Many new part-time faculty in English have also been interns with the San Diego and Imperial County Community College Association (SDICCCA) and thus have already received relevant training in many issues and processes that can prepare them for work within English.

The English Department has also established an informal mentoring program for new faculty. At the Department meeting during Professional Development week, each new adjunct faculty member is introduced and then paired with a full-time faculty mentor who teaches the same course the new instructor has been assigned. Throughout the crucial first semester, the two instructors discuss various aspects of the teaching process, including adherence to the course outline, educational standards reflected within the course outline and its content and objectives, the course SLOs, and the Department's philosophy in offering the course. If at all possible, the veteran faculty member will also be the Peer Evaluator for the new faculty member to further reinforce a personal connection to processes within the Department and College.

**In order to maintain dialogue within the department about curriculum and assessment, faculty are encouraged to participate in college-wide, departmental, and course-level conversations.** All English faculty are invited to participate in workshops and retreats on Department and College priorities. Teams of English faculty attend the annual College Planning retreat as well as in-house retreats on Assessment; on Persistence, Equity, and Inclusion; and on developmental education reforms such as acceleration, multiple measures, and equity-minded classrooms. All English faculty are also invited to attend monthly Department meetings and standing committees at each course level. And all faculty are invited to seek professional development funds to attend conferences and report back, through presentations or in-house training, to the entire Department. A clear illustration of this practice is the current Community of Practice (CoP) series of in-department training sessions for faculty who will be teaching the new Engl 020 in conjunction with Engl 120. Faculty who have taken advantage of CAP training are now offering all interested English faculty in-house professional development on equity-minded, culturally-responsive teaching for the new Engl 120/020 cohort of students.

**Further dialogue occurs at the course-level.** The Department has level coordinators for each segment of the core Composition Program: Engl 090, Engl 098, Engl 099, Engl 110, Engl 120, and Engl 124. Since most new teachers take part-time assignments within the Composition Program, they are directed to meet with the appropriate course-level coordinators. All new faculty submit their syllabi to the course-level coordinators, the Department Chair, and the Dean. The

course-level coordinators, in turn, check content to make sure that syllabi meet the expectations and standards required for the course. The course-level conversation begins every semester with level coordinators holding workshops during the last hour of the Flex Week Department meeting. Dialogue about the course continues throughout each semester with meetings and workshops devoted to Student Learning Outcome, assessment practices, and other course-level concerns.

**To illustrate by using Engl 120, the level coordinators meet with faculty three times per semester.** First, they hold a workshop during the last hour of the Flex Week Department meeting to introduce new 120 faculty to their colleagues and to discuss creation and assessment of SLOs. The Engl 120 coordinators then hold two more workshops: 1) at the mid-semester workshop, 120 faculty discuss curriculum examples to best help students achieve SLOs, and they also discuss the SLO assessment plan; and, 2) at the end of semester workshop, faculty discuss the results of the SLO assessment.

Other full-time faculty who teach in the Reading Program, the Creative Writing Program, and the Literature Program familiarize new faculty with the elements listed above that support their successful delivery of the subject matter. The result of these interactions is that new faculty members are then “connected” to experienced, full-time faculty who can provide clarification on specific courses as needed.

**Coordination at the course level is key to ensuring consistency in grading in multiple sections and across semesters.** As mentioned above, course-level coordinators hold multiple workshops per semester to discuss SLO assessment practices, academic standards, and curricular expectations. Two particular courses, Engl 098 (developmental) and Engl 120 (transfer), have implemented a common assessment essay exam to further ensure this consistency. These common assessments also provide professional development opportunities for faculty to further discuss academic standards.

- *Engl 098*--Composition Assessment Test (CAT). This essay exam is administered the last month of the semester to assess holistically the course SLOs. Students read a common article and respond to a common prompt, producing an essay with a thesis statement supported by evidence. All Engl 098 faculty are invited to participate in the CAT Exam assessment session as a professional development opportunity. The assessment session includes a norming workshop where academic standards are discussed for the purpose of grading consistency. Ultimately, faculty come away from the CAT Exam grading session with a greater understanding of curricular expectations and standards.
- *Engl 120*--Common Assessment Essay, to be implemented for the first time FA 2018. The initial impetus for this Common Assessment came from changes in mandates from the state legislature (such as AB 705), which

has greatly increased the number of students placing directly into Engl 120. In order to best serve this growing student population, the English Department created an English 120 Taskforce to design a Common Assessment Essay prompt and common grading rubric to be used in all sections as the Final Exam. This Common Final is a rhetorical analysis, designed to assess all SLOs for Engl 120. All faculty participated in a norming workshop at the FA 2018 Flex Week Department meeting, using samples from a SU 2018 Pilot. The hope is that this Common Final provides a benchmark to maintain both grading consistency and academic standards at this important transfer level.

**Faculty and departmental dialogue is also maintained online.** During the last Program Review cycle, an English faculty member created *Mixed Messages*, an intra-departmental online newsletter which serves as a resource center available to all Department faculty. It houses campus information, course outlines, SLOs, English Writing Center information, recommended textbooks, research, sample syllabi, and teaching resources. In addition, the Department recently established Canvas sites for online communication between faculty members at the course-level. Engl 124 and Engl 099 currently have Canvas pages to provide further resources to faculty.

- 2.5** Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns.

## **GRADE DISTRIBUTION**

Appendix 1 illustrates that the English Department's grade distributions have remained stable over the last six years, consistent with both the California Community College system's average grade distribution numbers and the numbers from the English, Social & Behavioral Sciences Division. One might expect higher variation in grading and retention patterns in a department as large as English, with four separate programs (Composition, Literature, Reading, and Creative Writing), over 140 sections each semester, and an average of 70-75 faculty members at any given time (with adjuncts between 50-55). Therefore, it is astonishing that the data reveals such continuity and harmony of grading practices over the course of the Program Review cycle. This consistency is most likely the result of work done at the individual program and composition levels to facilitate instructor discussions and collaborations outside of class, especially in regard to Student Learning Outcomes, and to encourage grade norming sessions of sample student essays.

## **The Composition and Reading Programs**

The core Composition Program (Engl 090, 098, 099, 110, 120, and 124), developmental through transfer, is the foundation of the Department. Most full-time faculty teach

multiple sections of composition each semester, and adjunct faculty teach almost exclusively within the program. Developmental non-credit courses, Engl 61-64, are also offered within the English Writing Center and have success rates between 85-90%. There are also two Reading courses—Engl 090R and Engl 098R—which are linked to Engl 090 and 098. Grade distributions for the Reading courses reflect those of the Composition courses with which they are linked.

The PR Research Analyst notes that Spring semester's success and retention rates in the Composition courses are "somewhat lower" than Fall rates. As the courses are sequenced, the drop in Spring may simply be the result of students taking more difficult courses in the sequence. For example, students who are successful in the developmental accelerated Engl 099 class in Fall then go into the transfer-level Engl 120 course in Spring; that movement from developmental to transfer is encouraged by mandates such as AB 705, but it may also be a step up that some students are unable to make. If analysis suggests this might be what is happening, then it reinforces the need to provide additional support (such as the 1-unit Engl 020 class) at the Engl 120 transfer level.

There are a couple of additional elements related to Composition which stand out from Appendix 1 figures:

- **High rates of As and Bs in Engl 124, Advanced Composition: Critical Reasoning and Writing.** Engl 124 averages roughly 43% A's, about 15% higher than the previous-level course, Engl 120—with numbers of D's and F's far lower than in all other composition courses. Although this data seems remarkable, for anyone who teaches Engl 124, these numbers are not at all surprising. Engl 124 students are arguably the Department's most highly-motivated composition students, CSU and UC bound, often taking the class in the semester prior to transfer. These students have come through the ranks with increasingly higher success rates and skill sets and are tenacious in their pursuit of their academic objectives. It would be surprising if they were not able to produce critical thinking and writing projects at a high level of proficiency.
- **High Withdrawal rate in Engl 120, College Composition and Reading.** High withdrawal rates for this Gateway course are concerning. For example, in fall semesters over the course of the PR cycle, @18% of students withdrew (1,393 students out of a total of 7,326). Engl 120 is one of the courses being analyzed within the 12 Gateway Courses Project, and it is hoped that strategies will be explored to not only mitigate disproportionate impact on designated student populations but to improve the overall success and retention rates for all students. Developing strategies to improve retention and cut down this large withdrawal rate will be central to the Department's work.

### **The Literature Program**

The English Department offers each academic year six core literature courses required for the Major: Engl 122: Introduction to Literature; Engl 215: Mythology; Engl 221: British Literature I; Engl 222: British Literature II; Engl 231: American Literature I; Engl

232: American Literature II. Several additional elective literature courses are also offered as student demand warrants.

In Appendix 1, it is apparent that grade distributions across the Literature Program are highly variable. The most likely explanation is that the classes are singular, taught by a very small faculty pool, each class often taught by only one instructor. Variations in grades between the classes are most likely due to individual grading idiosyncrasies.

Recent developments in the Department should help remedy the disparities. For example, the Literature Committee, after being dormant for many years, has been reconstituted, with grading consistency as one of its many topics of concern. In addition, with new full-time hires and instructors returning to the classroom after serving in leadership positions, the Literature Program's instructor pool will certainly stabilize in the near future and work to bring grading practices into greater alignment.

### **Creative Writing Program**

Creative Writing Program courses demonstrate overall 82-87% success rates (see Appendix 1). This is considerably higher than the overall success rates for the Composition Program, for example, but perhaps predictable. One likely explanation is that highly-motivated older students and English majors enroll in CW workshop classes at high rates, drawn by the opportunity to earn the only Certificate of Achievement awarded in the Department. Also, there is a different paradigm for grading which is used in the artistic and creative workshop classes.

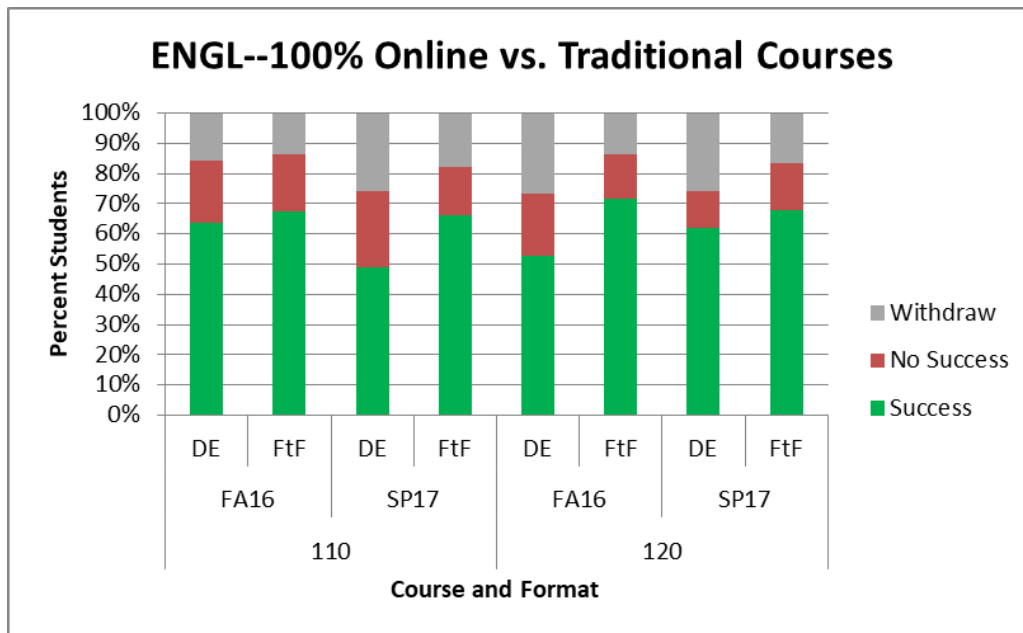
CW instructors favor a contract grading model in which students choose the level of involvement, performance, and accomplishment they wish to achieve, and then receive a final grade commensurate to that. Emphasis is placed on the student's growth and productivity: the degree to which a student, over the course of instruction, is refining craft, cultivating evaluative skills, evolving writing habits, developing critical community, and producing a successful and/or publishable portfolio of writing. To that end, instructors tend not to treat individual works of writing in the same performance-driven way that reports and research papers are treated in other English classes.

A couple of CW classes--Engl 126: Introduction to Creative Writing and Engl 175-178: Novel Writing--fall short of the overall 82-87% success rate. There are possible explanations:

- *Engl 126, Introduction to Creative Writing*--Unlike students in upper-level CW workshop courses, Engl 126 students typically are less experienced in such matters as developing a writing regimen, budgeting time for study, and managing work schedules with academic duties. These factors can adversely affect their performance and their retention.
- *Engl 175-178, Novel Writing*--the challenges posed by producing longer, larger writing projects can also negatively influence some students. However, another factor in Novel writing less prevalent in other workshop classes is genre-specific

focus: students sometimes register for this course in order to write novels specifically tailored to be children's literature, speculative fiction, fantasy, etc., while others seek out the course to write fiction in a strictly literary mode. Such different goals can pose a greater challenge to some students in a course whose instruction is designed without preference to audience, theme, and subject matter.

- 2.6** If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes?



**Department policies related to online instruction**

The English Department does not offer developmental Engl 090 or 098 courses online, as these high-touch courses serving students with complex needs are better delivered face-to-face. However, the developmental 5-unit Engl 099 accelerated course is offered as a hybrid course (with one unit being offered online). This online component not only prepares students for the kind of online work required in the transfer-level Engl 120 class which is the next course in the sequence, but it also addresses issues of limited facilities on the Grossmont campus. Making the course hybrid allowed the Department to downsize Engl 098 and Engl 110 and replace 7 units of instruction with the 5-unit Engl 99 class, making use of rooms formerly used for 098 and accelerating students' pathway to transfer by one full semester. However, each semester, one section of English 99 is offered with all 5 units face-to-face so that students who are veterans may enroll and still maintain financial aid through the G. I. Bill.

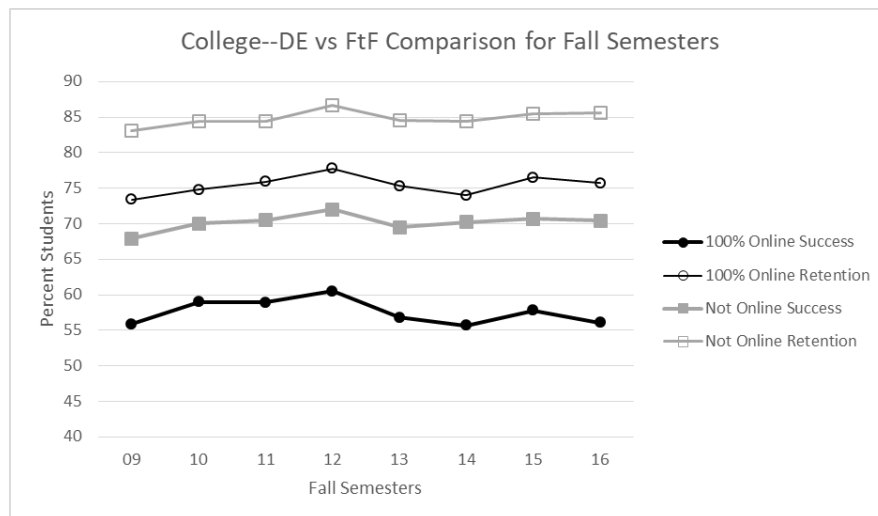
Both Engl 110 and Engl 120 have long been offered fully online, and online delivery of course content has been effective. Beginning SU 2018, the other transfer-level course,

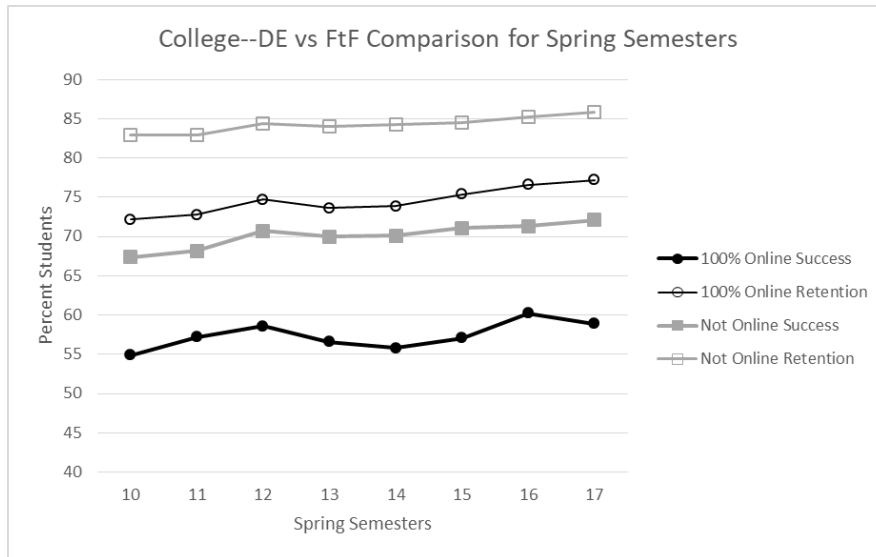
English 124: Advanced Composition, began to be offered online as the Department searched for additional ways to serve students. Initial sections in both SU 2018 and FA 2018 had large Priority Wait Lists (PWLs), warranting adding more sections of online 124 to accommodate student need.

Since the last PR cycle, online offerings have increased significantly. For example, in FA 2010, instructors served only 94 students online for Engl 110 and 86 students online for Engl 120. However, in FA 2016, instructors served 132 students online for Engl 110 and 317 students online for Engl 120.

When comparing the data for distance education sections and face-to-face sections for the 2016-17 academic year (see the following Tables), the following observations can be made:

- Overall, the retention and success rates are lower for DE courses as compared to face-to-face sections, and the disparity seems higher in Engl 120 than Engl 110 for fall semesters. For example, in Engl 110 sections for FA 2016, 16% of DE students withdrew as compared to 13% for face-to-face students. However, in Engl 120 sections for FA 2016, 26% of DE students withdrew as compared to 13.8% for face-to-face students. Similarly, while 52.6% of DE students succeeded in Engl 120 for FA 2016, nearly 71.5% of face-to-face students succeeded in on-campus sections. In SP 2017, the success rates of Engl 120 DE and face-to-face students were much more equitable, with 62% succeeding in the DE sections and 67.67% succeeding in the face-to-face sections, though nearly 25.8% of DE students withdrew while 16.5% of face-to-face students withdrew.





College Comparison Data indicates these success and retention rates are reflected at the institutional level as well. To illustrate, the overall campus success rate for online courses in FA 2016 was 56% while Engl 120 DE courses had a 52.6% success rate. Furthermore, the overall campus retention rate for online courses in FA 2016 was 75% with retention rates of 73.5% in Engl 120 DE courses.

These statistics demonstrate remarkable parity. Fortunately, in the last few years, the GC Strategic Plan has focused on strategies to improve outreach, engagement, and retention, and this institutional support has led to many professional development opportunities for faculty. At the same time, several changes have been made since the last PR cycle which will inevitably improve success and retention rates in the Department's online courses.

- First, starting in FA 2016, the College began transitioning from Blackboard as our learning management system (LMS) to Canvas, chosen for its user-friendly platform and the high level of support its IT department offers to both faculty and students.
- Second, many English instructors have sought more training, specifically through the @ONE professional development course offerings funded by the California Community College Chancellor's Office.
- Third, several English instructors are offering OER (Open Educational Resources) for their students in online courses in lieu of traditional textbooks to help with equity gaps. In fact, by offering sections of Engl 120 and Engl 124 designated as OER, our campus is now participating in the Zero Textbook Cost (ZTC) Pathway so that students can potentially obtain degrees without having to pay for textbooks.



- Fourth, English instructors are developing concrete strategies to set students up for success in their online courses. For example, they are 1) offering student success surveys the first week to see how many students are taking an online course for the first time; 2) providing students access to the course up to one week before it starts; 3) having students complete quizzes or checklists that seek to determine if an online course is the right choice for them; 4) sending weekly announcements and/or checklists so students know what is expected of them; 5) reaching out to students who have not logged in for more than 5 days; 6) reminding students about on-campus resources, such as Counseling, EOPS, and the Accessibility Resource Center. These efforts as well as future improvements will contribute to higher retention and success rates for online students taking courses in the English Department.

**2.7** If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

While the English does not have any courses that are formally articulated with the high school district, the Department does participate in the dual-enrollment agreement with Helix Charter High School and is looking to be similarly involved in other East County high schools during the next PR cycle. Helix faculty members teach Engl 120 and Engl 124, and these colleagues also participate in Grossmont professional development opportunities.

While not a formal articulation activity, in FA 2017 and SP 2018, a number of English faculty participated in the Basic Skills Partnership Grant. In this grant project, Grossmont faculty from both English and ESL met with colleagues in the high school district as well as SDSU to collaboratively investigate opportunities for greater alignment of curriculum.

**2.8** Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

English Department students transition seamlessly to their academic careers at other institutions. The Department maintains an open line of communication with the Grossmont College Articulation Officer and is not presently experiencing any areas of concern with regard to articulation. The articulation officer reports that English courses at Grossmont College are “well-articulated” and “students benefit from the many colleges and universities who have articulated our courses in English.” The Articulation Officer notes that “a significant number of courses in this discipline beginning with English 110 are transferrable to both CSU and UC Systems.” Course-to-course articulations between the GC English Department and the CSU and UC systems are located on ASSIST.org.

The Department acknowledges the significant role that course outlines play in

facilitating the articulation process. To this end, Department faculty work diligently to insure the outlines are thorough, concise, and systematically updated. New and revised outlines go through the Department's approval process and are submitted to the Curriculum Committee for final approval by the Board.

Additionally, during this Program Review cycle, the English Department successfully developed in 2015-2016 the Associate in Arts for English for Transfer (AA-T) to join its traditional transfer degree. A total of 56 such degrees have been awarded to this date. This degree is vital to transfer students majoring in English and related majors as it provides them with priority registration at the local CSU as well as facilitates the process of completing their B.A. degree in 120 total units (60 at the community college and 60 at the local CSU). The Department worked closely with the Articulation Officer, Curriculum Committee, and Instructional Operations to establish this important transfer opportunity for students.

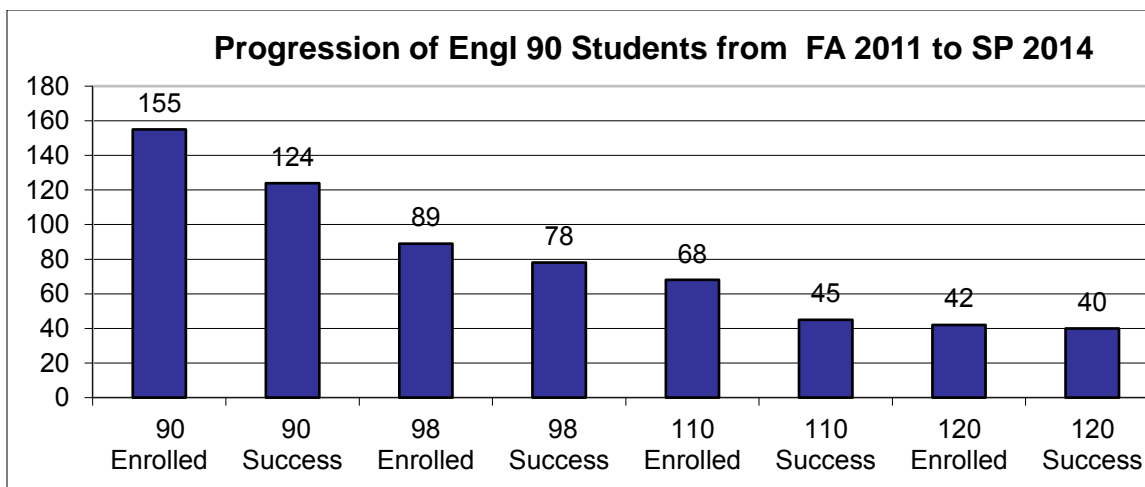
## SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

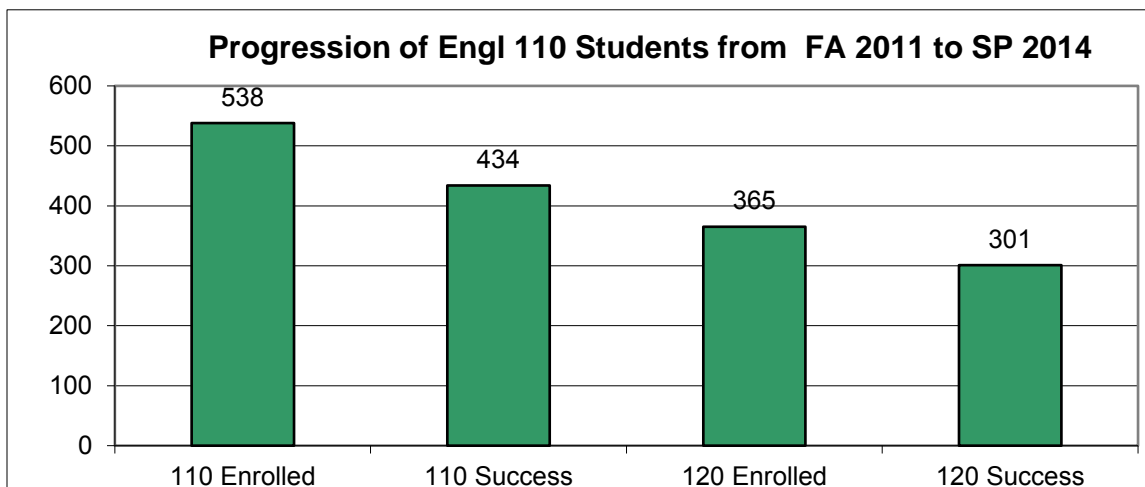
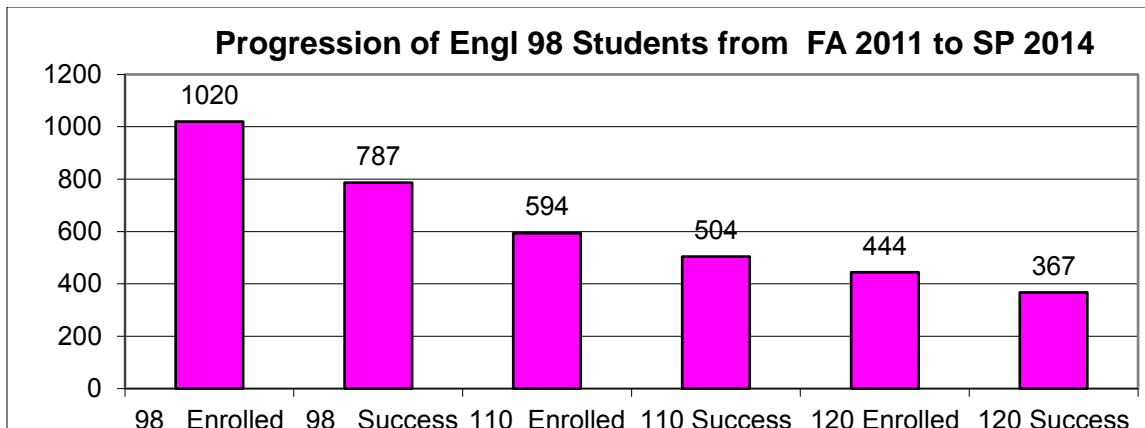
**3.1** Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. NOTE: Changes should include reassessment of SLOs requiring further attention.

As described in Section 1, the English Department began re-evaluating its composition sequence based on pedagogical shifts in the discipline during this Program Review cycle. Of particular concern to practitioners is the disproportionate number of students from minoritized populations who have historically been placed into developmental sequences. In an effort to close equity gaps, California legislators have passed reforms (e.g., student equity, SSSP, Basic Skills) intended to mitigate this impact.

These changes have led to unintended but essential changes in the SLO assessment cycle. After examining institutional data on persistence and completion rates for students placed into developmental sequences that consisted of coursework ranging from 1-3 levels below transfer-level composition, English Department faculty discovered that too few students were persisting to the transfer-level course. This is why changes were necessary.

For example, the following three charts (created in 2018 by Dr. Joan Ahrens, Grossmont College SLO Coordinator), provide institutional data from FA 2011 to SP 2014. The data indicate of the 1,020 students who enrolled in Engl 098 (two levels below transfer), just 367 (36%) completed the transfer-level course within three years. In addition, a significant percentage of Engl 098 students were not persisting to the next composition level, Engl 110, within three years even though they had successfully completed Engl 098, and not all successful Engl 110 students were persisting to Engl 120.





First, SLOs in Engl 098, 099, 110, 120, and 124 were revised, streamlined, and submitted to Curriculum Committee in 2018 along with SLOs in the new English co-requisite course, Engl 020. There are now three (3) core SLOs for each class (down from as many as 8 reading and writing SLOs in previous iterations), allowing instructors to focus attention at each level on essential skills.

In addition, to continue efforts to close any equity gaps in outcomes in the composition sequence, the Department is postponing the assessment of its literature and creative writing outcomes until the final years of the current cycle.

Third, the urgency to focus attention on the composition sequence stems from the fact that students must take the transfer-level composition course for most majors and to transfer to four-year institutions. Therefore, there is a critical need to improve access to the transfer course, to provide professional development training for instructors of the transfer course, and to increase persistence and success rates across all 70+ sections that are taught by full and part-time faculty each semester. Integral to this work is effective outcomes assessment and opportunities for faculty to develop and discuss authentic assessment strategies.

Finally, in addition to SLO revisions made in response to the data, the English

Department designed and implemented two accelerated developmental composition courses: Engl 099, the 5-unit course; and Engl 020, a 1-unit co-requisite course linked to designated sections of the transfer course Engl 120. The aim in both cases was to address equity gaps as well as shorten the pathway and improve student persistence to and completion of Engl 120.

- 3.2** Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course.

**Engl 120 SLO work during 2013, 2014, and 2018 as examples:**

The transfer-level Engl 120 course best illustrates the Department's process for completing the SLO cycle in all of its classes—by developing sound SLO assessment; implementing the assessments in as many sections of Engl 120 as possible (taught by both full-time and part-time faculty); discussing SLO assessments during Flex Week meetings as well as regular Department meetings; collecting results of the assessments; and examining various options such as whether to continue an assessment, change an assessment, or adjust course curriculum.

**For example, in FA 2013,** the Engl 120 level coordinators convened a group of Engl 120 instructors and scheduled a series of meetings to address ongoing improvement in assessing how students are meeting SLO #1. The group decided to frame their future discussions on the following key questions:

- To what extent do we know how proficient Engl 120 students are in identifying the rhetorical strategies writers are using to advance their arguments, given their audiences and purposes?
- To what extent has (or can) the assessment process with regards to SLO #1 strengthened (or strengthen) or deepened (or deepen) an understanding of how to increase student proficiency in "recognizing rhetorical strategies writers employ to advance their arguments"?
- Closing the loop, FA 2018: It is always difficult, in a department the size of English, to answer such questions because it requires bringing full- and part-time faculty together to examine the data and make changes to the course curriculum. One way this happens is Engl 120 level coordinators and full- and part-time 120 faculty have met during SU 2018, during Flex Week of FA 2018, and several times during the FA 2018 semester to develop the first Common Assessment Essay to be administered in all 120 sections during Final Exam week, FA 2018. These meetings have involved choosing articles for evaluation, developing a writing prompt, and creating a shared grading rubric. Results from the Common Assessment will be discussed (and the assessment possibly revised) in SP 2019 during Flex week as well as meetings throughout the semester, as the

Department prepares to offer the Common Assessment again. In such discussions, faculty hope to close the loop in meaningful ways to determine whether or not students are demonstrating knowledge of important rhetorical concepts such as audience, purpose, genre, and context.

**Another example related to Engl 120 occurred in FA 2014.** At the Flex meeting, the Engl 120 level coordinators and a small group of full and part-time faculty approved a rubric to assess SLO #4. Later discussion resulted in streamlining the 120 SLOs (down to three), and this SLO #4 became SLO #3: “Construct logically developed essays that synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, using appropriate documentation.”

Faculty members then held a norming session with attendees, applying the rubric to two sample essays that had been photocopied for the group. The norming session generated a discussion of expectations for student achievement of source integration skills (evaluation and synthesis of sources with MLA documentation). To generate quantitative and qualitative data for SLO assessment, level coordinators asked attendees to apply the rubric when evaluating papers in their 120 sections. The plan was to post results to a Survey Monkey and annotate two “borderline pass/fail” papers for an end-of-semester discussion of SLO #4. The invitation to utilize the rubric was then extended to all Engl 120 instructors.

**3.3** What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

The biggest challenge, in a department the size of English, is having the time and resources to bring together both full- and part-time faculty to discuss and implement changes and improvements. During the previous Program Review cycle, the Department held two off-site SLO retreats as course and program SLOs were being developed and as initial SLO assessments were being created. During this PR cycle, most SLO work and discussion takes place during Flex Week, where for the last 6 years, the Department Chair has designated the last hour of the meeting to SLO implementation and discussion. Portions of regular monthly Department meetings are also devoted to SLOs, as appropriate. However, this is often not enough time. Faculty are often willing, if not eager, to meet voluntarily to discuss improving course curriculum. However, additional funding for stipends or professional development credit would be particularly helpful in bringing more part-time faculty into these discussions.

Additional funding also plays a role in retreats the Department has created and hosted on issues related to SLO assessment, changing pedagogy, and curriculum development. During this Program Review cycle, the English Department has hosted three professional development retreats for its faculty members over three consecutive spring semesters in preparation for program quality improvement (all funded using Basic Skills Initiative grants which may or may not be available in the future):

- A two-day retreat on assessment and placement seminar featuring Dr. Ed Morante, national expert on assessment practices, in 2013;
- A two-day retreat featuring guest speakers from the National Association of Developmental Educators' (NADE) certification course, consisting of best practices in program evaluation and assessment in 2014; and
- A one-day retreat examining best practices in Accelerated developmental coursework in 2015.

In addition, the Department sent teams of faculty to institutes offered by the California Acceleration Project. Faculty participation has been funded by the Title V grant. Through these institutes, English faculty developed and submitted a new course outline—Engl 299—that eventually became Engl 099. The process for adopting the Engl 099 course was lengthy and involved a Department task force that spent hours planning and developing the course outline. Embedded tutors, also funded by the Title V grant, are a key component of the Engl 099 class. In addition, in SP 2017, the Department developed and submitted a new course outline for Engl 020, a co-requisite course that allows students who would place one level below transfer to instead take the transfer-level course (Engl 120) with the co-requisite Engl 020 class. Embedded tutors are also a key component of the Engl 120 + 020 classes and enhance student success at gaining skills identified in the SLOs. The Department hopes to continue receiving funding for tutors even after the Title V grant is completed.

**3.4** What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

**Engl 099 as an example of initial SLO assessment in a newly-developed class** (created to shorten the pathway to transfer and mitigate disproportionate impact seen in other developmental courses):

The assessment cycle for the accelerated Engl 099 began in early FA 2017 when Engl 099 level coordinators met with several other Engl 099 instructors to share a reading assessment and develop a rubric based on Reading Apprenticeship materials. The assessment asked students to read and annotate a short, one-page text by Doris Lessing. After reading, students were asked to write a summary and answer several metacognitive questions intended to help faculty identify students' own awareness of when they were and were not comprehending the text. This group of Engl 099 instructors met again in November 2017 to norm the pre-assessments, and the assessment was piloted in late December 2017.

The data from the post-assessment is below. Quantitative and qualitative data were collected using Google documents. A benchmark was not set because this was the first time assessing this SLO in the new Engl 99 course.

196 students were assessed across 7 sections  
32 students scored a “1” Novice (16.3%)  
67 students scored a “2” Developing Competence (34.2%)  
97 students scored a “3” Competent (49.5%)

Engl 099 instructors followed up on this assessment during SP 2018 Flex Week to review the SLO #1 assessment results. After review, the group decided to select a different text and try the assessment again, as an in-class assessment, at the end of the SP 2018 semester. Some of the instructors used a text about stereotypes that they felt would be more relatable to students and had a more explicit thesis than the Lessing text. The group also agreed on an update to the last question on the worksheet. They then brainstormed ideas on activities to help students read “problem passages” in class.

Moving forward, the group set a benchmark that 75% of students would achieve competency (a score of 3). They also intend to keep sharing ways they can help students strategically read and improve their reading comprehension. This course will be assessed again in FA 2020.

#### **Data on Engl 099 from CPIE and GC Research Analyst:**

The above data on students developing increased reading competency based on SLO assessments and the discussions about and revisions of such assessments is reinforced by the data collected by CPIE during the first year of offering Engl 099. The College Research and Planning Analyst’s data and summation clearly indicate that, compared to the Department’s previous developmental Engl 090/090R and Engl 098/098R classes, students in Engl 099 are more likely to be successful and persist/succeed in the transfer-level class. The analyst notes the increased “throughput rate” (meaning, the percentage of students who take and pass Engl 099 and then successfully pass Engl 120 or 124) from FA 2016 through SU 2017 was 37%— compared to a throughput rate of only 5% in the traditional sequence during the same time period. The analyst gleaned this information from the Cuyamaca and Grossmont College 2016 Key Performance Indicators (Tableau Dashboards), specifically “Section 4: Student Success Milestones” drilling down to “Developmental English Sequence, Transfer Level Completion.”

#### **3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?**

The ability to sustain growth and change in the key transfer-level 120 course and to ensure that students are successful when placed in Engl 120 rests on the amount and type of additional support the Department is able to provide to both students AND faculty.

In addition to continued pedagogical shifts in the discipline as well as the recent passage of AB 705, the English Department has continued to redesign its course offerings by adding a co-requisite support course (Engl 020) for Engl 120. With the new



legislation in place, the numbers of students who place directly into the transfer-level course grew enormously in FA 2018 (to over 65% of incoming students vs. 20% in FA 2017). Fortunately, CPIE and the Institutional Research Analyst had provided projections on what the demand might be for FA 2018 with the implementation of multiple measures assessment (approximately 58% increase was projected over FA 2017) so that the Department Chair could adjust the number of sections in the fall schedule. Seventy-four (74) sections of Engl 120 were offered in FA 2018 (over the 50 sections offered in FA 2017). Though actuals exceeded projections for 2018, the schedule was close to being right-sized, and the SP 2019 schedule should be even closer to matching course offerings with student demand. In anticipation of this growth in enrollment and needs of students placing directly into the transfer course, the English Department added the co-requisite support course (Engl 020) in FA 2018. Each section of Engl 020 is linked to a designated section of Engl 120. Eight (8) such 120 + 020 offerings were presented in the FA 2018 schedule, with sixteen (16) such offerings planned for SP 2019. The Department is committed to scaling up the 020 offerings in future semesters in order to enhance opportunities for students to succeed at the transfer level.

As a result, the Department has developed a Community of Practice (CoP) to help instructors implement the new Engl 120 + 020 configuration and to develop best practices around the new student body entering the transfer class. Led by Department faculty trained by the California Acceleration Project, there have been three CoP sessions in FA 2018 alone, with more planned for SP 2019.

Finally, as mentioned in an earlier section of this Report, the Department is committed to piloting a Common Assessment Essay in all Engl 120 sections at the end of FA 2018. That essay will assess multiple SLOs and will enhance Department-wide discussion by both full and part-time faculty of the assessment process in this key gateway class. Faculty will develop the rubric, choose the essays students will evaluate, and follow-up during SP 2019 Flex Week with discussions to determine if adjustments need to be made before conducting the Common Assessment again.

## **SECTION 4 - FACILITIES AND SCHEDULING**

- 4.1** List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

### **The English Department provides classes in a wide variety of locations:**

- The majority of face-to-face classes in composition, literature, reading, and creative writing are offered in the 500-area (Buildings 51, 52, 53, and 55), near full-time faculty offices in Building 52. As English courses are contractually capped at no more than 35 students, most of the classrooms used are classified as small to medium-sized.
- Classrooms in other buildings, especially Buildings 34 and 36, are also utilized.
- The English Writing Center (70-119), in addition to being used for individualized tutoring, also houses the Engl 61-62-63-64 classes.
- Lab space within the LTRC (70-104) is used for the lab component of Engl 090.
- Specialized reading courses, Engl 090R and 098R, are housed in 53-547 and 548.

### **In addition to these facilities on campus, the Department also provides classes at two off-campus locations:**

- Las Colinas Women's Detention Center—For the last three years, English has been one of the core departments (along with Counseling and Communications) to offer Engl 61-64, Engl 105, and Engl 110 classes at Las Colinas.
- Helix Charter High School—For the last two years, English has offered the transfer-level Engl 120 course at Helix, as part of the College's dual enrollment program. In SP 2019, Engl 124: Advanced Composition will be offered, and there may be expansion to other area high schools such as El Cajon Valley and El Capitan.

### **Finally, the Department has long offered key courses in its composition sequence Online:**

- Engl 110 and Engl 120 courses are both offered online, with 120 offerings being scaled up during this Program Review cycle, to meet the needs of increasing numbers of students placing at that level.
- During SU 2018, the second transfer-level class, Engl 124: Advanced Composition, was offered online for the first time. This allowed English to tap into a vast student population which was not previously served. For FA 2018, all sections of Online Engl 124 closed quickly so that another section was opened to handle Priority Wait List (PWL) students. For SP 2019, Online 124 offerings will be doubled, as more instructors shift to that delivery method for this transfer class.

**4.2** Are the spaces listed in 4.1 adequate to meet the program’s educational objectives?

Yes \_\_\_ No X

- o If you checked ‘yes’, please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- o If you checked ‘no’, please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

Please see Section 4.5 as well as Section 8 of this PR Report where the fill rate % as well as Priority Wait List information is covered. In addition to the need for more classrooms to add sections and handle PWLs for the transfer-level courses in particular, the mandates of state legislation such as AB705 also require English to create and offer additional support courses linked to the transfer-level classes, in order to ensure that students are not merely being given better access to transfer courses but are provided sufficient support to help them succeed in those courses. New courses require new facilities, particularly when instruction is offered in an innovative configuration, such as a single student cohort taking linked transfer and support sections back-to-back. Below is a description of proactive steps the department has taken to secure more facility space.

**4.3** What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Changes in the discipline (shifts to accelerated integrated reading-writing classes) as well as new foci for the state legislature (AB 705) have been noted several times throughout this PR Report. Those changes impact facilities use in the English Department and have required **proactive and extremely challenging** steps to ensure we are meeting current student needs.

For example, because vastly more students are placing directly into the transfer-level Engl 120 class (over 65% in FA 2018 vs. 20% in FA 2017) and because many need additional support in order to be successful, the Department created Engl 020, a 1-unit support class linked to designated sections of Engl 120. Eight such 120 + 020 links were offered in FA 2017, and sixteen such links will be offered in SP 2018.

It is optimal for the 020 class to meet directly before or directly after the 120 class, so the cohort of students moves seamlessly from one environment to the next, as the 020 class extends and enriches the content of the 120 class. In order for that to happen, NEW facility space was needed for the 8-16 NEW classes (with the hope that the 120 +

020 links will be further scaled up in future semesters). Some of those facilities are gained through the inevitable downsizing of developmental and college-level classes (Engl 098 and 110)—the result of dropping enrollments as students no longer assess or place into those levels. However, more facility space was required.

**In 2017, the English Department Chair, the Dean of the ESBS Division, the VPAA, and the College President all committed to finding solutions to this problem.** This resulted in the remodeling of Reading Rooms 53-547 and 548 during 2018. Room 548 was remodeled over summer for use by the English Department in FA 2018, and Room 547 will be remodeled over the Break between FA 2018 and SP 2019. For SP 2019, Room 548 will be fully utilized morning to night, every day of the week, to schedule Engl 120 + the Engl 020 support class to meet needs of increasing numbers of students placing directly into the transfer class. Room 547 will be used by English as well as other departments within the English, Social & Behavioral Sciences Division.

**4.4** Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

English faculty have several requests for technology or equipment that could advance efforts in the classroom.

- All English classrooms should be equipped with interactive whiteboards (such as Prometheus boards).
- All English classrooms should be fitted with sufficient, ample whiteboards. Some classrooms (such as 36-329) have large walls with no whiteboards on them; other rooms (such as 55-340) have insufficient whiteboards or screens which are placed in the middle of the whiteboard, making them unusable; still other rooms have only blackboards (which need to be replaced).
- All English classrooms should have charging stations (or there should be charging hubs in each quadrant of the campus, in close proximity to all classrooms).
- The College should explore any software which is regularly used in English classrooms to ensure institutional licenses are procured, if needed.

**4.5** Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes  X  No

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- o If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

The exceptional fill rate % for English is chronicled in Section 8, indicating the efficiency

of the department in scheduling classes to meet student need. For example, from FA 2015 through FA 2017, the College fill rate % was 76% while the English Department fill rate was 94.5%; from SP 2016 through SP 2018, the College fill rate was 70% while the English Department fill rate was 88.8%.

Virtually every class offered is filled, with extensive Priority Wait Lists, particularly for the required courses in the composition sequence. From FA 2012 through FA 2016, the average total waitlisted students was 2,157; and from SP 2013 through SP 2016, the average total waitlisted students was 1,721. Only a fraction of those students (between 455 and 622 in any given fall or spring semester between 2012 and 2016) were actually able to enroll from the Wait List. That means hundreds more were left unable to register for required composition classes they needed. The Department could offer MORE classes if two conditions were met: additional full-time and adjunct instructors were hired and additional facility space was procured.

- 4.6** If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

It is obvious to even the casual observer that the English Department is housed in the oldest part of the campus. Perhaps tear-downs, remodels, and construction will occur in the northeast quadrant of the campus in the next 5-10 years, but in the short term, over this next Program Review cycle, its faculty offices, lavatories, and typical classrooms are in disrepair and could definitely benefit from even modest efforts to update the spaces. In fact, during FA 2018, female full-time faculty in English lodged multiple complaints to seek basic cleaning and repairs in the faculty restroom in Building 51. The systemic issues in the workplaces where English faculty toil are ongoing.

These include the following:

- No available conference areas for faculty to hold small meetings or interviews (unlike what is provided in the Allied Health building, for example).
- Regular mouse, ant, and roach infestations in old faculty offices and restrooms.
- Inadequate storage for materials, as English currently uses random file cabinets housed **outside** of faculty offices, in the hallways leading to various offices.
- Random tables in the hallway at which adjunct faculty provide catch-all tutoring/conferencing and make-shift office hours—in a location where passersby regularly meander and overhear conversations.

The Department's faculty and the students it serves are making do with the ancient facilities which we are offered, but the situation is far from ideal.

## SECTION 5 – STUDENT EQUITY AND SUCCESS

See Appendix 2 for enrollment data and Appendix 3 for student success data.

**5.1** What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged. In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

- **Overview**

The English Department's enrollment has been strong and stable over this Program Review cycle, serving over 5,500 students or more each regular semester and 800-900 during summer. Large Priority Wait Lists (PWLs), particularly at the Engl 120 transfer level, suggest overall enrollment is currently limited by facilities availability. The Department has significantly expanded its online offerings as well as its off-site classes, but enrollments could further grow if more on-site facilities were available.

Both the Department and College enrollments have been declining in spring semesters since 2013-2014. Such decline is one of the reasons the College is currently in Stabilization (along with a third of other California community colleges). However, the Department's enrollments in fall semesters have been increasing in contrast to the college trend. For example, in FA 2010, at the end of the previous PR cycle, English enrollment was 5,058; by FA 2018, it was 5,763. A simple explanation is that fall is when the English Department has the highest number of first-time high school students assessing/placing into an English class. Fall also benefits from being open to high school students from the Summer Institute Program (SIP) who receive targeted counseling to register for fall English courses.

Within disaggregated categories, the Department's enrollment figures generally match the College's, have been relatively stable over time, or have matched patterns when college-wide demographics have changed (such as the increase in nineteen-year-old students and Hispanic students). Since FA 2014 there has been close to a 3% increase of students who are age 19 or less and approximately a 3% decrease in students who are ages 20-24. The decrease in older students no doubt reflects a booming economic period, as community college students in general and older students in particular return to work rather than school when the economy is healthy. In terms of Hispanic students, Grossmont has been identified as a Hispanic Serving Institution (HSI), and English classes reflect the growth. From FA 2010 to FA 2016, there was an increase from 36% to 38% of Hispanic students and decline of white students from 41%-37%.

- **Strategies to address changes in enrollment patterns**

English faculty sit on the GC Enrollment Strategies Committee and are part of the Strategic Enrollment Management (SEM) team, so Department faculty remain informed about enrollment trends at Grossmont. In addition, the Department Chair works closely with CPIE and the College Research Analyst to develop projections of potential enrollments when changes such as statewide mandates like AB705 impact scheduling.

Countless strategies are used to manage and increase enrollments. For example, when Grossmont began using Accuplacer in SP 2014 to assess English and Math students, fewer students placed into Engl 90/90R, Engl 98/98R, and Engl 110 levels, and more assessed at the Engl 120 level. Therefore, the Department Chair and Project Success Coordinator began decreasing below-transfer offerings and adding more Engl 120 courses to the schedule. Section 8 of this PR document chronicles such scheduling changes. For example, in FA 2012, at the beginning of this PR cycle, a total of 95 sections were offered at the 090/090R, 098, 098/098R, and 110 levels; by FA 2018, a total of 39 sections of these same classes were offered.

Once AB 705 passed in 2017-2018 and the high school GPA was used for placement in English and Math, even more students placed directly into Engl 120 rather than the developmental levels. The Chair worked with the College Research Analyst to determine how best to scale up offerings to meet probable student needs. For example, twenty-five new sections of Engl 120 classes were added to the FA 2018 schedule (over what was offered in FA 2017), replacing under-enrolled reading and developmental classes. As Section 8 of the PR report notes, in FA 2012, a total of 43 sections of Engl 120 were offered; by FA 2018, a total of 76 sections of 120 were in the schedule to address student need and current enrollment patterns.

The Department has also increased its online offerings, particularly at the transfer level, to meet changes in enrollment patterns and to make taking classes easier for students who might be working full-time, have child-care issues, or have transportation issues and are unable to come to campus to take classes. In addition to increasing the number of online Engl 120 classes (from five sections in FA 2011 to thirteen sections in FA 2018), beginning in SU 2018 and continuing through 2018-2019, the second level transfer class--Engl 124--is now being offered online. The online 124 sections in both SU and FA 2018 filled quickly and justified the addition of more sections, clearly indicating that the Department has accurately identified a previously-untapped source of FTES and a student cohort that both needs and wants online offerings. Offerings will be scaled up in future semesters to expand enrollments at the 124 level.

Finally, the Department Chair and Project Success Coordinator regularly present at Counseling Department meetings to increase outreach efforts and garner students when there are new classes such as Engl 099 and Engl 020 in the schedule.

**5.2** Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns.

Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps

- **Acceleration trends related to Success/Retention:**

By moving to high school GPA as the primary determinant for student placement in the 2018-2019 academic year, the English Department made an effort to shorten the pathway for students from developmental to transfer-level courses. The District and College researchers, among others, have reviewed longitudinal data about course completion and persistence at the developmental levels and discovered that, on average, students complete at an approximately 70% rate in English courses regardless of whether they are taking the traditional sequence of Engl 90/90R, Engl 98/98R, and Engl 110/110R, or they are taking the accelerated Engl 099 course. Since the drop-off is multiplicative from one level to the next, having more courses in a sequence exponentially increases the likelihood that a student required to take one or more classes below transfer will not persist to Engl 120. As a result, and given the requirement to implement AB 705, English is reallocating resources from the traditional sequence to the accelerated model, including Engl 099 and English 020, a co-requisite 1-unit support course for Engl 120. According to models from other districts nationwide, the result of this shift should lead to greater student success, persistence, and retention, and data will be compiled as the program, still in its infancy, continues.

- **Disaggregated Data related to Success/Retention:**

*Disaggregated by gender:*

Between 2009 and 2017, female students have enrolled in English courses at an average rate of 0.55, while male students have enrolled at an average rate of 0.45. From SU 2016 to SP 2017, female students succeeded at a rate of approximately 73% compared to 71% for male students. The percentage of nonbinary or gender-nonconforming students is not tracked.

*Disaggregated by age:*

Between 2009 and 2017, approximately 40% of students were 20-24 years of age, approximately 30% were 19 or under, roughly 15% were 25-29 years of age, and a slightly higher percentage were 30-49. Students 50 or older comprise less than 5%. When examining success rates in FA 2016 and SP 2017, students aged 50 or older were most successful, at rates north of 80%, and rates of success among younger students fell as age decreased in a steady slope, from 77% among 30-49 year-olds to 69% among those 19 or younger.

*Disaggregated by ethnicity:*

Between 2009 and 2017, the percentage of white students in English classes has declined from 0.45 to 0.4, while the percentage of Hispanic students has increased from 0.23 to 0.34. The percentage of Filipinos has held at approximately 4%, while the enrollment of Asians overall has trended downward from 6.5% to 5.8%. African-American enrollment has fallen from 7.5% in 2009 to 6.3% in 2016. Pacific Islanders and American Indian/American Native students have declined slightly from approximately 1% to half a percent.



### *Foster Youth:*

While not an ethnic demographic, the disaggregated data for foster youth is also significant as that group has the lowest success rates at Grossmont based on the 12 Gateway Courses data for Engl 110 and Engl 120. Explanations could include lack of a strong support system, difficulty of transitioning from the foster youth system to independent living, financial hardships, and emotional trauma. Grossmont maintains programs on campus, such as Guardian Scholars and NextUp, to support foster youth, and English faculty work hard to make students aware of such campus resources.

English has higher success rates for AI/AN, Black, and Pacific Islander students than the college as a whole, but there is still an almost 20% equity gap between these groups and the highest-performing groups. Hispanic students are also 10% less successful than Asian and White students. Equity gaps are apparent for students outside white and Asian groups; this includes Black, Pacific Islander, American Indian/American Native, and Hispanic students.

There have been many departmental conversations about the complex causes of equity gaps and how they might be eliminated. Many faculty have also engaged in extensive professional development related to this topic both on and off campus (such as attendance at the AAC&U “Persistence, Equity, and Inclusion” Conference and multiple training sessions from the California Acceleration Project). Several faculty are also on the Steering Committee for the 12 Gateway Courses Project whose charge is to address and remedy disproportionate impact for targeted populations of students in Engl 110, Engl 120, and other GE courses.

Among factors that could lead to equity gaps are stereotype threat and internalized oppression, based on research by psychologist Claude Steele. Stereotypes of people of color play a role in their ability to be successful and have a positive self-identity. Imposter syndrome could also be at work for first-generation college students of color without familial role models for success. People of color also face socio-economic hardships at higher rates than Whites due to systemic oppressions that have affected them for generations. Such hardships may directly impact student success and retention. They also illustrate the importance of the English Department working directly with Student Services to remedy issues outside the classroom which may be impacting student success within the classroom.

- **Financial, housing, and food insecurities related to Success/Retention:**

Many students of all backgrounds face financial issues that affect their ability to be successful at Grossmont. For example, some students work full time to support themselves and their families and take a full load to maintain financial aid status. This makes for a very difficult balance. Others cannot afford course textbooks, and this is detrimental to their success. To address this latter issue, English is working to create more ZTC/OER courses.

Also, the 2017 Wisconsin HOPE Lab study revealed that two in three community

college students are food insecure, half are housing insecure, and approximately 14% are homeless. The stress, exhaustion, and hunger that comes with these insecurities no doubt hinders students' ability to succeed. English faculty make students aware of various student services (such as Gizmo's kitchen) which can assist those with food insecurities and help connect students with Grad coaches who can assist those with housing insecurities to find shelters in East County.

- **Engagement efforts and Success/Retention:**

Lastly, it is readily apparent that students do better academically when they are more engaged on campus in clubs and events and when they utilize campus resources. Students who work full-time or lack consistent transportation have a harder time engaging in these opportunities and therefore may be less likely to succeed or persist. Faculty in English often offer extra credit and other incentives to encourage students to get more involved in the greater campus community, sometimes even taking a class to a campus event during class time when it is related to the curriculum.

- **Placement practices and Success/Retention:**

Studies and data show that the more levels of developmental English which students must take, the less chance they will make it to transfer level due to the many exit points (enrolling, passing, re-enrolling). Students of color are often placed into basic skills courses, which is part of what contributes to the equity gaps. Studies in the last 5 years or so, such as the RP Group study in 2015, showed that high school GPA is a much better predictor of success, and when students with a high school GPA above 2.3 are placed directly into transfer-level English, they succeed at the same rates as students originally placed there based on an assessment test. FA 2018 was the first semester the high school GPA was used for placement. As a result, disproportionately impacted groups going forward have a new opportunity to start at the transfer level in both English and math.

- **Pedagogical Innovation and Success/Retention:**

English has also made pedagogical changes to address equity gaps. Faculty developed two accelerated courses, Engl 099 and 020. Both are based on the California Acceleration Project's five-course design principles: attention to the affective domain; backwards design from college-level; low stakes, collaborative practice; relevant, thinking-oriented curriculum; and just-in-time remediation. All of these principles are recommended best practices to improve student retention and success, close equity gaps, and make the classroom more student-centered. The overall concept of acceleration is to create more rigorous courses with plenty of support (e.g., more class time, tutors) while also integrating reading and writing.

To give a more specific example, many teachers are addressing the affective domain by using psychologist Carol Dweck's article "Brainology: Transforming Students' Motivation to Learn" in which students are introduced to the fixed vs. growth mindset concept. Instructors share ways to boost students' academic mindsets and motivation and discuss how to become more aware of and empathetic to barriers students face, especially students of color. English faculty share topics and assignments that are

relevant and engaging, and all aim for a high challenge, high support classroom, carefully crafting each unit to best support student achievement.

- **Tutoring and Success/Retention:**

Students have also received support for the last three years through the Title V grant—*Via Rapida!* From SP 2016 to FA 2018, this support has been offered to Engl 099 students in the form of embedded tutors. There are currently 8 active embedded tutors who are in 9 Engl 099 sections, working in class alongside the instructor and students during group work and working with students one-on-one outside of class. This is an important form of support service to students—intrusive intervention. Tutors help identify the “blind spots” of the instructor and act as a bridge between instructor and student. There are also Title V peer mentors: seasoned students who have been trained in leadership and mentorship to help new students navigate their first year of college. Many English 099 students have benefitted from having a peer mentor. Moving forward, as funding becomes available, these two support services will be extended to Engl 120 +020 to improve success and retention for transfer-level students.

The English Writing Center continues as an invaluable resource of tutors to aid in these goals. An annual study by the San Diego Community College District finds that students who seek regular tutoring (defined as participating in an average of 1 tutoring session per week) experience a 10% increase in success, persistence, and retention. For this reason, English faculty work with the EWC to recruit student tutors, to refer students for tutoring assistance, and to increase favorable student outcomes.

**5.3** Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Many engagement strategies were described in 5.2, as they relate to efforts to improve success and retention rates, for all students but especially for targeted populations. The Department has worked to engage students in the learning process in a wide variety of ways, ranging from in-class strategies to co-curricular projects to whole-department curricular redesigns.

- **Classroom Innovations/Projects and Engagement**

The Program Review Department Survey of faculty (see Appendix 4) indicates 64.7% of faculty use intentional engagement strategies “every day” in class, with another 29.4% indicating such strategies are used “Frequently, but not every day.” When polled about specific, high-impact practices, 97.1% indicated that they use small group discussions. 94% indicated the use of active learning strategies, and 94.1% of faculty deepen student engagement by allowing students to revise essays.

Other engagement practices include short, daily written reflections about the day’s lesson; daily icebreakers throughout the term to create and maintain a sense of community; classroom presentations by various student services representatives; discussion boards in online classes; and assignments on current issues and cultural

trends.

Several English courses are also part of the Project Success Learning Communities program, coordinated by an English faculty member. Such communities are recognized by the RP Group as a best practice for improving engagement as well as success and retention. In English, reading and writing courses are linked, and the program is also scaling up cross-disciplinary links with other departments across campus. This offers students a cohort experience that deepens their connection to their peers and to the College, while engaging them in writing development that is connected to a specific area of interest for them. For example, the Project Success program offers interdisciplinary links where an English composition course is linked with a general education course. When the college offered the Freshman Academy program, courses like Engl 098 and Engl 098R were linked to Counseling 104, Sociology 114, and Math 090. Engl 110 has been linked to courses like History 119 (Chicano/a History) and Child Development 125. As recently as FA 2015, Engl 120 was linked to Math 160 (a statistics course), Chemistry 120, Cross Cultural Studies 114, and History 122 (Women in Early American History). Currently in FA 2018, the English Department still offers three interdisciplinary links where Engl 120 is linked to Sociology 120, Administration of Justice 110, and Psychology 120.

- **Curricular Redesign and Engagement**

Recent shifts in Basic Skills sequences across the country have led to a number of curricular changes within English that are designed to contribute to increased student engagement. Studies by the RP Group and MMAP have shown that placing students directly into more challenging course work (transfer-level courses)--with greater levels of structured support--leads to a more engaging environment for students. In such environments, students are driven to push themselves more, even as the content challenges them.

In response to the research as well as to state legislation which mandates more aggressive placement into transfer-level course work, during this PR cycle the English Department engaged in a substantial redesign of its composition course sequence, placing nearly all students into either transfer-level composition (Engl 120), transfer-level with a 1-unit support course (Engl 120 + 020), or a one-semester, accelerated pre-transfer level course (Engl 099). As part of the redesign, many full and part-time faculty attended training programs offered by the California Acceleration Project (CAP). These training opportunities focused, in part, on developing active and student-centered strategies for engaging students.

- 5.4** Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

The English Department provides its students with multiple opportunities for student

engagement outside class time and in collaboration with other departments are noted below:

- **Community Service Learning (CSL)**

English faculty coordinate CSL and Grossmont College's Month of Service, offered every April for the past three years. The month enables students to participate in campus beautification projects, mural painting at the Walker Preserve Trail in Santee, volunteering at the Chicano Park Festival, and serving meals at Father Joe's Village in downtown San Diego. In SP 2018, one of the events was the campus-wide dodgeball tournament to raise food donations for Gizmo's Kitchen, the campus food pantry. Some students enrolled in Engl 098 and Engl 090, for example, formed dodgeball teams and collected donations for the event. This was quite enriching for them especially after they had been reading and writing about food insecurity on college campuses.

Many English instructors have incorporated CSL into their courses. For example, reading instructors have established a partnership with Traveling Stories, a literacy organization in San Diego, and created an alternative assignment for Engl 098R where students have the option to volunteer with Traveling Stories for the semester and read to children who come to the story tent.

In Engl 120 and Engl 124 classes, one instructor partnered with YALLA, an organization in El Cajon that provides tutoring to immigrant and refugee children. From 2015 to 2017, this instructor offered students the opportunity to volunteer with YALLA as an "alternative assignment." Students committed twenty hours per semester to serve as peer mentors at YALLA and then wrote weekly blog posts plus a final reflection in their English class. This same instructor partnered with the Alpha Project, a program for homeless people in San Diego. In 2014, the students in her Engl 120 class (which was linked to Sociology 120), made bagged lunches and served these to the homeless community.

In addition, partnerships between some English and ESL classes have formed. For almost two years now, students in one Engl 124 class have the option to volunteer as an ESL 106 "conversation partner" in lieu of the final group project. They discuss not only each other's backgrounds, but they also discuss the theme of forgiveness in books the ESL 106 and English instructors teach. In an Engl 120 class, students meet with students from an ESL conversation class weekly over the course of six weeks, and they attend the ESL class one day per week. The students also do weekly blog posts and then write a final reflection.

Some reading faculty and their students worked with an organization called Travelling Stories in San Diego County, participating in the Story Tent sessions held at various locations, including Parkway Plaza; Grossmont Shopping Center; and the City Heights Farmer's Market. Students were involved in reading to largely immigrant populations, and students made presentations to their reading classmates upon their return from these venues.

- **One Book, One Campus**

Other English instructors get their students involved with the One Book, One Campus and current One Theme, One Campus events. For FA 2018, the theme is food, and one Engl 120 instructor offers extra credit to get students involved and attend the food fair and food film events that are offered. His students also write a final group policy essay on a food-related topic.

- **Student Tutors**

Another way the English Department engages students is by recruiting them to be tutors once they have completed a course. For example, reading instructors recruit students who have completed Engl 090R or 098R to tutor students in Engl 090R or 098R the following semester. Many of the reading program tutors who ended up graduating from Grossmont have gone on to study education at universities and aspire to be teachers. Students from Engl 120 and Engl 124 classes are recruited to work as tutors in the English Writing Center and in General Tutoring, allowing them to apply what they have learned in their composition courses to assist students currently enrolled in these courses.

- **The Puente Program**

Puente, which links Engl 099, 110, or 120 classes with designated Counseling classes as well as with community mentors, gets students involved with many extracurricular activities. For instance, in FA 2016, students toured Chicano Park and Thomas Jefferson School of Law tour and attended the Puente Transfer Motivational Conference at UCLA, Grossmont College's Latino Alliance Film Festival, and author Matt de La Peña's reading. In SP 2017, they attended the *Into the Beautiful North* play at the San Diego Repertory Theater and Grossmont College's Luis Alberto Urrea meet and greet reception and reading. Also, in SP 2017 Puente students organized a toy drive for students at Emerson Bandini Elementary School. In FA 2017, they toured SDSU and participated in the Day at the Bay with San Diego Puente Alliance and the Puente Transfer Motivational Conference at UCSD. In FA 2018, the students will go to the Puente movie night, the Puente Transfer Motivational Conference at UC Irvine, Grossmont College's Latinx Heritage Month events, and the Museum of Latino Art in Long Beach. Additionally, every spring, each Puente student is paired with a mentor from the community (campus as well as off-campus) who works in the discipline the student is studying. This mentorship is ongoing during the spring semesters.

- **The Creative Writing Program**

The English Department's Creative Writing program, in hosting a Fall Authors Reading Series and a week-long Spring Literary Arts Festival, provides students with countless opportunities to engage outside the classroom with contemporary authors via readings, panels, performances, and lectures; to share their own creative work; and to be inspired as part of a larger community dedicated to the arts. Events are held both on-campus in multiple locations and at off-campus venues, engaging students in their larger East County community.

### **Fall Authors Reading Series:**

*Banned Books/Banned Lives:* This long-running countercultural event, formerly known as the Celebration of Banned Books Reading, centers on banned books and narratives from marginalized communities. The event largely focuses on readings by Grossmont College students and East County community members, with participation by the award-winning San Diego Slam Team in 2018, the nationally-recognized Grossmont College Speech Team in 2015-2017, and a reading by children's author, poet, and memoirist Matt de la Pena in 2016.

*The Lester Bangs Memorial Reading:* This event celebrates the rock music criticism of Grossmont College alumnus Leslie Conway "Lester" Bangs, who wrote for *Rolling Stone*, *Creem*, and other publications in the heyday of classic rock in the 1960s, 70s, and 80s. Guest speakers from in and around that era of rock music journalism are invited each year to read, lecture, and engage students.

*New Voices Student Reading:* This event offers the semester's most talented students from the Creative Writing Program courses the opportunity to perform their original works of poetry, fiction, non-fiction, drama, and other unique forms of literary and spoken word art. Invited by CW instructors, this event affords many students the chance to engage with an audience for the first time.

*Publishing events:* The English Department CW program hosts events celebrating its press, Chest-O-Drawers, which began in 2017 and has published *Salted Rock*, a poetry collection from former GC student Douglas Payne. CW faculty also publish *Acorn Review*, Grossmont College's student-produced literary journal, celebrating its latest release with a reading arranged in coordination with East County community members at Public Square Coffee House in FA 2018. In 2018, the CW faculty celebrated the release of English Professor Emeritus Joseph Medina's collection of poems entitled *The Scorpion's Mineral Eye*, published by City Works Press.

### **Spring Literary Arts Festival**

*Author Readings:* The Literary Arts Festival (LAF) team brings impactful writers of poetry, fiction, and creative non-fiction to campus each spring to read from their works and engage students. Writers often meet with CW students and faculty for writing workshops and panels and also headline events in the LAF series. Past guests during this PR cycle include Emma Smith-Stevens, Ada Limon, Cindy Pon, and Kazim Ali (2018); Denise Benavides, Gill Sotu, and Luis Alberto Urrea (2017); Raymond Wong, Tod Goldberg, Natalie Diaz, and David Tomas Martinez (2016); and Brian Turner, Sandra Cisneros, Dorothy Allison, Tim O'Brien, Marge Piercy, and many others.

*LAF Writing Contest:* CW faculty host a contest for developmental reading and composition students centered on a theme related to the work of a writer from that year's lineup. Winning students earn monetary awards, the opportunity to meet the writer, and the opportunity to see their work in print in the LAF program.

*Panels, Lectures, and Other Events:* The LAF team has coordinated a variety of other

events over the years, including a zine fest, poetry slams, student-, faculty-, and community-led panel discussions and roundtables, and varied lecture series. Faculty are encouraged to bring their classes to these events, which are often held during the day to boost student turnout and engagement. As with the Fall Authors Reading Series, the Spring LAF includes a New Voices Student Reading.

**5.5** If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

➤ **NOT APPLICABLE**

**5.6** If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards.

The number of students who earn degrees and/or certificates in English has remained consistent over the PR cycle, with about eleven-fourteen per semester (see Table 1 below). However, the number of students earning degrees and/or certificates in English/Creative Writing has decreased from nine in SP 2011 to three in FA 2016. Campus-wide enrollment has declined in recent years as the economy has improved, so perhaps this is the reason why there are fewer degrees/certificates awarded in English/Creative Writing. However, with the creation during this PR cycle of the A.A.T degree in English, more students would be expected to complete that degree. Department faculty plan to explore ways to increase completion rates for both its regular English degree and the English for Transfer degree. Often, as is apparent campus-wide, students simply do not realize they may be just one or two classes away from completing a certificate or degree. Therefore, if faculty provide information on our certificates and degrees to students within English classes, the numbers in Table 1 could grow.

**Table 1. Degrees and Certificates**

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		Total	
	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.	Degr.	Cert.
English	8	11	12	13	11	11	11	14	12	11	12	14	11	14	14	14	91	102
English for Transfer	--		--		--		--		--		--		25		31		56	
English/Creative Writing	5	5	8	9	7	7	4	4	4	4	3	4	3	5	3	4	37	42

**5.7** If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

It is the Department's hope that soon the College will provide institutional support (along with statewide support) for a comprehensive tracking mechanism to follow students



from the community college to 4-year colleges and universities as well as into the workforce. In the meantime, while we do not have any formally-tracked data, a poll sent out to our full- and part-time faculty (see Appendix 4) elicited several examples:

English faculty, particularly those teaching the transfer Engl 120 and 124 courses, report that their students commonly transfer to four-year institutions, including SDSU, UCSD, UC Irvine, UC Santa Barbara, UCLA, Arizona State, Mills College, USD, UCLA, and Berkeley. As just one example, Alexander Kraft graduated from GC and transferred to Berkeley in 2013, where he was awarded the prize for outstanding undergraduate research in English in 2015. He was also a finalist for the Berkeley Medal—an award given to a top undergraduate at the college. Faculty also note that students from English take positions in a wide range of fields, including teaching, business, editing, nursing, publishing, advertising, writing, and law.

Finally, faculty have also had the pleasure of seeing SEVERAL former GC English majors go on to complete graduate degrees and come back to the Department as either SDICCCA interns, part-time faculty, or both, with one former student even returning to become a full-time faculty member and interim Dean.

## SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

**6.1** Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your students' needs? Please elaborate on your answer.

The English Department works to inform students of the plethora of resources available to them at the college. To begin, it is English Department policy that all faculty embed the College's 2-page "Specialized Services for Students/Quick Tip" document into their syllabi. This one-stop flier is an excellent resource for students, and faculty often refer students to it during the semester. For this Program Review, the Department conducted a survey entitled **English Department Program Review Faculty Survey** (see Appendix 4), which asked faculty to speculate on how well student support services meet the needs of their students. The results include responses from 34 faculty, 47.1 % full-time and 52.9% part-time. The majority of full-time faculty responded and roughly 34% of part-time. In rating student services, participants had a choice of 1) Not Used/Don't know; 2) Inadequate; 3) Adequate; and 4) Very Adequate. In addition, written comments were collected.

100% of English faculty responding to the Survey encourage their students to use the College's support services. The areas instructors find the most effective for students are the Library, Counseling, Accessibility Resource Services (ARC), Veterans Services, and Tutoring (both embedded in classrooms and in the English Writing Center).

- **Library:** English faculty integrate research and information literacy into their curriculum and appreciate how the Library caters presentations to course-specific writing topics. Faculty also have their students utilize the Library User Online Instruction (LUCI). However, one participant notes that more outreach from the library is needed.
- **Counseling:** Two thirds of respondents to the Faculty Survey felt Counseling services were Adequate or Very Adequate, not surprising as English is closely tied to Counseling. English links several classes during regular semesters and the Summer Institute Program (SIP) to Counseling, and faculty work closely with that department to improve outreach to students and to advertise new classes (such as 099 and 020). Even so, many faculty feel Counseling is understaffed and, as one respondent noted, students often "report difficulty in receiving substantive assistance planning with academic paths." Faculty also report that some students believe they have received erroneous information which may have resulted in them taking unneeded classes.
- **Accessibility Resource Services and Veterans Center:** ARC continues to support students with accurate screening as well as varied forms of learning assistance. As one instructor notes, "ARC helps students succeed in the classroom by providing services that tend to their individual needs. I have found that students who take advantage of ARC are able to take tests, have notes

taken, sit in the front of the classroom, have interpreters, and the like, provided, which make a difference for the student to access the material and understand the content.” Another instructor comments that the Veterans Center is well-organized to meet student needs.

- **Tutoring Services:**

- *Embedded tutors* provide supplemental instruction (SI) within the Engl 099 accelerated classroom. Funded by the Title V grant (*Via Rápida!*), Engl 099 tutors are exceptional Grossmont students as well as graduate students who want to be community college instructors, and they unquestionably contribute to student success. One instructor asserts “[t]his is an incredible resource for our students. The embedded tutor’s presence had a direct impact on my students’ success.” Embedded tutors have also been successfully used in Engl 61-64, 090, and 098, though the grant supporting such help in 61-64 and 090 has ended. A number of instructors did not respond to this question because embedded tutors have been limited to select courses. In future, the Department hopes to extend use of embedded tutoring in the transfer-level Engl 120 class.
- *English Writing Center (EWC) Tutors*—in the Faculty Survey, most respondents felt tutoring services were “Adequate,” with some selecting “Very Adequate.” This is important to note because the EWC is significantly utilized by English students. The year-end EWC report (See Appendix 6) illustrates the students who received tutoring sessions from FA 2014 to SP 2017. Over 4,000 sessions were provided each regular semester, with a total of over 31,020 students served during this period. This is impressive, and faculty believe this is an invaluable resource for students.

There was some criticism from faculty with regards to currency and consistency of the EWC tutoring services, and faculty also report feedback received from their students. Faculty report the need for increased hours for many student services on campus, especially in the early mornings and evenings, and this seems especially true for the EWC. One instructor shares, “I also hear from students that the lines at the EWC can get quite long, and so some students get frustrated and leave, so they don’t get the tutoring they need.” With faculty and student concerns taken into account, the English Department hopes to strengthen and broaden the EWC’s vision and services in the future.

- **Remaining Services:**

There were mixed reviews from faculty about whether other services met students’ needs. Unfortunately, many faculty seemed to know little about some essential services. For example, with regard to Financial Aid, faculty report that some students complain about the amount and/or the timing of disbursements. However, others in the Department recognize that their services are widely

utilized by students, as that office houses a variety of scholarships, such as the American Association of University Woman (AAUW) and James Rhode Young Writer Scholarship, which English faculty share with their students who greatly appreciate the opportunities. A high percentage of faculty selected “Not Used/Don’t Know” for the following programs:

- EOPS/CARE/CALWORKS
- Career Center
- Assessment Center
- Assistive Technology Center
- *Via Rápida* (FYE)
- Transfer Center
- Student Affairs

Some of the programs faculty seem unaware of, such as the Title V-funded *Via Rápida* (FYE), are new, but it will certainly benefit students if the Department continues working to better educate all faculty on essential services available to students. Faculty are interested in learning more about these services as illustrated in the comment section of the Survey.

There are several ways English faculty can educate one another about available student services. For example, faculty who have received training in the Affective Learning Domain through the California Acceleration Project encourage students to use student services by conducting class tours or “Walkabouts” to show students where they can find campus resources. Some faculty invite Career Center representatives to their classroom or arrange to bring their classroom to the 50-minute presentation in the Career Center, which helps students research potential careers as well as find jobs on campus or in the community. Finally, while a majority of faculty report “Not Used/Don’t Know” with regard to the Student Health and Mental Health Center, with recent informational materials disseminated by both centers, many faculty have been able to refer students in need. As one faculty asserts, “I find the student health center to be a truly underutilized resource. The only reason I identified the student mental health center as ‘adequate’ as opposed to ‘very adequate’ has more to do with the availability of the provider. There should be more than one, and available every day.”

**6.2** What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

While students taking courses in the English Department utilize a variety of services, the ones they utilize most often for the discipline are the supplemental instruction offered by course embedded tutors and one-on-one tutoring in the English Writing Center, now housed under the purview of the LTRC Division. As stated earlier, over 30,000 students have been served by the EWC in the past four years, with the expectation that these numbers will grow in the future. Various new processes, such as online scheduling of tutoring appointments, suggest that sessions will be more efficiently scheduled in the

future and thus one student complaint, about long wait times for tutoring, will be addressed.

Course-specific embedded tutoring will remain an important service to students, increasing their success and retention rates. From SP 2016 to FA 2017, 17 sections of Engl 099, with roughly 595 students, have received course-specific tutoring from embedded tutors. The Department is currently exploring future continuation of the embedded tutoring program into the transfer-level Engl 120 + Engl 020 classes. Implementation of AB 705 means more high school students in particular are placing directly into the transfer-level course, with sets of needs that can be addressed with additional supplemental help within the classroom.

**6.3** Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

English faculty benefit from a variety of support services, and, in turn, so do their students. They rate some services higher than others in the English Department Program Review Faculty Survey (see Appendix 4). Faculty members overwhelmingly find the **Printing/Duplicating Department** “Very Adequate.” One faculty reports the following: “I worked at multiple campuses before Grossmont, and I've never been treated so well by staff and been able to get everything I need to teach my courses,” and another adds “The printing/duplicating department is the BEST! They are always willing to help out, even at the last minute when necessary. They are amazing.” The English Department could not do what they do without the first-class service they receive from this outstanding department. In addition, Instructional Technology (IT) received mostly positive ratings, as they keep computers running and are quick to help faculty with a glitch or even to replace printer ink. Moreover, the gentlemen who work in AV provide microphones and visuals for the Department’s Fall Reading Series and Literary Arts Festival as well as other events, and they are professional and quick to respond to needs within the classroom.

The rest of the college services received mixed reviews in the survey, or faculty professed to not using them, which is to be expected as the English Department has a large majority of part-time faculty. **Instructional Operations**, which is split between “Not Used” and “Adequate/Very Adequate” are helpful with official course outlines; however, the process seems often unnecessarily cumbersome and inconsistent. IO was deemed Very Adequate for the purposes of the Department Chair’s work on scheduling and development of new transfer degrees.

Level of service in the **College Bookstore** was rated almost equally “Adequate” and “Inadequate.” Some faculty feel as though the Bookstore serves a purpose, but they still encourage students to look elsewhere for more reasonably-priced texts. Others feel the Bookstore does not notify instructors when editions change, and that the books are universally overpriced. They also note communications issues and find the online book

order system clunky and unreliable. Others praise the increased number of rental books that help students save money. One faculty member voices frustration with the amount of junk food sold there.

With regard to **Maintenance**, the Department greatly appreciates Maintenance for its dependability with regard to setting up the various literary events English hosts. The employees who set up events such as the Fall Authors Reading Series and Literary Arts Festival are professional and a pleasure with which to work. However, campus cleanliness is a genuine problem in the classrooms, offices, and employee restrooms. Faculty assert that classrooms are not as clean as they could be and duster/rags in the classrooms are rarely replaced (and are unhygienic to use). Faculty offices do not seem to be vacuumed on a regular basis and often contain ants, mice, and roaches. In addition, restrooms are not cleaned frequently or deeply, and this has been an ongoing problem for years in the 500-area buildings.

Finally, several faculty praised **CAPS** for their efficiency in unlocking offices and escorting instructors and students to their cars after dark. On the other hand, others feel as though CAPS personnel need to better enforce smoking, skateboarding, and electric scooter policies on campus.

## **SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT**

**7.1** Please see Appendix 5 for Table of Off-Campus and On-Campus Professional Development activities for individual English Department faculty who contributed most to student success.

Throughout this Program Review cycle, English faculty members—both full-time and part-time—participated in an impressive number of professional development activities, both on and off-campus. Faculty regularly attend and present at conferences and take full advantage of the College’s robust selection of professional development activities offered during regular semester Flex weeks and throughout the academic year. In addition, full-time English Department faculty members serve as Professional Development Coordinators for the entire campus.

**Several key events listed in Appendix 5 were attended or created by multiple English Department faculty** and illustrate a collective commitment to ongoing professional development and innovative activities which impact student success as well as engagement, equity, and persistence:

- **2014 English Department Retreat—NADE Two-Day Training:**

Many department members participated in a 2-day on-campus retreat through the National Association of Developmental Educators (NADE). Full-time department members organized the event so that faculty could receive knowledge and training about redesigning assessment and placement processes as well as developmental course sequences. English faculty were able to re-evaluate developmental offerings in light of changes in the discipline with a renewed focus on integrated reading and writing.

- **2014-2016 CRLA Conferences:**

Various English faculty members attended and/or presented at the College Reading and Learning Conferences in Minneapolis, Portland, and in Louisville. Sessions focused on reading across the curriculum strategies, student success strategies in community college, and the latest data on effective retention strategies for community college instructors.

- **2015 English Department Retreat—“Persistence, Equity, and Innovation in Developmental Education”:**

Department faculty analyzed current statewide data and determined that students needed an accelerated path through developmental English courses in order to be successful and complete the transfer-level English requirement in one academic year. Faculty developed the English Department Acceleration Task Force which reviewed data and discussed ways to improve success and retention rates in developmental reading and writing courses. This led to an all-day departmental retreat entitled “Persistence, Equity, and Innovation in Developmental Education,” which was widely attended and focused on an essential question: “What innovations and high-impact practices from current research in teaching and learning can we apply to our instructional practices to better engage students in learning, to increase equity, and to

improve persistence?” This practical retreat focused on Dweck, Tinto, and other authors as well as the high school Common Core standards to explore high impact best practices in the classroom aimed at mitigating disproportionate impact and increasing success, retention, and persistence.

- **2015 to the present—California Acceleration Project (CAP) Summer Institute:**

In an effort to close achievement gaps and improve engagement and retention, four Department faculty began training at the CAP Summer Institute in 2015. Since then, with the help of Title V and Basic Skills funds, twenty faculty—thirteen full-time instructors and seven part-time instructors—have been able to attend. As of 2018, four full-time instructors have also gone on to become part of the CAP leadership team. As a result of these experiences, faculty created Engl 099 (Accelerated Preparation for College Reading, Reasoning, and Writing)—a 5-unit course that allows successful students to move directly to Engl 120 the following semester (as opposed to two semesters with the original model of Engl 098 and Engl 110). All sections of 099 are assigned embedded tutors which also help with engagement and retention. Through the CAP activities, Department instructors have learned effective tools for engaging students’ affective domain, using the backwards design method, and developing a growth mindset. As of 2018, English is now also offering sections of Engl 020, a 1-unit support course linked to designated sections of Engl 120. It allows students to complete Engl 120 in one semester when they formerly would have had to complete Engl 110 before being permitted to take Engl 120.

- **2015 to the present—CAP One-Day Workshops and CAP Annual Conference:**

Several faculty members have attended “one-off” CAP workshops at El Camino College and at Cuyamaca College to learn more about acceleration practices and how the implementation of AB 705 will impact the Department’s course offerings. Faculty also learned best practices for teaching the new Engl 020 co-requisite course linked to Engl 120. Other faculty have attended and/or presented at the annual statewide CAP Conference, learning more about current acceleration practices as well as presenting innovations our Department is implementing to improve success and retention rates.

- **2015—American Association of Colleges & Universities (AAC&U) Diversity, Learning, and Success Conference, San Diego:**

This conference was widely attended by English Department faculty and other GC Student Services and administrative personnel. Faculty learned how to best support a diverse student body and promote equity and inclusiveness in English classrooms. In particular, the data provided for Hispanic Serving Institutions (HSI) allowed the Department to bring back the Puente Program to our campus and thus increase support for Latinx students. Conference attendees also came back to campus and created the Latinx Alliance, an informal alliance of faculty, staff, students, and administrators behind such campus and community events as Hispanic Heritage Month and the GC Hispanic Film Festival.



- **2017-2018—English Department Community of Practice (CoP):**

In response to the changes in pedagogy and course offerings resulting from passage of AB 705, members of the English Department, in cooperation with the Office of Professional Development, have developed an internal, ongoing series of professional development sessions that address issues and pedagogical practices related to a diverse student cohort who may now begin their college English journey in a transfer-level English course. The first cohort of three full- and fifteen part-time faculty began meeting in FA 2018. The CoP also illustrates clearly the dedication of English faculty to seek outside funding sources for essential professional development, as the series is funded through the Title V Grant *Via Rapida!*

**7.2** Please provide an overall reflection on your department’s activity displayed in your table.

**Several trends can be noted when analyzing activities of English Department faculty as chronicled in Appendix 5. See also Section 7.1.**

- **Acceleration:**

As of FA 2018, English has sent twenty faculty members to the California Acceleration Project’s Summer Institute and other workshops put on by this organization. Faculty have also attended and presented at the CAP annual conference. Through these activities, faculty developed two accelerated pathways—Engl 099 (accelerated below-transfer course) and Engl 020 (transfer-level co-requisite course linked to designated Engl 120 sections). With the advent of AB 705 in 2018 and its full implementation by FA 2019, it is clear the Department was successful in its attempt to stay ahead of the curve in terms of acceleration and equity-minded pedagogy. Its ongoing work as part of the GC 12 Gateway Courses Project illustrates English will continue to develop and implement strategies to enhance student access, success, retention, and persistence.

- **Equity and Inclusion:**

English Department faculty have participated in a wide array of activities to improve the equity and inclusivity of our pedagogy. One colleague served on the GC Diversity, Equity, and Inclusion Committee from 2011-2013 as well as on the Student Success and Equity Taskforce from 2015-2017, discovering how student equity and inclusion can be integrated across all disciplines and programs. English faculty also co-coordinate the Puente program (with Counseling), developing and teaching both semesters of English for Puente students: Engl 110 and Engl 120 in 2017-2018 and Engl 099 and Engl 120 in 2018-2019. Puente also facilitates activities which promote inclusion and community, such as the Puente Club and events such as *Noche de Familia*. The statewide Puente organization also provides ongoing professional development training to faculty to promote practices of equity and inclusion when working with historically underserved students. In addition, one faculty member completed SDSU’s Certificate in Cultural Competence, learning how to better serve a diverse community college population. Furthermore, several faculty have completed the “Teaching Men of Color in the Community College” online course, developing strategies to better serve male students of color. Finally, English Department faculty have attended many events and

conferences to improve their knowledge regarding equity and inclusion, including but not limited to on-campus events such as Tim Wise's 2017 presentation on white privilege and systemic racism and the regional AAC&U Diversity, Learning and Success Conference in 2015.

- **Outreach and Engagement:**

- *The English Dept. Creative Writing Program:* The Fall Reading Series and Spring Literary Arts Festival put regional and national authors as well as GC students in the spotlight. These events draw community members, potential students, and even potential faculty to Grossmont College while building a stronger campus community.
- *Campus-wide events:* English faculty are central to development and coordination of student engagement activities such as One Book, One Campus and One Theme, One Campus. English faculty also coordinate Community Service Learning Program events, including the Month of Service.
- *East County Education Alliance:* Several English faculty members have served on the East County Education Alliance and its English Council, attending monthly meetings and the annual summit, collaborating with English Department members from Cuyamaca College and SDSU as well as faculty and administrators from local high schools such as Helix, Santana, and Granite Hills. The purpose of this work is to reinforce shared expectations and aligned curriculum. Recruitment of students to GC is also discussed as faculty share changes to placement processes, information about scholarship opportunities such as the GCCCD Promise, and development of support resources for incoming students.
- *Pathways to Success Academy.* Department faculty helped develop Grossmont College's outreach to students at the Las Colinas Women's Detention Center, where the Department offers reading and composition courses.

- **Persistence and Retention:**

- *Conference Attendance with sessions focused on retention/persistence strategies:* English faculty regularly attend workshops during Flex Week as well as sessions at conferences such as National Council of Teachers of English Annual Conference, the Conference on College Composition and Communication (The 4 Cs), The San Diego Area Writing Project Fall and Spring Conferences, The Popular Culture Association Conference, and The California Learning Communities Consortium.
- *Learning Communities:* An English Department faculty member coordinates the Project Success Learning Community program wherein English faculty collaborate to offer linked courses and additional support to

students. Learning Communities are an acknowledged best practice strategy to retain students and help them succeed and persist. Sometimes the links are between writing and reading courses, but increasingly the learning communities are cross-disciplinary, involving English and other departments such as AOJ, Child Development, Psychology, and Sociology. Such communities improve retention and persistence by contextualizing learning and providing additional layers of targeted support from two instructors working with one cohort of students.

- *Distance Education:* Many English instructors teach fully online or hybrid English courses, and some have completed training through @ONE's programs (sponsored by the California Community College Chancellor's Office) on how to design student-centered online curriculum, humanize learning for students, and improve retention in order to overcome one of the hazards of online education: its high attrition rates.

**7.3** Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes \_\_\_\_\_ No  X

If no, please describe what faculty professional development needs are not being met.

As described throughout this document, the English Department is in the midst of a significant pedagogical shift bolstered by legislative mandates, particularly with respect to transfer-level composition courses. Beginning FA 2019, virtually all students who begin their post-secondary education at Grossmont College will start in a transfer-level course, either with or without a co-requisite support class. Thus far, English has taken proactive and open steps to address this shift. In Appendix 5, many of the activities identified as impactful and important were those focused on elements of this shift (acceleration, for example).

While it is accurate to say that English has sought out and begun to develop its own professional development opportunities, such efforts will not be enough to assist faculty in meeting legislative and pedagogical challenges. Continued institutional support is needed for both full- and part-time faculty who have not taught transfer level composition courses recently, as these courses will most certainly be a part of their course load in the future. In addition, ongoing professional development opportunities are needed, particularly for part-time faculty who have not had the opportunity to go through CAP training, in pedagogical practices that address the affective domain of learning.

In addition, in the next Program Review cycle, faculty will want and need additional professional development with respect to using ZTC/OER materials, in face-to-face, online, and hybrid environments. Again, the Department has very dedicated and tech-

savvy full- and part-time faculty, but they will not be able to meet the needs of the campus and future students without significant institutional support.

In short, in the past six years, English faculty have attended a great number of conferences, workshops, and summer institutes, sometimes at their own expense, in order to stay current in a changing pedagogical landscape. They have aimed to learn more about culturally responsive teaching practices to meet the needs of changing cohorts of students in transfer-level courses. They have also discovered varied strategies to integrate new technologies into face-to-face, hybrid, and online courses and explored methods to minimize or completely eliminate textbook costs. A dedicated faculty and Chair struggle, however, to secure funding for needed professional development from whatever sources are available, including the Basic Skills Grant and the Title V Grants, with this latter grant coming to an end at the start of the upcoming PR cycle. Department faculty anticipate continuing to struggle to support its instructors' professional development needs unless significant institutional funding is dedicated to the effort.

## SECTION 8 – FISCAL & HUMAN RESOURCES

### Fiscal Resources

**Table 1. ENGLISH, Fiscal Resources**

	<i><b>FA2012</b></i>	<i><b>FA2013</b></i>	<i><b>FA2014</b></i>	<i><b>FA2015</b></i>	<i><b>FA2016</b></i>
Earned Enroll	5,358	5,601	5,656	5,699	5,763
Max Enroll	4,881	5,502	5,857	5,874	5,936
<b>% Fill</b>	<b>109.8</b>	<b>101.8</b>	<b>96.6</b>	<b>97.0</b>	<b>97.1</b>
Earned WSCH	17314.1	18303.6	18300.0	17970.0	18295.5
Total FTEF	43.7	45.9	46.9	46.4	47.0
<b>Earned WSCH/FTEF</b>	<b>396.0</b>	<b>398.4</b>	<b>390.2</b>	<b>387.2</b>	<b>389.3</b>

	<i><b>SP2013</b></i>	<i><b>SP2014</b></i>	<i><b>SP2015</b></i>	<i><b>SP2016</b></i>	<i><b>SP2017</b></i>
Earned Enroll	5,422	5,514	5,511	5,260	4,904
Max Enroll	5,537	6,042	6,104	5,740	5,534
<b>% Fill</b>	<b>97.9</b>	<b>91.3</b>	<b>90.3</b>	<b>91.6</b>	<b>88.6</b>
Earned WSCH	16552.5	17673.0	17271.0	16471.2	15398.4
Total FTEF	45.9	49.5	48.5	44.4	43.5
<b>Earned WSCH/FTEF</b>	<b>360.3</b>	<b>357.3</b>	<b>356.3</b>	<b>371.0</b>	<b>354.3</b>

	<i><b>SU2012</b></i>	<i><b>SU2013</b></i>	<i><b>SU2014</b></i>	<i><b>SU2015</b></i>	<i><b>SU2016</b></i>
Earned Enroll	--	720	883	932	862
Max Enroll	--	772	1105	1147	1116
<b>% Fill</b>	<b>--</b>	<b>93.3</b>	<b>79.9</b>	<b>81.3</b>	<b>77.2</b>
Earned WSCH	--	2035.5	2611.8	2636.7	2584.5
Total FTEF	--	6.0	8.6	8.9	8.9
<b>Earned WSCH/FTEF</b>	<b>--</b>	<b>341.0</b>	<b>305.5</b>	<b>297.9</b>	<b>291.0</b>

**8.1** Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

The English Department's enrollment has been strong and stable over this PR cycle,

serving over 5,500 students or more each regular semester and 800-900 during summer. The schedule is accurate and efficient, with the fill rate significantly over the College's rate. **For example, in FA 2016, the fill % in English was 97% while the College % was 83%.**

- **Enrollment**—In FA 2010, at the end of the previous PR cycle, the unduplicated enrollment was 5,058. The FA 2016 enrollment was 5,763, with an average enrollment from FA 2016 through FA 2018 of 5,213. Large Priority Wait Lists, particularly for the transfer Engl 120 course, suggest overall enrollment is currently limited by facilities availability. The Department has significantly expanded its online offerings as well as its off-site classes, but enrollments could further grow if more on-site facilities were available.

English comes close each semester to enrolling the maximum number of students in the classes it schedules. For example, for FA 2016, the maximum enrollment possible was 5,936, and the actual enrollment was 5,763. From FA 2016 through FA 2018, maximum enrollment averaged 5,627, with the actual enrollment over that period averaging 5,213.

- **Course Maximums and Efficiency (fill rate %)**—Classes within English are contractually capped at 35 students, and some are located in rooms with space limitations allowing no more than 24 students (53-547 and 53-548, for example).

Over the last 2-3 years, English has grappled with significant changes to the way students are placed into its classes—shifting first to a new assessment tool in Accuplacer and then to multiple measures/use of the high school GPA per requirements of AB 705. Those District-wide changes have impacted the number of students placing into both the developmental and transfer-level courses and have made efficient scheduling particularly challenging. Nevertheless, the Department, with the help of projections from CPIE, has successfully anticipated enrollment patterns and has continued to efficiently schedule its courses. For example, from FA 2015 through FA 2016, the average College fill rate was 84% while the average English fill rate was 97%; from SP 2016 through SP 2017, the College fill rate was 79% while the English fill rate was 90%.

- **Changes in number of sections offered in response to demand**—The overall number of sections offered during regular semesters and summers has remained stable over the course of this PR cycle (2012-2018)—between 150-160 sections during fall and spring and between 24-30 sections during summer session. The Priority Wait Lists and other indicators suggest the Department could offer more sections if additional facilities on campus were made available.

Even though the total number of sections has remained stable, the way in which sections are apportioned has changed dramatically over the course of this PR

cycle in direct response to changes in the discipline, mandates from the state legislature and the California Community College system leadership, changes to placement processes, and changes in student demand. These factors have resulted in the following trends in sections offered:

- **Changes in Below-Transfer Composition and Reading sections (Engl 90, 90R, 98, 98R, 105, 110; transition from Engl 51/52 to Engl 61-64; addition of Engl 099)**—Much of the developmental program has been downsized due to dwindling enrollments—first, as a result of the shift to Accuplacer as an assessment tool, and then, since FA 2018, because of a shift to the overall high school GPA for placement rather than assessment test scores. Both changes have meant significantly fewer students placing one, two, or three levels below-transfer, and those who do are taking the new accelerated Engl 099 course. The 5-unit Engl 099 was created in 2016 and allows students to complete their transfer-level English requirement in one academic year or two regular semesters, per AB 705 mandates.

Naturally, that shift in enrollment has resulted in fewer sections offered at the developmental levels. **For example, in FA 2012, a total of 95 sections** were offered in Engl 090/090R, Engl 098, Engl 098/098R, Engl 105, and Engl 110 (all below-transfer classes). **In FA 2018, a total of 39 sections of those courses were offered**, with 8 sections being the 5-unit accelerated Engl 099 class.

Only one Reading course is still offered on campus—Engl 098R linked to a couple of sections of Engl 098—but as the state requests further implementation of AB705 provisions (requiring that all students have direct access to the transfer-level Engl 120 class), it is unclear if even a few sections of elective reading will be sustainable during the next PR cycle. Engl 105 Reading continues to be requested and offered off-site at Las Colinas Women’s Detention Center.

Finally, during this PR cycle, the state changed requirements for repeatable non-credit courses. Therefore, Engl 051/052 became Engl 61-62-63-64, individualized non-credit instruction offered within the English Writing Center.

- **Changes in Transfer-level Composition Sections (Engl 120 and 124)**—As the developmental program has been downsized, the transfer program has expanded to reflect changes in placement processes and student demand. For example, **in FA 2012, a total of 43 sections of Engl 120 were offered; in FA 2018, a total of 76 sections were offered**, including two sections at Helix Charter High School. Less dramatic but also significant changes have happened with Engl 124—

from 15 sections offered in FA 2012 to 27 sections offered in FA 2018, including three online sections offered for the first time.

In addition, beginning FA 2018 and scaling up in SP 2019, eight sections of Engl 020, a new 1-unit co-requisite course linked to designated sections of Engl 120, was offered, with 16 sections of 020 to be offered in SP 2019. The course is part of the Department's implementation of AB 705 requirements.

- **Creative Writing sections**—The Department offers the most robust lineup of creative writing courses in the region, and offerings have remained stable over this PR cycle. Every fall and spring semester, two sections of Engl 126, Introduction to CW, are offered along with a half-dozen sections of specialized evening workshop classes: Fiction Writing, Novel Writing, Poetry Writing, and Acorn Review (student literary journal production).
- **Literature sections**—During the economic downturn happening in the last PR cycle, many of English's elective literature classes were pulled from the schedule. There are hopes for re-introducing some of those elective classes (such as Engl 217: Fantasy and Science Fiction, Engl 201: Images of Women in Literature, and Engl 219: Images of Death & Dying) to the 2019-20 schedule. During this PR cycle, the literature offerings have been stable and responsive to the needs of English majors and transfer students. Each fall semester, two sections of Engl 122: Introduction to Literature are offered along with Engl 221: British Literature I; Engl 231: American Literature I; and Engl 215: Mythology. Each spring, two sections of English 122: Introduction to Literature are offered along with Mythology and the second half of the British and American Literature surveys.

Also, literature courses cross-listed with Cross-Cultural Studies and included in the major are now regularly offered, with Engl 238: Black Literature offered most spring semesters and Engl 236: Chicano/Chicana Literature offered most fall semesters.

- **Online sections**—With AB 705 and renewed emphasis on serving the needs of transfer-level students, the Department has increased significantly the number of online offerings at the Engl 120 level, from five sections in FA 2011 to eight sections in FA 2016 to thirteen sections in FA 2018. Engl 110 online sections have remained stable at four. Also, beginning in SU 2018, Engl 124: Advanced Composition has been offered online (three sections in both SU and FA 2018), with expectations that the number of sections will increase in 2019 as additional full-time 124 faculty switch to the online delivery method.



**8.2** Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Because all English courses are contractually capped at 35 students, the maximum WSCH/FTEF is necessarily capped as well. Nevertheless, the Department's figures are stable and in keeping with the College's. For example, from FA 2009-FA 2010, WSCH/FTEF was 390, and from SP 2010-SP 2011, WSCH/FTEF was 377. In this current PR cycle, from FA 2010 to FA 2016, WSCH/FTEF was 392, and from SP 2013 to SP 2017, WSCH/FTEF was 360. Most recently, from FA 2016 through SP 2018, the WSCH/FTEF was 369, that number jumped to 385.45 in FA 2018. The College's figure for that 2016-18 period was 400.

In terms of explaining in 8.2 the "changes in FTEF due to changes in faculty staffing levels," this falls under "Human Resources," in the second half of Section 8 (Tables 2 and 3), but it can be briefly addressed here. Retirements are decimating the English Department, and that is reflected in WSCH/FTEF analysis. As the number of full-time faculty members has dropped from a high of 23 in FA 2011 to the current 19 in FA 2018 (with an additional full-time member serving as an Interim Dean until 2020), the FTEF figures have dropped as well. During FA 2012 to FA 2015, the total FTEF went from 43.72 to 46.99; however, from FA 2016 to FA 2018, that figure dropped to 41.38. Similarly, from FA 2012 to FA 2016, the FT FTEF went from 15.90 to 17.45. However, from FA 2016 to FA 2018, that figure dropped to 14.78. PT FTEF has also dropped, from 28.05 in FA 2016 to 23.73 in FA 2018. Without hiring full-time replacements for multiple retirees during the next PR cycle, the WSCH/FTEF is likely to plunge further.

**8.3** For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

In general, the regular English Department budget is adequate and goes primarily to supplies, travel, meeting refreshments, and visiting authors. Supplies include such items as toner cartridges for faculty office printers and basic office supplies. Each year, the Department provides \$2,000 to the Creative Writing program to help support bringing noted authors to campus for year-round literary arts events. The Department has also hosted multiple retreats over the course of this PR cycle (on assessment, on NADE certification, on persistence and retention, and on program review), and funds are used for refreshments and off-site reservations for such retreats. Additional funds would certainly be helpful to supplement professional development monies available to faculty for conference travel. Additional general funds would also enable the Department to offset more of the expense of visiting authors without relying on sporadic fundraising events.

- 8. 4** If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The Department actively solicits additional funds to support its activities, particularly in the Creative Writing program. The additional monies are used to bring nationally-recognized authors and artists to campus during the Spring Literary Arts Festival and the Fall Authors Reading series. For example, funds come from WACC grants (ongoing each year), Poets & Writers Foundation (ongoing each year), individual donors to the Creative Writing GCCCD Foundation Fund (in FA 2018, the total in the fund is \$5,260.91), the GCCCD Foundation itself, and former student benefactors. The Department also raises funds at its periodic Write-a-Thon event; the November 2017 event raised \$2,405.99.

The Department also applies for and uses Title V and Student Equity funds in order to subsidize travel/lodging for faculty attending California Acceleration Project training sessions and for faculty developing Summer Institute Program workshops to prepare students for the accelerated Engl 099 and/or the Engl 120 + Engl 020 linked courses at the transfer level.

**Human Resources**

**Table 2. Human Resources**

	<i><b>FA2012</b></i>	<i><b>FA2013</b></i>	<i><b>FA2014</b></i>	<i><b>FA2015</b></i>	<i><b>FA2016</b></i>
FT Faculty Count	17	18	19	19	22
PT Faculty Count	61	57	66	68	61
Full-Time FTEF	15.90	16.93	15.68	14.59	17.45
X-Pay FTEF	1.03	1.03	.53	.69	1.50
Part-Time FTEF	26.79	27.98	30.68	31.13	28.05
Total FTEF	43.72	45.94	46.90	46.41	46.99
<b>FT Percent</b>	<b>38.7%</b>	<b>39.1%</b>	<b>34.6%</b>	<b>32.9%</b>	<b>40.3%</b>
Permanent RT	2.05	2.10	2.10	2.34	2.59
Temporary RT	0.40	--	1.60	2.64	3.40

**Table 3. Additional information, FA 2017 to FA 2018—provided by the Department (via Data used for 2018 Faculty Staffing Request) to tract recent significant changes due to FT retirements**

	<i>FA 2017</i>	<i>FA 2018</i>
FT Faculty Count	21	19*
PT Faculty Count	63	53
Full-Time FTEF	16.66	14.78
X-Pay FTEF	2.15	2.87
Part-Time FTEF	26.78	23.73
Total FTEF	45.59	41.38
<b>FT Percent</b>	<b>41.3%</b>	<b>42.6%</b>
Permanent RT	2.59	2.09
Temporary RT	3.00	2.05

\*FT faculty member serving as Interim Administrative Dean, ALC Division (18 FT faculty serving in the Department, as of FA 2018)

**8.5** Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Both full-time and part-time English faculty meet all requirements and have the expertise to carry out the Department’s primary responsibility to teach a full range of classes (composition, literature, creative writing, reading) at both the basic skills and transfer levels. Most faculty, particularly part-time instructors, teach within the 6-course composition program—Engl 090, Engl 098, Engl 099, Engl 110, Engl 120 (including Engl 120 + 020), and Engl 124. Fewer literature and creative writing courses are offered than composition courses, and most of those are taught by full-time instructors, though each semester an effort is made to provide more opportunities for adjunct instructors to teach in these programs.

In addition, full-time faculty are expected (and part-time faculty are invited and strongly encouraged) to participate in ongoing curricular development, professional development, and governance. **Many of these activities support changes in the state legislature which apply specifically to English as well as changes in the discipline at the local and national levels over the course of this PR cycle.** In the last 6 years, the Department has hosted three day-long retreats on Assessment, NADE Certification, and Persistence and Equity, with all full-time faculty and many part-time faculty participating. Department faculty, especially full-time, are fully engaged in implementation of AB 705 (ensuring by FA 2019 that all students have direct access to

the transfer-level Engl 120 and can complete the transfer requirement within one academic year); Acceleration and California Acceleration Project training as well as in-house Community of Practice training to create and teach accelerated courses, such as Engl 099 and Engl 020, a 1-unit co-requisite support class linked to Engl 120; Assessment Evaluation and review of assessment instruments (as well as elimination of assessment tests by FA 2019); Title V efforts, including development of a preparatory workshop series for the Summer Institute Program and FYE; Guided Pathways; 12 Gateway Courses Project (focused on Engl 110 and Engl 120); Integrated Planning (SSSP, Basic Skills, Student Equity); Achieve the Dream; East County Education Alliance (English Council); California Community College Learning Communities; Puente; Latinx Alliance; and every major committee on campus.

Full-time English faculty have also served the institution during this PR cycle as Academic Senate President, as Chair of Council of Chairs & Coordinators, as SLO Coordinator, as Co-Coordinators of Professional Development, as Puente Co-coordinator, as Community Service Learning Coordinator, as coordinators of One Book, One Campus and One Theme, One Campus, and as SDICCCA Intern Program Coordinator. Department faculty, both full-time and part-time, carry out countless responsibilities related to outreach, engagement, success, retention, and persistence, within and outside of the classroom. Examples can be found in Section 7 and throughout the PR document.

**8.6** Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

and

**8.7** If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

Currently full-time staffing levels are most definitely **NOT adequate** to the scope of responsibilities the English Department carries out.

- **Part-time vs. Full-Time Ratios**

College Comparison Data (utilized for the 2018 Faculty Staffing Request) indicates that, regarding FT/PT ratio, most departments have 40-60% of FTEF taught by full-time faculty. Unfortunately, from FA 2015 to FA 2018, the English Department's average has been at the lower end of this spectrum, though we are one of the College's two largest departments. For example, in FA 2018, the FT% was 42.6%, only marginally above the College's FA 2018 FT% of 42.33%.

The Department maintains a part-time cohort of 50-60 faculty. FT faculty and the

Chair are tasked with the ongoing recruitment, supervision, mentoring, evaluation, and training of this vast number of adjunct faculty—all activities which can only be sustained if full-time ranks are replenished following retirements.

- **Availability of Part-time instructors**

The Department must maintain a huge cohort of trained part-time faculty because of the 5,000+ students it serves each semester, and that has become increasingly difficult over the course of this PR cycle for varied reasons.

- Only adjunct faculty who have gone through extensive California Acceleration Project (CAP) training or who have participated in the Community of Practice on-campus training (provided by full-time English faculty) may teach the accelerated Engl 099 course or the co-requisite support class, Engl 020, linked to designated Engl 120 sections. It takes both time and resources to send part-time faculty through such essential training and to then maintain an ongoing cohort of trained adjuncts as their expertise is valued by other community colleges able to offer full-time positions.
- Over 20 adjunct faculty have retired, passed away, moved away, or accepted full-time positions elsewhere during the last six years. As a result, for FA 2018, the Department is down to 53 part-time faculty from a high of 76 in FA 2008.

- **Reassigned time**

English Department faculty have a long history of service to the College, the District, and to statewide and national organizations. It is essential that faculty continue their commitment to leadership positions and professional development opportunities because their expertise, experience, and enthusiasm enriches the College. Such efforts also directly impact the ability to serve students within our English classes. Part of this commitment to service is reflected in reassigned time during this PR cycle.

At the close of the previous PR cycle, FA 2010, total reassigned time in the Department was 2.85 FTEF, as faculty served as Chair of Council of Chairs & Coordinators, Academic Senate President, Project Success Coordinator, Learning Skills Coordinator in the EWC, etc.

Toward the end of this PR cycle, from FA 2016 through FA 2018, total reassigned time had doubled from what it was in 2010, reflecting additional responsibilities full-time faculty have assumed, such as Professional Development Co-Coordinators, Puente Co-Coordinator, SDICCCA Intern Program Coordinator, and Community Service Learning Coordinator. Total reassignment time in FA 2016 was 5.99 FTEF but had dropped to 4.14 by FA 2018, as the Department awaits the appointment of a new Learning Skills Coordinator in the EWC in SP 2019. In addition, though not reassigned time, in

FA 2018, one full-time faculty member began serving two years as Interim Dean in another division, and is now fully out of the classroom.

- **Need for additional Full-Time Faculty**

Two waves of retirements, at the beginning and end of this PR cycle, tell the story for why the English Department requires multiple new full-time faculty.

**Over the course of this cycle, the Department lost to retirement a total of nine (9) faculty.**

- From 2005 to 2011, the Department maintained a stable, vibrant cohort of 23 full-time faculty. This has become our benchmark.
- From 2011-2012, six (6) full-time faculty retired, leaving us in FA 2012 at an abysmal low of seventeen (17) FT faculty.
- Between 2012 and 2016, the Department was authorized to hire five (5) faculty—back to 22 FT faculty.
- From SP 2017-SP 2018, three (3) more full-time faculty retired, and we are now at 19 FT faculty.

After SP 2019, the Department Chair is retiring, resulting in just 18 FT faculty. And an additional faculty member is serving as an Interim Dean through at least 2020, effectively meaning that after SP 2019, the English Department will once again have dropped to 17 FT faculty, a staffing level that is unsustainable.

We desperately need the influx of new full-time colleagues to take the place of ongoing retiring faculty, to sustain current projects, and, more importantly, to anticipate future needs, create and support new initiatives and grants, and develop innovative activities and curriculum to support our students and our College.

**8.8** In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

Position	Funding	FTE/Hours					
		2012	2013	2014	2015	2016	2017
Administrative Assistant I (classified)	General fund	32hrs/week	32hrs	32hrs	32hrs	32hrs	32hrs
Learning Assistance Center Specialist—English Writing Center (classified)	General fund	40 hrs/week	40hrs	40hrs	40hrs	40hrs	40hrs

A few changes have occurred to these two classified positions toward the end of this PR cycle.

- Administrative Assistant I**—from 2011-2017, this was an 80% position. At the conclusion of SP 2017, due to a retirement, the position went to a temporary Administrative Assistant I position for FA 2017-SP 2018. In FA 2018, a replacement was secured and the position became full-time (40 hrs. per week).
- Learning Assistance Center Specialist—English Writing Center**—from 2011-2016, The Dean of the English, Social & Behavioral Sciences Division supervised the EWC LAC Specialist and that Specialist supervised tutors working within the EWC, in conjunction with the faculty Learning Skills Coordinator. In SP 2016, an internal College reorganization combined all tutoring centers under one division and two supervisors, moving supervision of both the EWC LAC Specialist and EWC tutors from the ESBS Division to the Dean of the LTRC and the Interim LTR Learning Assistance Center Specialist/Supervisor, effective FA 2016.
- The Department’s Administrative Assistant I**, under the supervision of the Department Chair and ESBS Dean, carries out the full range of functions, including but not limited to maintaining department records and files; purchasing supplies for Department Chair and faculty; maintaining budget records on WorkDay; assisting the Chair with scheduling of semester classes; working with Master Scheduler to resolve room conflicts or to reserve facilities for department events; maintaining records of absences and posting absence notices; taking minutes and notes at department meetings; preparing and processing purchase orders and reserving rooms and off-site facilities for events; assisting the ESBS senior Administrative Assistant with hire letters; duplicating and distributing materials to faculty; handling confidential information, etc. The Administrative Assistant is also the first contact for many students, faculty, staff, and community members, handling questions and concerns and routing them to appropriate personnel when needed.

Having a full-time Administrative Assistant has already made a world of difference in the Department in terms of improved efficiencies as well as better and more consistent communication with faculty, staff, students, and administration.

- **The Learning Assistance Center Specialist—English Writing Center (EWC)**—Performs a variety of specialized duties related to organizing and coordinating tutorial assistance services in the EWC; assigns and coordinates lab tutor schedules; runs computer programs; prepares and maintains records, files, and reports related to the tutorial assistance program; and prepares and monitors the EWC budget. The LAC Specialist—EWC is responsible for the daily operations and the fiscal management of allocated funds in the EWC (which serves over 6,000 students each semester). The LAC Specialist—EWC also supports the clerical needs of the Engl 61-62-63-64 instructors who teach courses within the EWC.

Both full- and part-time English faculty recognize the value and importance of tutoring services provided within the EWC, often requiring students to seek tutoring prior to submission of assignments.

The only change anticipated involves the January 2019 retirement of the current LAC Specialist—EWC—which will necessitate the hiring of a new full-time replacement.



## SECTION 9 – SUMMARY AND RECOMMENDATIONS

**9.1** Summarize program strengths in terms of Outreach, Engagement, and Retention.

**OUTREACH strengths**—The English Department is engaged in a multitude of successful outreach efforts to students, faculty, staff, and community, including but not limited to the following:

- Creative Writing Program efforts (such as the Literary Arts Festival, Fall Authors Reading Series, and Asian Pacific Islander events)—are open to all members of the college, East County, and San Diego communities;
- Community Service Learning (CSL)—English faculty coordinate the program and multiple different instructors offer students CSL opportunities;
- One Theme, One Campus—English faculty help coordinate the events and multiple classes participate in the collaborative Water and Food fairs;
- Puente Program—English faculty co-coordinate the program and conduct outreach to community members to become mentors for Puente students;
- Summer Institute Program (linked to Title V, EOPS, and FYE)—English faculty collaborate with Counseling to teach the bridge courses for area high school students, many of whom register for GC classes;
- East County Education Alliance—English faculty co-chair the English Council, engaged in outreach to area high schools;
- Dual Enrollment—English was a founding department offering classes at Los Colinas Women’s Detention Center and Helix Charter High School; and
- First Female Essay Contest, created by English faculty in collaboration with the El Cajon/La Mesa branch of the American Association of University Women—provides outreach to local high schools.

**ENGAGEMENT strengths**—Many of the strengths listed above under Outreach (such as CSL, Creative Writing events, One Theme, One Campus, etc.) are also effective Engagement strategies and will not be listed again in this section. In addition to those strengths, the following successful efforts by the English Department support the College’s commitment to student engagement:

- Professional Development—particularly California Acceleration Project (CAP) training and Community of Practice (CoP) in-house training:
  - Over 20 English faculty have gone through CAP training to become aware of best practices in the field, particularly related to engagement strategies in the accelerated Engl 099 class;

- More teams of both full-time and adjunct faculty have participated in the CoP in-house sessions in FA 2018 (continuing in SP 2019) to develop engagement and retention strategies (including embedded tutors) for the new co-requisite Engl 020 support class linked to Engl 120; and
- PD opportunities are being developed to support instructors teaching high challenge-high support classes, and faculty search out conference opportunities which further their understanding of best practices.
- Project Success Program—the Learning Communities model pioneered by English continues to provide high support engagement practices; interdisciplinary links, in particular, help increase students’ engagement in GE content areas as well as re-enforce students’ commitment to varied disciplines and majors, as choosing a major or career path as soon as possible clearly helps engage and retain students. Countless teams of English faculty have gone to the CLCC conference, bringing back to campus ideas such as One Theme, One Campus which engage and inform students and community alike.
- Department-wide commitment to alerting students to services available to them which can both increase engagement but also enhance chances of retention:
  - Syllabi or Canvas containers for all Department courses include the two-page Student Services handout; and
  - Many instructors conduct “walk-abouts,” physically taking classes to important service offices on campus, from the Transfer Center to the Health office to Gizmo’s Kitchen.

**RETENTION strengths**—Several of the successful Outreach and Engagement strategies listed above are also successful Retention strategies and will not be repeated below. However, in addition to those already listed, the following strengths can be noted:

- 12-Gateway Courses Project—English is a key member of the college-wide group addressing and developing strategies to mitigate disproportionate impact on certain student populations to increase retention rates; various strategies, including early alert, low stakes assignments, intentional intervention and conferencing, and embedded tutoring will all be utilized in the coming years as the Department continues to collect and evaluate data;
- Development of new accelerated and co-requisite courses (Engl 099 and Engl 020 linked to Engl 120)—both courses focus on best practices for engaging and retaining students as the Department implements provisions of AB 705;

- “We’re All In” campaign—English faculty helped coordinate this campus-wide effort to increase both engagement and retention, in part by implementing simple strategies such as learning all students’ names, developing low stakes assignments and intervening when students fail to complete such assignments, creating targeted messaging for email and Canvas communications with students, and requiring conferencing to review student progress; and
- Embedded tutoring in Engl 099 and selected Engl 020 + 120 courses—with the near-peer tutors, most hoping to become teachers themselves, providing sustained, semester-long support for students so that fewer students fall through the cracks and more are retained in the class.

**9.2** Summarize program weaknesses in terms of Outreach, Engagement, and Retention.

Rather than seeing the following as “weaknesses” with regard to **OUTREACH, ENGAGEMENT, AND RETENTION**, the English Department has identified broad areas which require more attention, increased focus, or more resources at both the College and Department levels:

- **Marketing**—There are a number of ways the Department’s work could be furthered and students could be better served if marketing efforts, including on social media, were improved: make the English Department’s presence more apparent on the College website and make the Department webpage more student-friendly; improve awareness of the Department’s degrees, particularly the A.A.T degree, to increase the number of English certificates and degrees awarded; re-develop a new English/Math brochure, for outreach, now that the College is fully implementing AB 705; and consider developing a panel presentation or video on “What can you do with an English Major?”
- **Relationships with area high schools**—Currently the Department has dual enrollment only with one high school (Helix) and Los Colinas, so more outreach to other area high schools is needed; better communication is needed with the high schools about options such as OER/ZTC and about the sequencing of courses leading to the major (so that high school students can clearly see the pathway to success if they transition to Grossmont English).
- **Course offerings**—The Department can do more to match elective offerings in the Literature program to student interests; therefore, classes such as Science Fiction/Fantasy, which have not been offered in many years, could be resurrected, and new courses such as Hip-Hop Literature or Asian/Pacific Islander Literature could be developed. In addition, the cross-disciplinary links within Project Success have dwindled in recent years, so more efforts and new strategies could be developed to increase the number of such links.

- **Online offerings**—According to data presented in Section 2.6, the retention in our Distance Education Courses—Engl 110 and Engl 120, which are also identified as two of the 12 Gateway Courses—is significantly lower than that of their face-to-face counterparts. While our Department data is consistent with the College Comparison data, the Department acknowledges this data as cause for concern; therefore, in FA 2018, the Department established the English Department Distance Education Committee which will have its first meeting in December 2018 to discuss engagement and retention strategies in online English courses. Professional development would also help faculty. Some members pay out of their own pockets to take @ONE courses.
- **Intra-Departmental Communications**—Communication is vital in a department such as English, particularly as best practices are often happening in isolated pockets within the Department rather than being broadly shared. Much more can and should be done, particularly to enhance the communications between full-time and adjunct faculty, communications between faculty and tutors/personnel in the English Writing Center (including tutors visiting classrooms and faculty holding office hours in the EWC), and communications between various level-coordinators and the faculty teaching the classes at each level. Better communications could ensure that all faculty are aware of student services available to students, of options such as OER/ZTC and @ONE training, and of professional development opportunities which could improve their success teaching new accelerated and co-requisite courses.

In addition, more discussions and professional development opportunities are needed to address the huge shift in course sequences and the changing dynamics of courses such as Engl 120, as a majority of all students will now directly place at that transfer level. We have not yet had time for a deep conversation about this shift, a comprehensive review of all course outlines, and development of strategies to ensure consistent expectations and rigor across multiple sections of the same class. Conversations are also needed with regard to Common Assessment tests at both the 120 and 124 levels.

- **Inter-Departmental Communications**—The Department hopes to do a more effective job working with FYE, Umoja, and Title V/Via Rapida!, particularly to enhance conversations about culturally responsive teaching. More effective and expanded communication with the ESL Department is also a top priority. As we were once one department, we share many students in common, and professional development opportunities such as the CoP can help faculty from both departments.

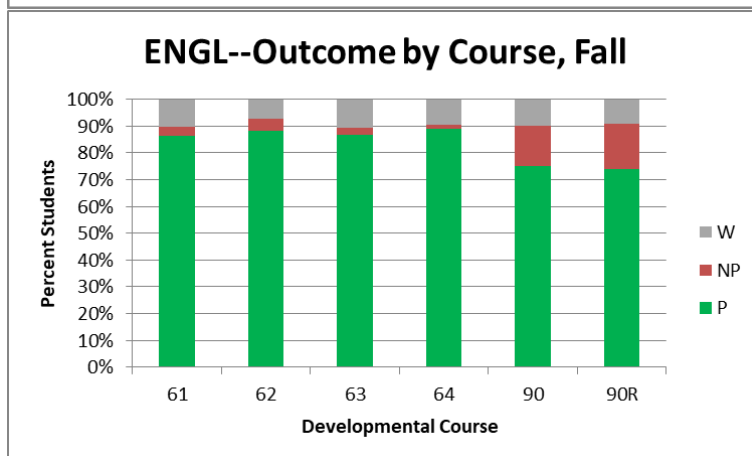
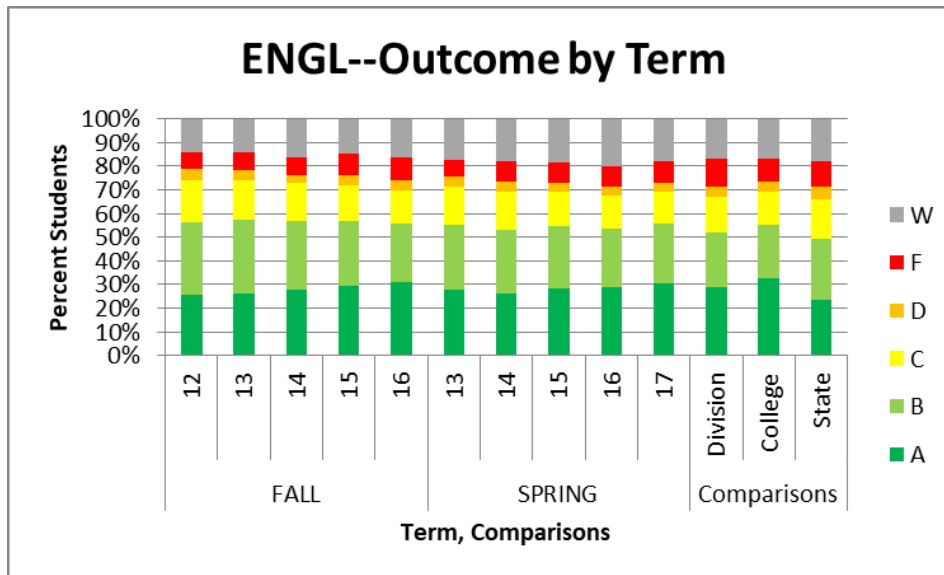
In addition, the Creative Writing program feels it could more intentionally collaborate with SDSU on speakers and activities and also explore taking CW workshops into the high schools. The Department could also work more vigorously with the District on outreach efforts to improve diversity of faculty and of SDICCCA interns.

- 9.3** Describe **any concerns that may affect the program** before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues, etc.
- **Diminishing numbers of full-time and adjunct faculty members**—FT retirements (9) have decimated English since 2011-2012, with three (3) coming in just 2017-2018. An additional retirement will occur in this next PR cycle (at the end of SP 2019), and further retirements are anticipated. Therefore, the dominant concern is replenishing and diversifying the ranks with new full-time faculty hires. The adjunct pool has also been diminished, as part-time colleagues retire, gain full-time employment elsewhere, or move on to other professions.
  - **Insufficient funds in support of professional development**—The Department anticipates expanding Online courses and supplemental instruction as facilities become more scarce; therefore, the need for ongoing, robust professional development for prospective and continuing online instructors will be essential as will access to state-of-the-art technology. PD and technology cost money, and the Department is concerned that not enough institutional support is being provided to sustain online efforts.
  - **Insufficient institutional commitment to adjunct concerns**, including welcoming office spaces, payment for office hours, and sufficient opportunities for paid professional development.
  - **Insufficient facilities**, particularly as English is tasked with scaling up accelerated and co-requisite support classes to meet AB 705 implementation plans. Adding enough 1- and 2-unit support classes to serve the needs of all Grossmont students now placing directly into the transfer 120 class will only be possible if sufficient classrooms are provided to English to scale up offerings.
  - **Re-evaluation of the FTEF/LED of Literature classes**—Literature courses require as much preparation and evaluation of writing as composition courses (which have a .250 FTEF/LED), yet are worth only .200 FTEF/LED. Faculty teaching literature in addition to composition must, of necessity, always carry an overload. The concern would be that AFT will be unable to re-negotiate the contract to apply a uniform FTEF/LED on all 3-unit literature, creative writing, and composition courses.
  - **Re-envisioning of Reading support and other supplemental instruction** in light of the decline of below-transfer Reading electives. Deepening the understanding of reading strategies among all composition faculty is critical, with the concern being how to create the time, space, and funding for that stimulus to happen. This kind of in-house PD needs to be institutionalized so that funding does not have to be requested every single semester.

- 9.4** Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan, which includes outreach, engagement, and retention.
1. Hire sufficient and diverse new faculty to replace recent retirees as well as to anticipate and meet the needs of the English Department for the next PR cycle.
  2. Expand and sustain conversations at all course levels and for all instructors, full-time and adjunct, to deepen understanding of culturally responsive instruction and to address disaggregated data on the success, retention, and persistence of all students but especially those students experiencing disproportionate impact, including immigrant, refugee, and undocumented populations.
  3. Provide/secure ongoing professional development training for all faculty, full-time and adjunct, to, among other things, deepen understanding of reading strategies to support student success; to continue the Community of Practice and other opportunities such as acceleration to enhance student engagement, success, retention, and persistence practices; and to explore current research and best practices in support of online delivery of curriculum.
  4. Secure appropriate on-campus facilities to scale up the Department's support offerings (such as Engl 020 linked to the transfer Engl 120) to implement mandates such as AB 705 but also to meet anticipated needs of students placing directly into transfer-level courses; as well, explore facilities (such as the new 500-seat Theatre) to house the Department's large-scale literary arts events.
  5. Continue to explore funding options and institutional support to scale up programs which support student engagement, success, retention, and persistence—such as Embedded Tutoring and Supplemental Instructional Modules.
  6. Expand cross-disciplinary, contextualized transfer-level links through Project Success, focusing on analysis of data on student success, retention, and persistence when students are part of one cohort taking two or more linked courses.
  7. Continue support of the Department's literary events and activities, including the Fall Authors Reading Series; Celebration of Banned Books/Banned Lives; Literary Arts Festival; One Theme, One Campus; and Write-a-Thon.
  8. Continue relationships with area high schools to expand the dual enrollment program to more campuses and to further the high school/community college curriculum alignment efforts within the East County Education Alliance's English Council.

9. Develop, expand, and maintain Canvas shells as repositories of supplementary support and professional development materials for instructors of each program
10. Continue to develop, revise, and assess Student Learning Outcomes (SLOs) at the department, program, and course levels, paying particular attention to “closing the loop” to ensure SLO assessment informs course and curriculum planning.

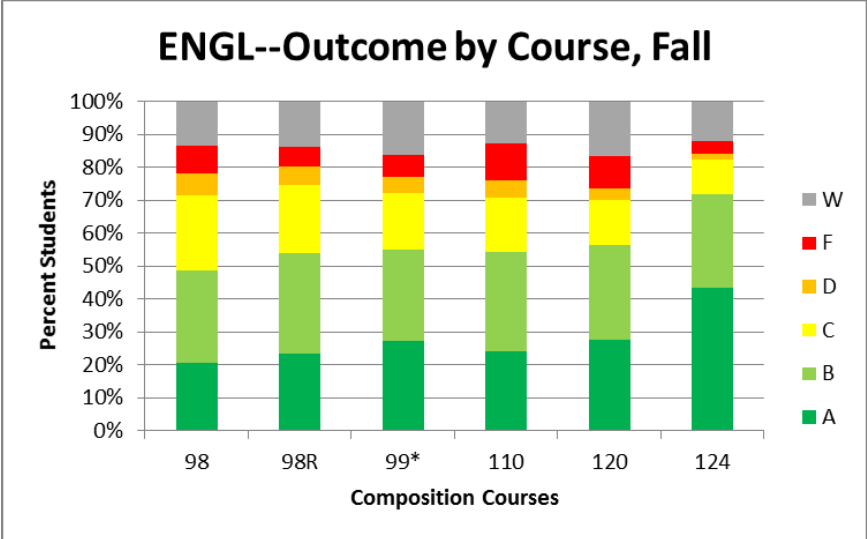
## Appendix 1. Grade Distribution Summaries



	P	NP	W
61	462	18	55
62	219	11	18
63	137	4	17
64	74	1	8
90	568	113	74
90R	528	119	66

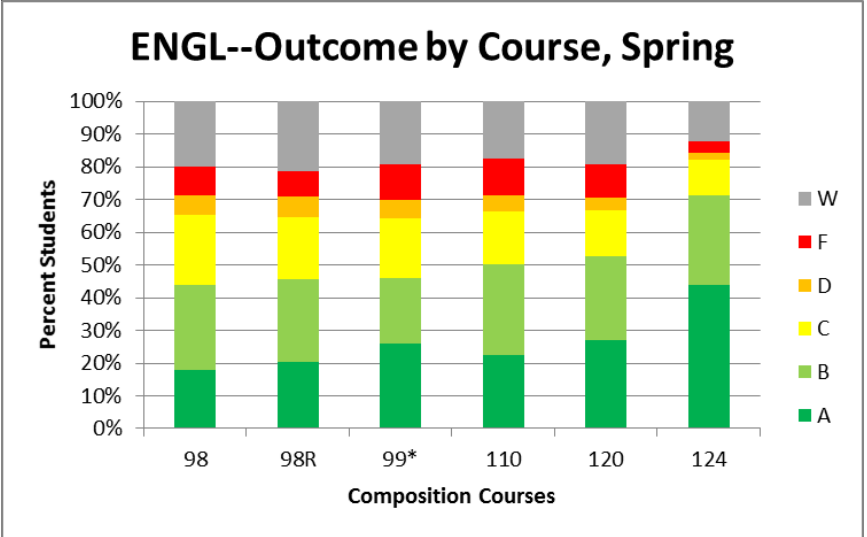
Spring data for these courses (61-90R) has the same general pattern so the graph is not shown.





\*Data for English 099 only includes fall 2016 whereas other course data include 2012-2016 data.

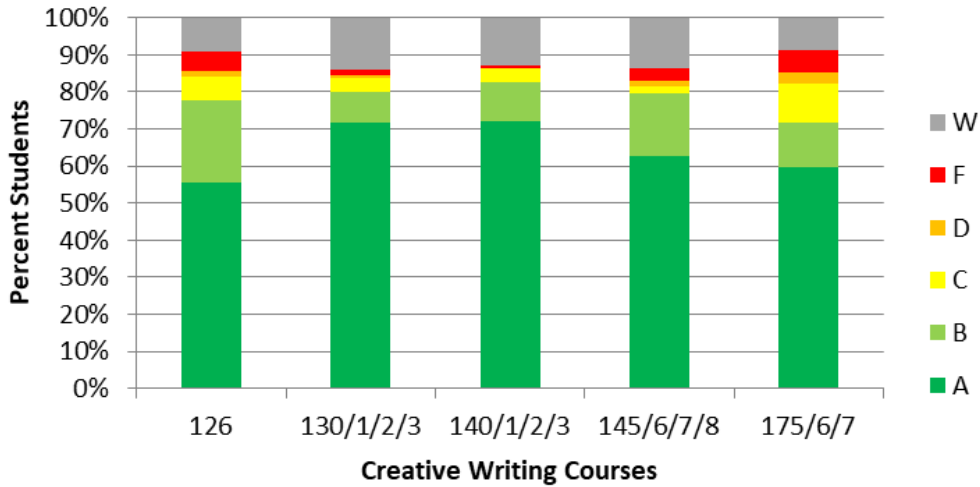
	A	B	C	D	F	W
98	861	1173	959	280	342	568
98R	385	508	339	93	104	225
99*	32	33	20	6	8	19
110	1443	1792	987	301	666	766
120	2283	2397	1152	305	796	1393
124	1458	953	345	57	131	406



\*Data for English 099 only includes spring 2016 whereas other course data include 2012-2016 data.

	A	B	C	D	F	W
98	459	661	546	153	224	506
98R	291	358	268	91	108	306
99*	44	34	31	10	18	33
110	1269	1553	920	278	629	981
120	2287	2168	1210	309	873	1633
124	1729	1090	427	84	139	480

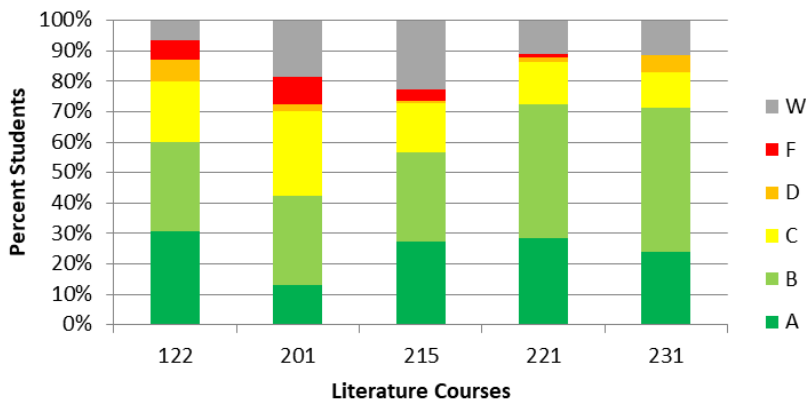
## ENGL--Outcome by Course, Fall



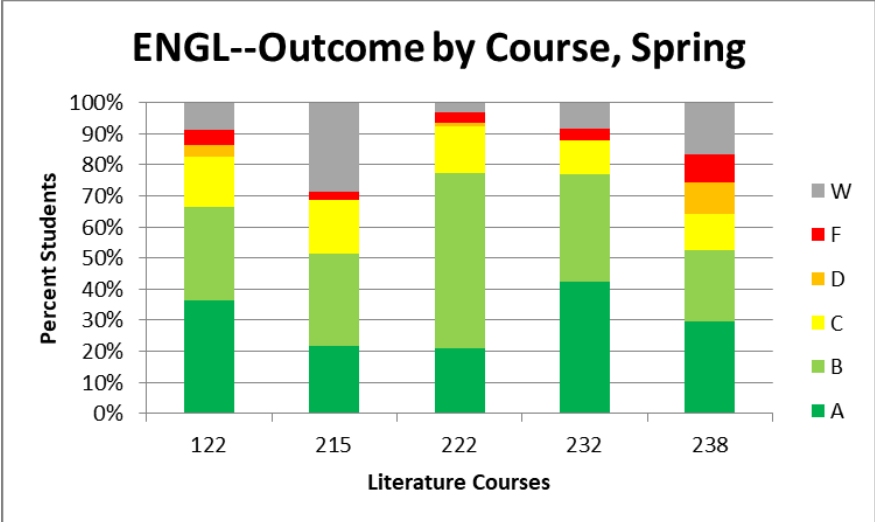
	A	B	C	D	F	W
126	176	70	21	4	17	29
130/1/2/3	97	11	5	1	2	19
140/1/2/3	96	14	5	0	1	17
145/6/7/8	37	10	1	1	2	8
175/6/7	40	8	7	2	4	6

Spring data for these courses (126-175) has the same general pattern so the graph is not shown.

## ENGL--Outcome by Course, Fall



	A	B	C	D	F	W
122	103	99	66	24	22	22
201	17	38	36	3	12	24
215	36	39	21	1	5	30
221	50	77	24	3	2	19
231	29	58	14	7	0	14



	A	B	C	D	F	W
122	104	87	46	11	14	25
215	40	55	32	0	5	53
222	38	103	27	2	6	6
232	60	49	16	0	5	12
238	23	18	9	8	7	13

### English 099 Course Success and Retention for Fall and Spring Terms

Semester	Total Enrollment	Successful Enrollment	Successful Percentage	Retained Enrollment	Retained Percentage
2016 - Fall	147	110	74.8%	128	87.1%
2017 - Fall	288	230	79.9%	262	91.0%

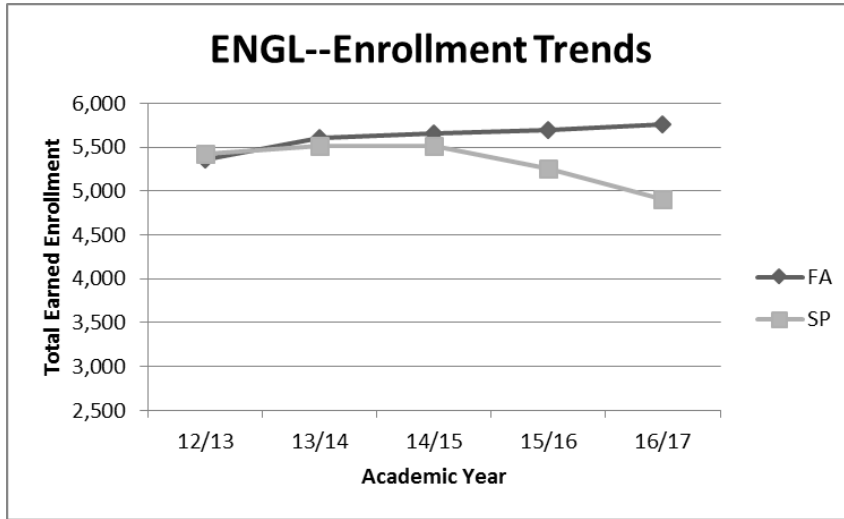
Semester	Total Enrollment	Successful Enrollment	Successful Percentage	Retained Enrollment	Retained Percentage
2010 - Spring	25	13	52.0%	19	76.0%
2011 - Spring	25	21	84.0%	22	88.0%
2016 - Spring	97	67	69.1%	78	80.4%
2017 - Spring	170	109	64.1%	137	80.6%

## English 105 Course Success and Retention for Fall and Spring Terms

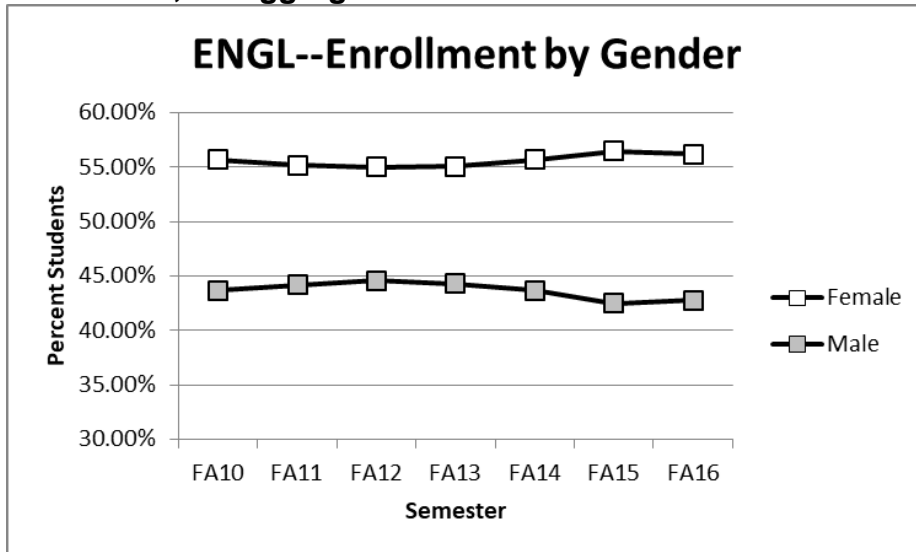
Semester	Total Enrollment	Successful Enrollment	Successful Percentage	Retained Enrollment	Retained Percentage
2008 - Fall	68	42	61.8%	55	80.9%
2009 - Fall	38	24	63.2%	28	73.7%
2010 - Fall	22	9	40.9%	17	77.3%
2013 - Fall	16	14	87.5%	15	93.8%
2017 - Fall	28	26	92.9%	26	92.9%

Semester	Total Enrollment	Successful Enrollment	Successful Percentage	Retained Enrollment	Retained Percentage
2009 - Spring	21	9	42.9%	12	57.1%
2010 - Spring	46	26	56.5%	36	78.3%
2011 - Spring	20	12	60.0%	16	80.0%
2017 - Spring	25	22	88.0%	22	88.0%

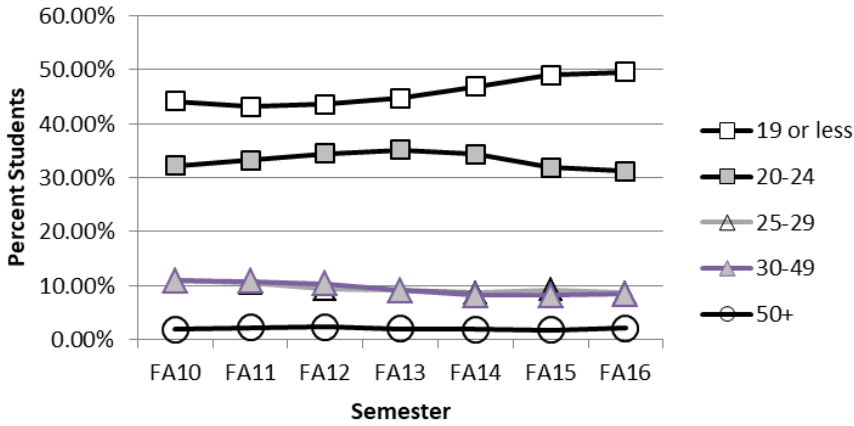
## Appendix 2. Enrollment Data



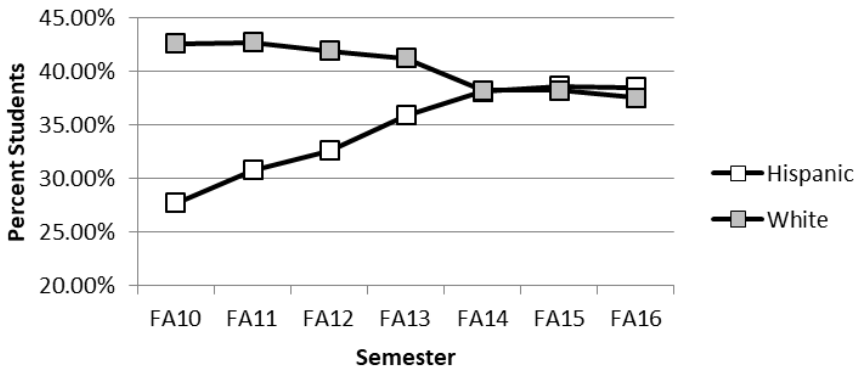
## Enrollment, Disaggregated



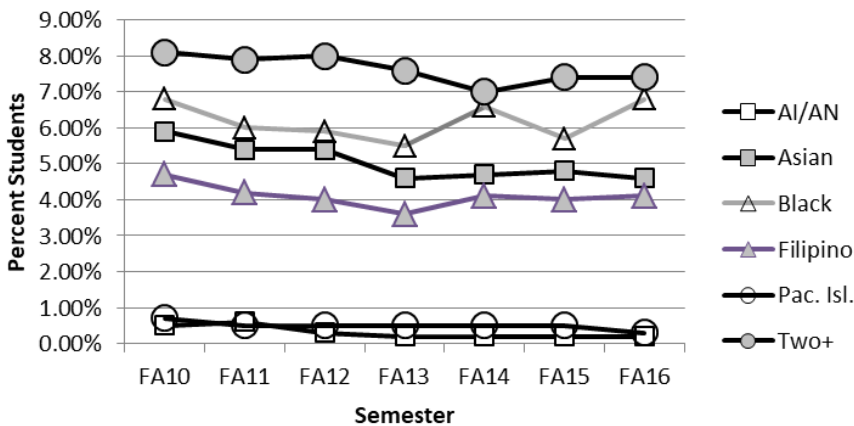
### ENGL--Enrollment by Age



### ENGL--Enrollment by Ethnicity, Hispanic & White

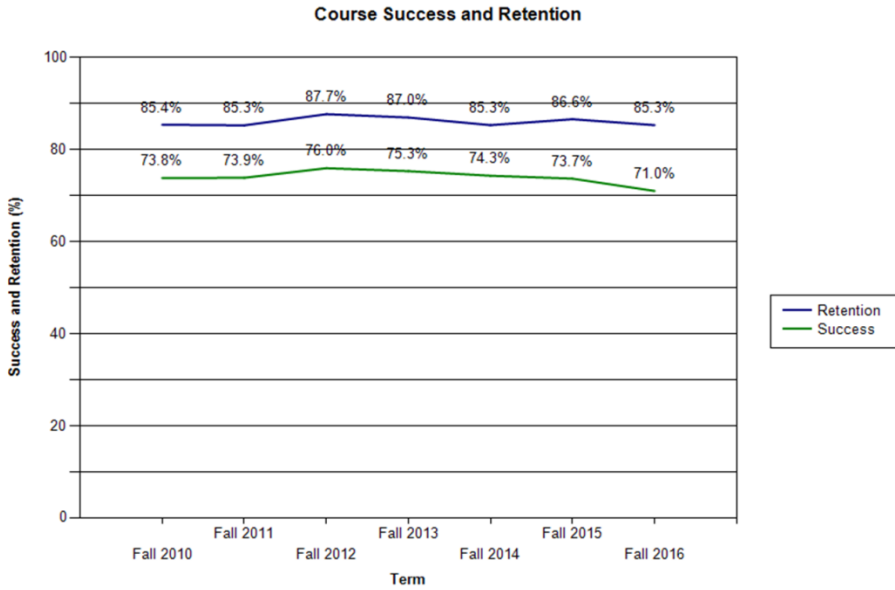


### ENGL--Enrollment by Ethnicity, Other

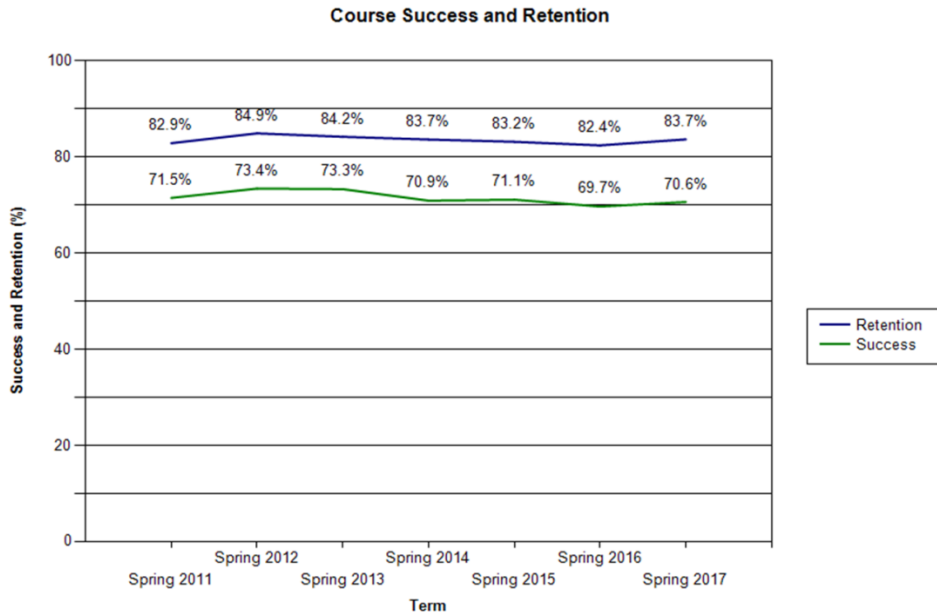


**Appendix 3. Student Retention and Success Data**  
College 5-YR Averages: Success 69% and Retention 84%  
College Targets: Success 75% and Retention 85%

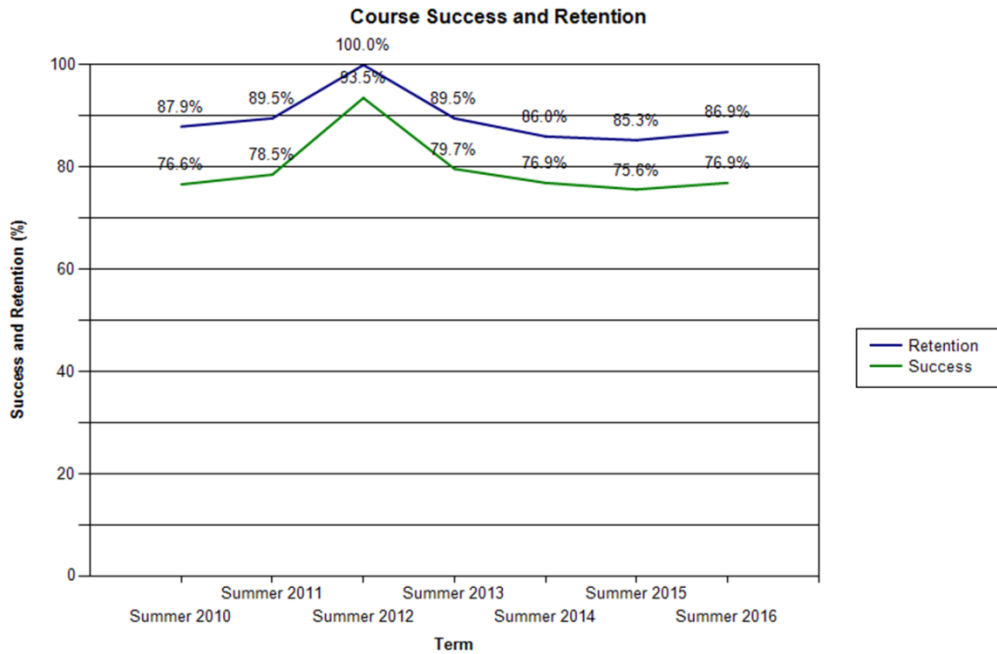
All Students: Fall



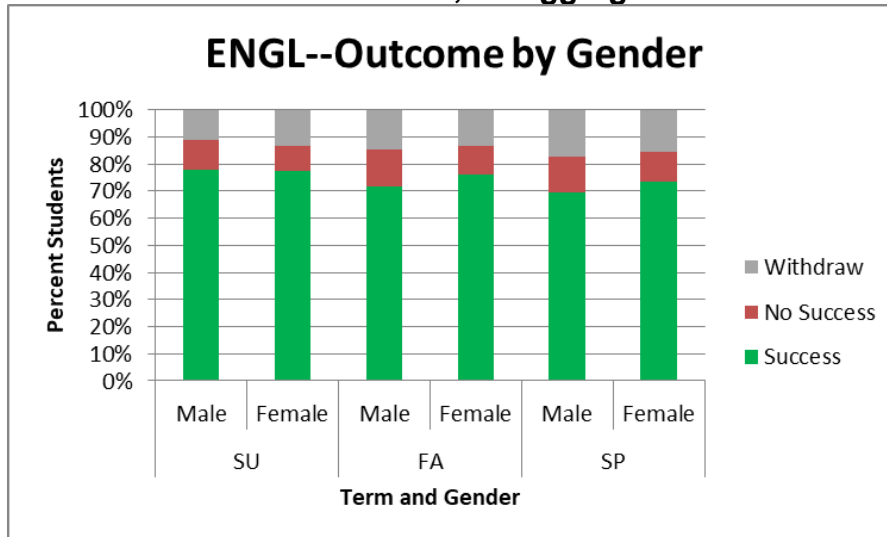
All Students: Spring



## All Students: Summer



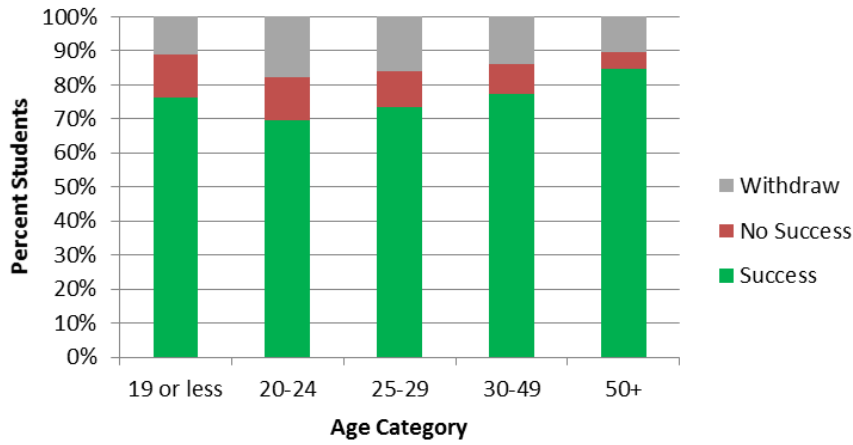
## Student Success & Retention, Disaggregated



		Success	No Success	Withdraw
SU	Male	1259	178	179
	Female	1595	194	274
FA	Male	10902	2073	2241
	Female	14748	2068	2617
SP	Male	10056	1931	2473
	Female	13513	1980	2869

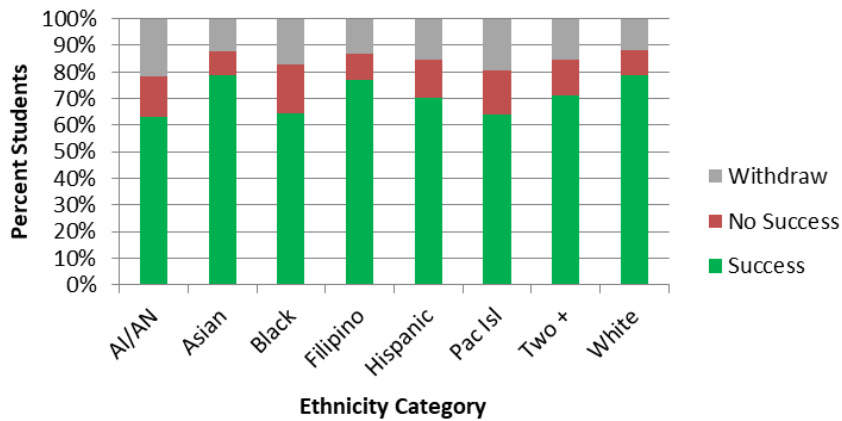


### ENGL--Outcome by Age



	Success	No Success	Withdraw
19 or less	12421	2053	1822
20-24	7890	1453	2018
25-29	2388	338	519
30-49	2542	289	455
50+	577	33	72

### ENGL--Outcome by Ethnicity



	Success	No Success	Withdraw
AI/AN	82	20	28
Asian	1594	180	248
Black	1753	500	470
Filipino	1269	161	219
Hispanic	10032	2096	2185
Pac Isl	134	34	41
Two +	2188	407	479
White	12629	1456	1912

Subject and Number	Governing Board Approval Date
ENGL 020	May 2018
ENGL 061	May 2013
ENGL 062	May 2013
ENGL 063	May 2013
ENGL 064	May 2013
ENGL 090	May 2013
ENGL 090R	May 2013
ENGL 098	December 2018
ENGL 098R	May 2013
ENGL 099	December 2018
ENGL 100R	December 2012
ENGL 103R	December 2012
ENGL 105	May 2013
ENGL 110	December 2018
ENGL 110R	May 2013
ENGL 118	May 2000
ENGL 120	December 2018
ENGL 122	December 2013
ENGL 124	December 2018
ENGL 126	May 2013
ENGL 130	May 2013
ENGL 131	May 2013
ENGL 132	May 2013
ENGL 133	May 2013
ENGL 134	May 2013
ENGL 135	May 2013
ENGL 136	May 2013
ENGL 137	May 2013
ENGL 140	May 2013
ENGL 141	May 2013
ENGL 142	May 2013
ENGL 143	May 2013
ENGL 145	May 2013
ENGL 146	May 2013
ENGL 147	May 2013
ENGL 148	May 2013
ENGL 160	May 2013
ENGL 161	May 2013
ENGL 162	May 2013
ENGL 163	May 2013

Hi folks...I apologize for not being able to provide the list of English courses last approved by the Board prior to printing of your program review document. I have listed below the courses presuming the list can be an addition to the report.

Marsha

619-644-7153

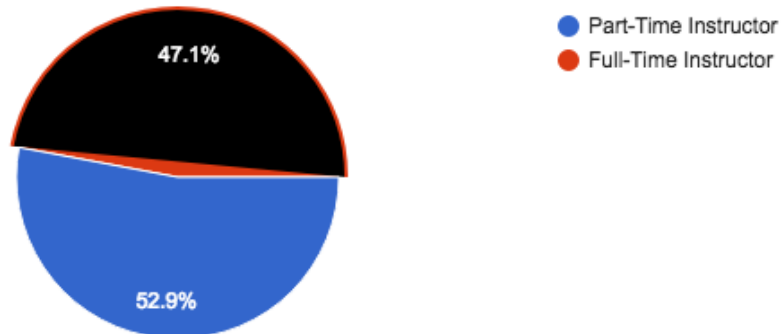
ENGL 175	May 2013
ENGL 176	May 2013
ENGL 177	May 2013
ENGL 178	May 2013
ENGL 195 ABCD	May 2000
ENGL 201	December 2013
ENGL 203	May 1995
ENGL 215	December 2013
ENGL 217	April 2009
ENGL 218	December 2013
ENGL 219	April 2005
ENGL 221	December 2013
ENGL 222	December 2013
ENGL 225	May 2013
ENGL 226	May 2013
ENGL 227	May 2013
ENGL 228	May 2013
ENGL 231	December 2013
ENGL 232	December 2013
ENGL 236	December 2013
ENGL 237	April 2002
ENGL 238	December 2013
ENGL 275	April 2005
ENGL 276	April 2005
ENGL 277	April 2005

## Appendix 4. English Department Program Review Faculty Survey Results

Who participated in this survey?

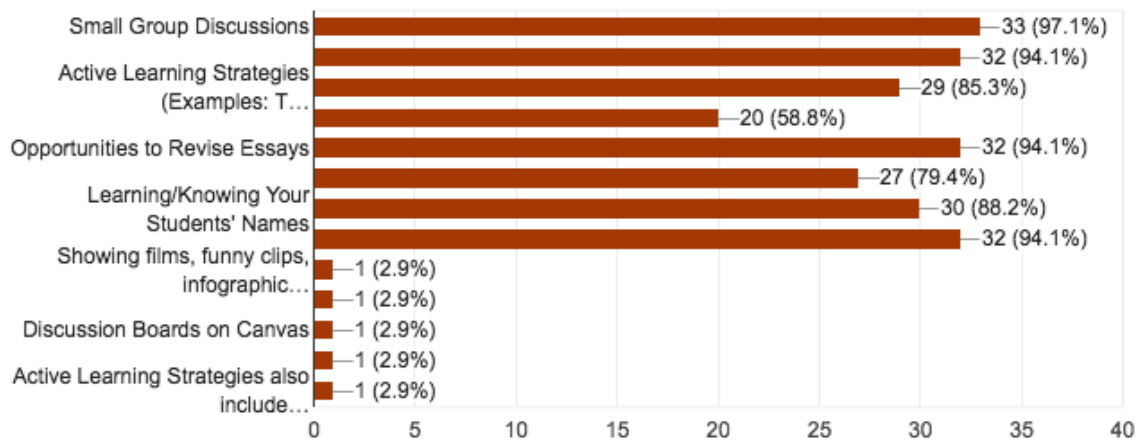
Please select one.

34 responses



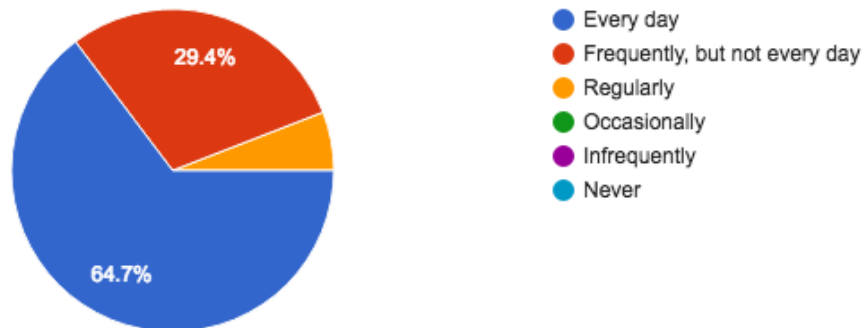
How do you use student engagement strategies in the classroom? (Choose all that apply.)

34 responses



## How often do you use student engagement activities?

34 responses



### Examples or further explanation related to the use of student engagement activities

"Small groups: Reading analysis questions, poster sessions, mapping, peer review, stand-out lines, explicating quotes, jigsaw

Low stakes: daily journal response to images or quotes, metacognitive response with final drafts, free writes

Revision: if all steps, in and out of class, are complete; if 'D' or 'F' on essay; after conference with me

Formative assessments: instruction, model, practice with peers, perform and present, work independently"

I use on-going ice breakers to ensure that the students get to know each other and me. Additionally, I use frequent group activities that serve as both collaborative learning opportunities and low stakes practice. This include annotating and engaging with the reading, reviewing draft work and practicing skills. I use these opportunities to engage students in a project based approach and then work through just-in-time instruction. I use the final weeks of the semester for students to focus on revision work and implement a final portfolio in which students have the opportunity to revise their essays as many times as they like before the end of the semester. They are then asked to reflect on the revision experience.

1) I use affinity mapping to help students figure out "organic" ways of structuring their essays. It gets them out of their seats and is much more exciting than simply brainstorming on the board. 2) I also use name placards to learn my students names quickly. They are placed by the door before class so students can grab them as they come in, and I don't have to use valuable class time taking roll. I can also use them to create random groups. 3) I like using poster sessions once each unit (3-4 times per semester). I use them to introduce a unit or new topic.

I listen to their stories of hardship and how they overcame their difficulties or are in the process of doing so.

"For example, on the first day of class, I play a scavenger hunt game with my students so that we can get to know each other better.

In most classes, I have students work on small groups to share ideas about the assigned readings. As part of their homework, they respond to the readings. These assignments are collected at the end of class

since I have students turn to a partner, or work in small groups, to share their responses as a way to begin a conversation about the readings assigned. This strategy warms up students at the beginning of class and ensures all students have an opportunity to discuss the text before we hold a whole class discussion. This strategy also gets students to know one another and feel comfortable in the class.

Writing is taught as a process. Rough drafts are broken down into sections and both peers and myself add new eyes. We do group grammar practices and group essay posters.

Having staff come speak (like counselors, career center staff), WE Connect! cards are a fun icebreaker, learning students' majors, requiring a short office hour visit week 2, online teaching tools for engagement (Flipgrid, Adobe Spark, etc)

I start and close every class with a first-five / last-five activity. The first-five asks students to recall what they remember/learned from the last session and puts them in charge of their own learning. The last five is a "ticket out the door" where students remark on one concept that they have clarity about as a result of the day's lesson, and gives them an opportunity to tell me one thing that they are a bit "fuzzy" about.

Hyde Art Gallery visit with activity (in pairs)

E.g., First/Second week all-class activities that provided students opportunities to introduce themselves through story and personal experience

I use ice-breaking activities, particularly in the beginning of the semester so that students get to know one another, get to work together in fun class situations, and eventually we turn their ice breaking fun times into small group work.

We conduct workshops in class and devote time to model the essay outlines on the boards, followed by students then working on their own outlines.

I use an equity-minded approach. I am constantly reassessing my methods and activities to reach students where they are.

Our class did several team-building and ice-breaking activities, 5-10 minutes, each day for the first two weeks. For the most part I give full credit for homework if it is an honest effort; its main purpose is formative assessment. I knew all my students' names from day 1. My students are arranged in groups of 5-6. For most readings, they complete a group deconstruction/analysis activity to build their analysis skills together.

We have working-thesis workshops to discuss purposes of papers, and to help students find others who are working on similar ideas so they can exchange resources.

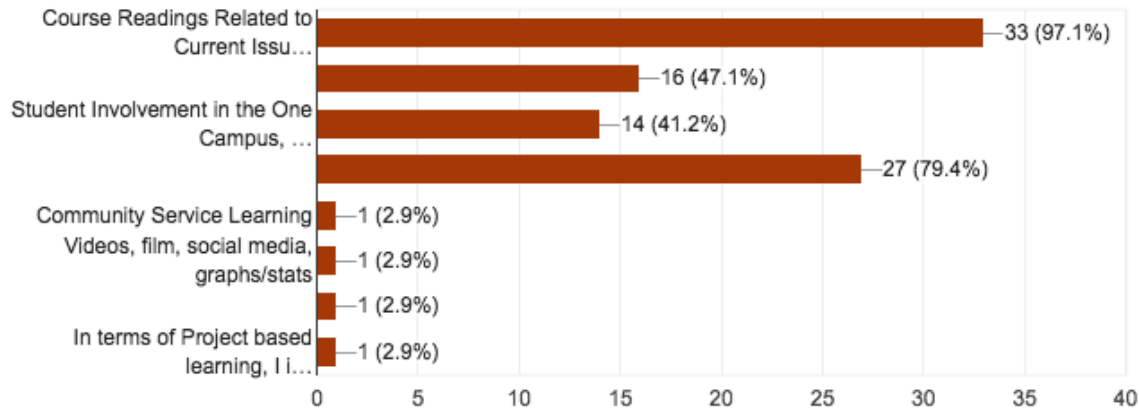
I use a liberal revision policy. Students can revise an essay as many times as time allows. I have walked students down to the Counseling, EOPS, and Financial Aid areas.

I try to incorporate all of the aforementioned strategies at least once in the semester if not more. I like to vary the type of day as well. Some days, I make the students move and use quick-paced, group activities. Other days are slower so as to build concentration and attention for close, analytical reading/writing.

Students Free Write for 10 minutes at the start of every class by responding to a quote relevant to the course theme.

## How do you include current issues in course content? Consider environmental, societal, ethical, politic... this question. (Choose all that apply.)

34 responses



### Relevant examples or further explanation related to how we include current issues in course content

If the textbook does not include it, I provide readings/videos related to education, gender, surveillance state, sustainability, political climate, immigration, current issues (militarization of police, silicon valley drug consumption, armed teachers, etc.)

Connection to topics begin w/daily journal response to related image or quote, a brief lecture on concepts (common ground, bias, appeals, sources, etc.), no-stakes work w/connecting concept to a reading, pair share/group discussion of no-stakes activity, brief group project with a concept (questions, mapping, analysis, etc.) presented to class or turned in.

In-class activities are followed by out of class work: find a source related to the issue, create a source summary-response sheet, share in groups, save for essay work. In class work on essay prep is turned in with the final draft.

I craft my course around a broad theme that can touch on a number of sub topics. 110- group identity formations and 120 - public shaming. Students have the opportunity to read texts from a number of genres that engage with the them. The also have the opportunity to explore some of the issues they feel is important through group activities and individual research and writing.

1) I try to assign a topic on food for all my composition courses so students are engaged with the One Campus, One Theme Project. For example, my English 120 students are writing a response essay on an op-Ed piece from the NYTimes on G.M.O.s. I have also offered extra credit to students for participating in the "food fair" as part of this event. 2) My English 120 course theme is "Technology and the Human Condition," so at the end of the semester, I ask my students to research a current issue in the field they hope to major in that is related to technology. I feel they are much more engaged since they not only get to choose their own topic but also get to explore something in their chosen field. 3) For the past few semesters, I have been having students write about "Fake News" in my English 124 course. They get to learn about the historical, political, and social impacts of this topic as well as how it closely relates with the SLO of being able to discern what a current and credible source is. 4) In my English 99 course, I have a general Social Justice theme, so we read a lot of materials about current issues like the prison-industrial complex and Black Lives Matter movement--both explored in the documentary 13th.

For example, in English 98R, I have a unit on literacy issues. Some reading instructors and I created a Community Service Learning alternative assignment where students volunteer for Traveling Stories, an organization where volunteers read stories to kids at farmer's markets around the city. In my English 120 class, I use a unit on student food insecurity and the current housing crisis in California and how that impacts students. Some of my students also volunteer with me at Father Joe's Villages downtown to serve food to the homeless and hungry and have participated in the dodgeball tournament on campus to raise food donations for Gizmo's Kitchen. These CSL activities are tied to the unit on food insecurity/housing crisis.

For One Campus, One Theme Project, I have assigned a visual rhetoric assignment for students to present their visual arguments during this event. As a research paper assignment, I have assigned students to research and center an argument on current or on-going topics of interest (e.g. gun control, privatization of public services, immigration, gay marriage, etc.). My curriculum is centered on current issues and are themed, such as in one course, we explore the power of language and examine how language shapes our values and understanding of our world, how language manipulates others and discriminates in nuanced ways. In another class, we examine how pop culture also shapes our understanding of the world, our identity, and most importantly, our behaviors. In another class, we examine how norms in society invite conformity and question what these norms mean to us as individuals and to our communities.

We will be having agree/disagree activities about quotes that link to the importance of voting and compromise and the definition of a hero.

We read Fahrenheit 451 and link to social media and freedom of the press.

We read the says on the environment and research the role of social media in today's 21st century. To teach persuasion, we will discuss the impact of farm labor and pesticides on California's economy.

The four modules in my class include: Motivation and Engagement, Educational Equity, Food Insecurity, and Media Polarization and Bias.

My students have the opportunity to apply their in class reading/ learning to events occurring on campus via attendance at the upcoming Food Movie etc.

Students are free to choose their own topics that often address current events for their argument essays. We have a unit on social media addiction in which we read an anthropologist and a psychologist, which I introduce with an episode of the television series Black Mirror.

Two essays they read treated social-class issues. So we spent some time discussing attitudes about class, work, career, education, etc., and the political relevance of class especially in the last election. The two relevant essays were Graff's "Hidden Intellectualism," and Rose's "Blue-Collar Brilliance."

My students have written about the advantages and disadvantages of privatizing public services (which is happening more and more), such as correctional facilities and foster care, for example. They have also done research on current issues, such as police brutality, Ferguson water controversy, Dakota pipeline protest, campus free speech, gender identity, election topics, etc.

Their individual Research Project is based on a visual arguments posed by a contemporary artist collective that addresses current social / political issues that folks with marginalized identities face in the United States.

**If you have any information on what our English majors go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?**

I have only worked here two years, so it's hard for me at this point to determine where my students have ended up so far or whether they have found success, professionally. I do know that several of my



students in my literature courses have transferred to SDSU.

editing, business, teachers at all levels, managers/supervisors

I have many anecdotal examples of our graduates continuing on to graduate school to pursue their Masters and PhDs, but no data to support this.

My English 90 student Adam was just accepted to Berkely. Another student from 10 years ago invited me to her master's graduation last May.

Transfer: SDSU, UCSD, UC Irvine, UC Santa Barbara, UCLA, Arizona State, Mills College, USD, UCLA, Berkeley (the ones with which I am in contact usually take 2-3 years)

Careers: teaching (K-12 and college), librarian, law, teaching abroad, (many go on to grad school), publishing, filmmaking, authors, performance artist, advertising

Many of our Creative Writing students go on to four-year institutions and either pursue Lit/Creative Writing for their degree or include it as part of their curriculum for another degree. A good percentage of those students move forward to graduate school, as well.

I've talked to some students who either use their English degrees to combine with other ares such as Business, or preparing for transfer to another local college.

Past students have gone on to SDSU, UC Berkeley, UC Santa Barbara, as American Lit majors or Creative Writing majors. They completed B.A.s and went on to earn M.A.s and to teach.

Many of the English majors transfer to SDSU or to a UC Campus

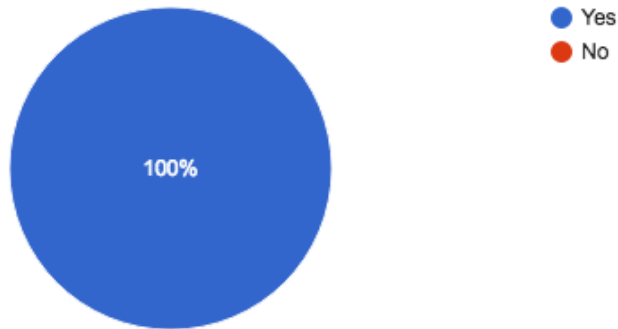
I have seen very few English majors. Maybe one per semester. One of my former literature students, now at UCLA, stays in touch via Twitter. She appears to be on track to finish her degree on time and is planning for graduate studies.

I have one student who recently went to law school, and another who completed graduate studies in athletic training. I've also had a number of students go to state in the English department and graduate creative writing degrees.

I've had former students transfer to local universities, including UCLA, UC San Diego, and SDSU. The careers are numerous: Business, STEM, teaching, law, nursing, etc.

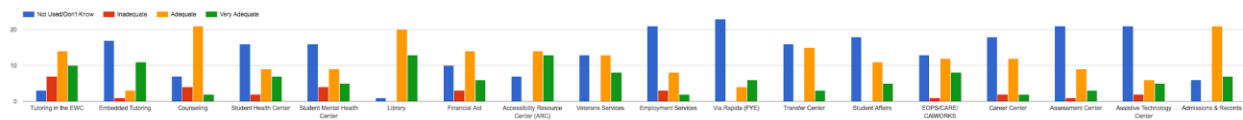
## Do you encourage students to use college student support services?

34 responses



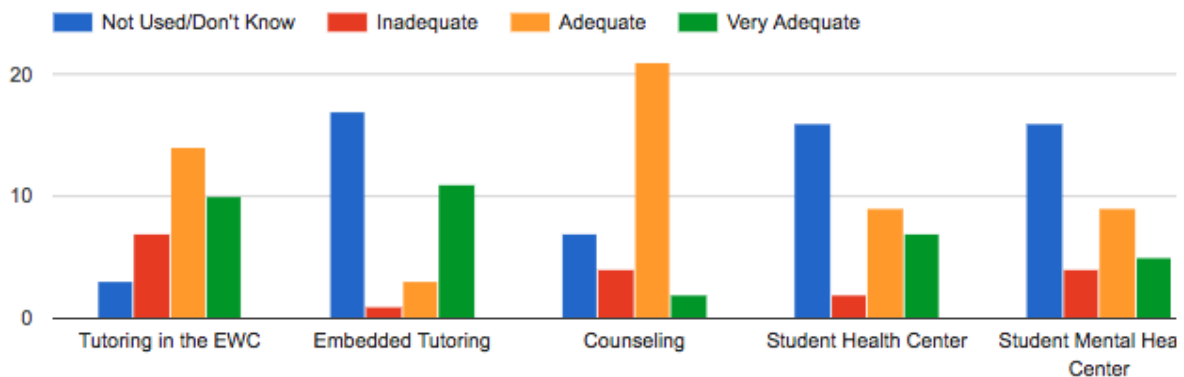
## To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?

To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?

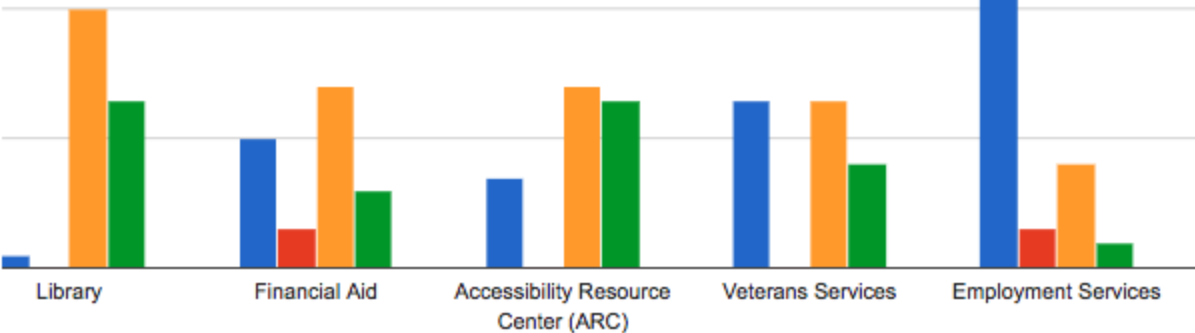


On the next page are some enlarged screen-shots so that you can read the graph :)

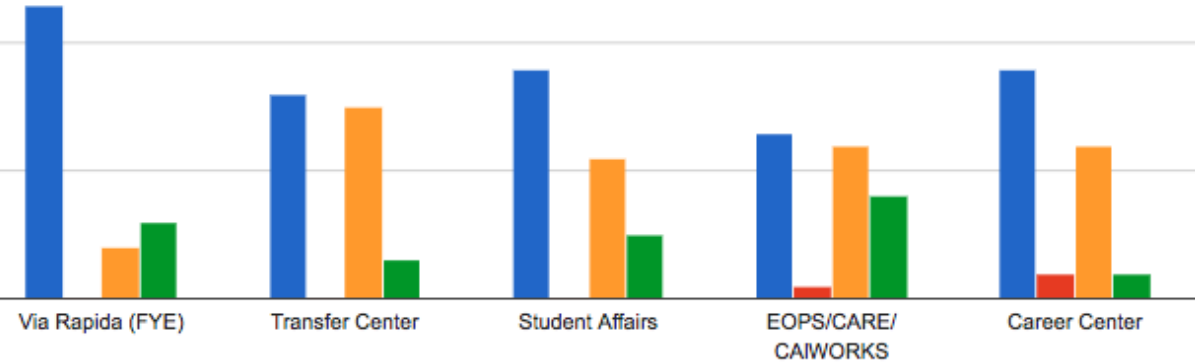
## To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?



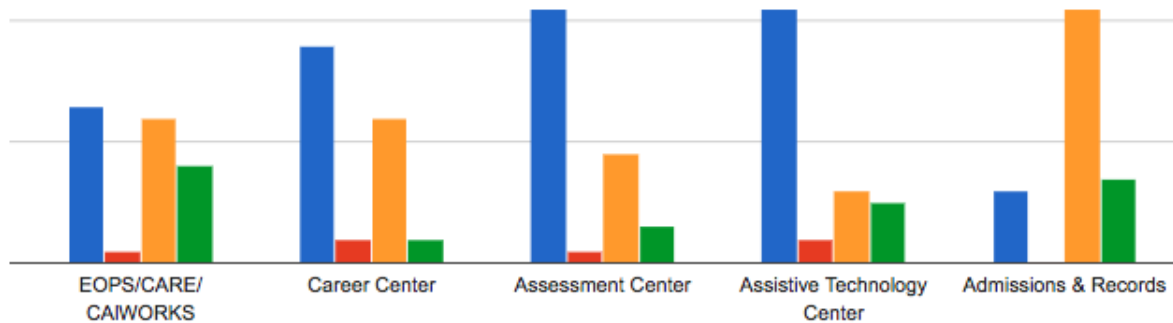
To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?



To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?



To your knowledge, which student support services do your students use, and to what extent are they adequate to meet your students' needs?



**Please consider explaining and/or providing examples that help us to understand your ratings above. Which services make the most difference? Can you provide any examples where services have clearly improved student retention and success?**

Most of these services I know nothing about and have no way of knowing whether my students use, but I had to rate them anyway, which makes me question the results of this survey. There should have been a column for 'Don't Know'

I think many of my students wish the library was open earlier, especially when I've taught a course at 8 or 8:30AM. 2) I know from personal experience that the A.R.C. here on campus is very supportive of students and has helped many of my students be successful in my courses by offering them testing accommodations and help on their homework, essays, and even just using Canvas to submit their work.

Tutoring in the EWC is an amazing service offered to students. It should be expanded.

I feel like I don't know enough about most of these services. The ones I know the most about are tutoring in the EWC and embedded tutoring. I have referred all of my students to the EWC, and they have received excellent tutoring, especially from veteran tutors, and have made improvements on English 90R/98R vocabulary tests and in the application of the English 90/98 grammar to their writing. The embedded tutoring has been particularly effective. I have had tutors in my English 90 and 90R classes in the past. The tutor was able to give one-on-one attention to struggling students who were not passing and helped them improve their grades from an F to a C. I gave only adequate ratings for the tutoring because I think we still need embedded tutors in English 90 and 98 (if we are still going to offer these courses) and in English 020. I also hear from students that the lines at the EWC can get quite long, and so some students get frustrated and leave, so they don't get the tutoring they need.

ARC helps students succeed in the classroom by providing services that tend to their individual needs. I have found that students who take advantage of ARC are able to take tests, have notes taken, sit in the front of the classroom, have interpreters, and the like, provided, which make a difference for the student to access the material and understand the content. Tutoring services and counseling are also a must. In my experience, students who have taken advantage of these services are better guided in their pathways and are more successful in their writing. In all my classes, I push for my students to use as many student services as possible while attending college, explaining their importance and how they can help them.

Just the other day I had a counselor from the Transfer Center give a presentation so that students are aware of the deadlines fast approaching and the processes when transferring to a four-year university. Moreover, if appropriate (such as tutoring services), I offer extra credit for students who utilize this service. I believe and have seen when students use the resources offered on campus, they are more successful in achieving their goals.

With increasing frequency my students are complaining of lack of adequate academic counseling or erroneous information.

I complete many EOP forms and take into account the needs of veterans. I have had three vets with PTSS and have made allowances for bad days or essays that mentally challenge them. Also, students who need space away from groups, I respect and allow individual work and many times I recommend vet or emotional services. All my vets have passed.

More writing center hours would help

The librarians tailor classroom sessions to the assignments, the Via Rapida peer mentor program is doing an excellent job supporting both mentors and mentees and creating community on campus, the ARC is very organized and supports students' effectively (great student-centered name change from DSPS), and the embedded tutors help teachers reach all students in the classroom and bridge the gap between instructors and students.

Many of these service are not available in the evenings.

I find the student health center to be a truly underutilized resource. The only reason I identified the student mental health center as "adequate" as opposed to "very adequate" has more to do with the availability of the provider. There should be more than one, and available every day. I also want to give a huge shout out to admissions and records for the amazing work they are doing as we change placement policies and procedures. I had a couple of students with enrollment issues this fall, and Courtney and Wayne took care of it over the weekend! Amazing! Final kudos to the work that is being done by Via Rapida. It's so exciting seeing all the changes happening to support our students!

Some services are not open after 5:00 for our evening students.

EWC focuses too much on grammar and not enough on ideas and the actual writing prompt; tutors write on student papers; tutors tell students the assignment they have received for 099 is "too hard," which shows they do not understand acceleration; strategies and concepts are often not current.

Assessment test is not a good assessment of what a student can do and is capable of--it is embarrassing.

Library needs to do more outreach--maybe invite them to a department meeting.

Tutoring has helped students to develop and hone their writing abilities as they work on their essays during the semester.

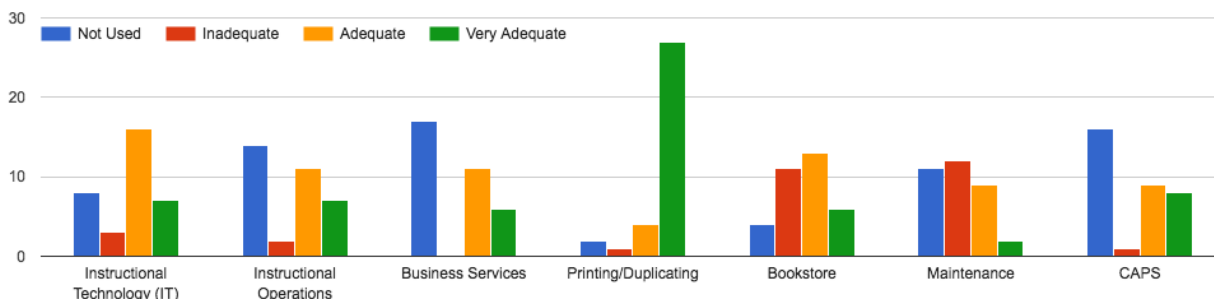
Counseling seems to be understaffed, as students frequently report difficulty in receiving substantive assistance planning their academic paths. Tutoring in the EWC is hit and miss, with some students having useful sessions and others not. Veterans' Services are well-managed. Financial Aid is probably the service students interact with the most, outside of using the LTRC for various things.

Many of these I do not know about because I'm new and haven't had semesters of experience interacting with students about usage.

I offer extra credit for visiting and meeting with a tutor in the EWC. Unfortunately, their feedback on how it went was not what I would ideally like to see, though at times their approach might have been what led to "adequate" service / help.

My experience with embedded tutoring has been excellent. I had an embedded tutor for 1.5 years in English 99. This is an incredible resource for our students. The embedded tutor's presence had a direct impact on my student's success. I think this is especially important now that we have such a large pool of students in English 120.

Which of the following college support services do you use, and to what extent are they adequate?



**Please consider explaining and/or providing examples that help us to understand your ratings above.**

Is CAPS a 'service'? Bookstore looks like a 7-Eleven to me. (where are the books? why all the junk food?)

The printing/duplicating department is amazing. I worked at multiple campuses before Grossmont, and I've never been treated so well by staff and been able to get everything I need to teach my courses. 2) The staff at the bookstore have been historically disrespectful to me and my students. Whenever I used a custom course reader, despite submitting the materials in plenty of time, was berated by one of the staff who also told my students I didn't submit my materials on time even though I did. They have consistently been an obstacle to my sanity and my students' success. It's no surprise, then, that I stopped using a textbook in English 120 and encourage my students, when possible, to buy their books elsewhere. 3) Maintenance seemed OK when I first started working here two years ago. However, the classrooms are ALWAYS filthy. In addition to the floors never being vacuumed, there is always trash, paper clips, empty coffee cups, etc. littering the rooms. However, a lot of this has to do with some teachers who don't clean up after themselves. I've had my students take part in "classroom beautification" projects where we've spent a few minutes of class time cleaning the room. Also, and this is minor, custodial services does not empty the trash in our offices regularly, despite our past experiences with rodents. Finally, I don't have to reiterate how disgusting that faculty bathroom in Building 51 is.

Overall, Printing/Duplicating is great, but I get frustrated with the two-day notice required during the first four weeks of class. Four weeks seems like a long time, and I prefer the one-day notice they used to require at the beginning of the semester. I gave the bookstore an inadequate rating. I feel the service there has gone down hill over the years. For example, I no longer get e-mail notices telling me when book orders are due, and this semester, I ordered the 3rd edition of a textbook, but the bookstore ordered the 4th edition and did not tell me. I wish had known this. I ended up just having my students buy the 3rd edition on-line, which was much cheaper than the 4th edition in the bookstore.

CAPS is very responsive whenever I was locked out of my class. Printing services are professional, courteous, and able to print documents in a speedy manner. The technology in the classrooms (computer, overhead monitor, doc camera) all work consistently well. Maintenance straightens the desks each night, but the white board shelves that hold the dry erase markers and erasers are full of dust and debris. These should be cleaned more regularly (it seems they are NOT cleaned at all), especially at the beginning of the semester.

With one class per term, I still do not adequately use technology. My prime focus is being there for my students and revising lessons and not worrying about technology.

Printing is amazing! They always have everything done accurately and quickly, and they are so friendly. CAPS responds very quickly to open doors or answer questions. The bookstore doesn't always write back to emails. Maintenance doesn't always take out our trash or answer their phones.

The faculty and student bathrooms are often a mess.

First, the good stuff - The printing/duplicating department is the BEST! They are always willing to help out, even at the last minute when necessary. They are amazing. As for the rest, my ratings basically my responses come down to two issues: Either a department is understaffed or it uses outdated procedures. For example - Instructional Ops needs to update its procedures so that documents such as course outlines, paperwork necessary for curriculum updates, the master schedule, etc, are available online. All the paper that is used, and that someone (one person) is the only person on campus who can print a form is ridiculous. Same is true of the bookstore. While I appreciate that we can place book orders directly online, the system is clunky and not easy to use. Finally, I think the maintenance staff does a GREAT job, BUT, they seem to be really understaffed, so some areas / offices / classrooms go uncleaned, trash not emptied for far too long. Same could be said of IT. Sang is awesome, but he is only one guy, so emailed questions go unanswered.

Faculty and student bathrooms are often a mess.

Currently, the classrooms and the facilities, especially the restrooms on campus are messy and unclean. I have requested vacuum work in one of my classes because its not presentable to anyone. Also, all of the restroom facilities need major cleaning, and it looks like the janitors are only dumping trash at this time. Maybe a task force can be formed to walk the campus along with the Facilities leadership as well as chairs and deans so that everyone has a view of what the campus looks like to faculty and students and our visitors.

I have worked with Rocio Zambado various times to order books for my courses, and she has been very helpful in ordering my books each semester. The Canvas help department has helped with any questions, I've had with setting up my canvas pages.

The bookstore leadership and book order Rep have a very poor attitude and are not held accountable. My books edition changed this semester- Book rep was on maternity leave and her replacement did not contact me-when I contacted the publisher, they apologized, but also told me that the book store was notified 8 weeks in advance about the edition change because the older edition was not for sale. I contacted John Goodman to let him know that it would be helpful if they notify instructors. He simply ignored my email and forwarded to the bookstore rep. The bookstore rep wrote me a 3 paragraph dissertation on how busy he is and it is my responsibility to call the publisher every semester to figure it out. I trashed the email--it would have taken less time to hit the forward button and send the publisher's message. Maintenance tops bookstore- we have to touch the rags for cleaning white boards at our own risk-they are not frequently replaced and are filthy.. they cut the grass by the class room in prime time between 9:30 and 12:00.

Our print shop is second to none.

Printing/Duplicating: When it is needed most (beginning of semester), walk-up service is not available.

Printing/Duplicating folks have always been on-time and at times have had to overcompensate for my lack of knowledge! Special thanks to Ricardo for being so warm and accommodating.

Our printing/duplicating center is the best one that I've worked with -- they are professional, efficient, and have excellent customer service.

## Appendix 5. Professional Development Activities

**TABLE TWO: SUBMITTING INDIVIDUAL FACULTY INVOLVEMENT**

Faculty	Activity/Committee	On Campus	Off Campus	Year(s)	Value to Student Success (Results)
Joan Ahrens	Basic Skills Committee	X		2008-2015	Focused on improving student persistence and success of students placing into a developmental course sequence in English, Math, and ESL
Joan Ahrens	Diversity, Equity, Inclusion Committee	X		Spring 2011 to Spring 2013	Focus on student equity and inclusion across all disciplines and programs.
Joan Ahrens	Certification in Adult and Developmental Education, National Center for Dev Ed at Appalachian State University		X	Summer 2011, Summer 2013, Summer 2015	This program provided knowledge and training needed to contribute to department's efforts to redesign assessment and placement processes as well as developmental course sequences.
Joan Ahrens	Interdisciplinary Faculty Inquiry Group on Equity-Mindedness	X		Fall 2011-Spring 2012	Modeled inquiry group after the Center for Urban Education at USC's inquiry model
Joan Ahrens	California Learning Communities Consortium Advisory Member		X	January 2012 to Spring 2017	Provides professional development opportunities for statewide learning community programs
Joan Ahrens	Project Success Learning Communities Coordinator	X		July 2012 to present	Coordinated English Department's inter- and intradisciplinary learning communities program
Joan Ahrens	First Year Experience/Freshman Academy Task Force	X		Fall 2012-2015	This committee worked on improving success and retention of first-year students
Joan Ahrens	Education Specialist Degree (Ed.S.) in Adult and Developmental Education		X	2013-2015	This program provided knowledge and training needed to contribute to department's efforts to redesign assessment and placement processes as well as developmental course sequences.
Joan Ahrens	Coordinated 2-day district wide Assessment and Placement Seminar	X		Spring 2013	This project led to district wide move from paper and pencil test to computer adaptive test, which resulted in more students assessing into college level English



Joan Ahrens	National Summer Institute for Learning Communities at Evergreen College in Olympia, WA		X	Summer 2013	Worked with Team on developing One Campus/One Theme multi-year Water Project
Joan Ahrens	College Institutional Effectiveness Council	X		Fall 2014 to present	This council oversees institutional effectiveness by analyzing Key Performance Indicators
Joan Ahrens	Title V Grant Writing Committee	X		Spring 2014 and Spring 2015	The college was awarded a grant that is being used to fund training for redesign of developmental course sequence
Joan Ahrens	One Theme/One Campus Committee	X		2013-15	This group organized the college wide One Campus/One Theme project
Joan Ahrens	Pathways for Student Success Task Force	X		Fall 2013 to Fall 2014	Worked on early college wide plan similar to current Guided Pathways
Joan Ahrens	Coordinated 2-day National Association of Developmental Educators Certification Course	X		Spring 2014	Focus was on program review and evaluation
Joan Ahrens	Student Equity Plan Task Force	X		Fall 2015	The task force developed an equity plan mandated by state chancellor's office
Joan Ahrens	English Department Acceleration Task Force	X		Spring 2015	Helped to coordinate department retreat
Joan Ahrens	SDSU EdD Program in Community College Leadership		X	Fall 2015 to present	Doctoral program for future community college leaders
Joan Ahrens	Student Success & Equity Task Force	X		Spring 2017 to present	One of the products this group collaborated on was drafting the Integrated Plan for Basic Skills, Student Equity, and SSSP
Joan Ahrens	Faculty Staffing Committee	X		2014	Collaborated with interdisciplinary committee of faculty, staff, and administrators on prioritizing applications for faculty positions
Joan Ahrens	SLO Coordinator	X		Spring 2017 to present	Led college wide efforts to improve learning outcomes assessment.
Joan Ahrens	Academic and Student Services Program Review Committees	X		Spring 2017	These college wide committees contribute to continuous quality improvement of programs and services for students.
Janice Bellinghiere	Bookstore Committee	X		2011-present	The committee works diligently to keep costs down by offering rentals and used

					books.
Janice Bellinghiere	College Recognition Committee	X		2010-present	We value faculty so they feel appreciated and happy to work hard for the students.
Janice Bellinghiere	Co-Chair English 110	X		2015-present	We try to ensure standards and course outlines are followed in every 110 course so all students learn what they need to advance to English 120.
Janice Bellinghiere	CRLA/NADE Conference/Portland		X	2015	Learned strategies to help developmental students improve their reading.
Janice Bellinghiere	CRLA Conference/Kentucky		X	2016	Learned how to help developmental students as California eliminates courses for developmental students.
Janice Bellinghiere	Reading Apprenticeship		X	2016	Learned how to abbreviate the teaching of reading in a writing class.
Janice Bellinghiere	California Acceleration Project Summer Institute		X	2016	Learned about the statewide application of CAP pedagogy. Prepared to teach my first accelerated course.
Janice Bellinghiere	California Acceleration Project Winter Institute		X	2017	Learned more about the statewide application of CAP pedagogy. Applied ideas to courses.
Janice Bellinghiere	CAP Training El Camino College		X	2017	Learned more about the statewide application of CAP pedagogy. Applied ideas to courses.
Micah Berger	One Theme Advisory Meeting: Water	X		2015	Developed several writing prompts and assignment sequences across different disciplines
Micah Berger	Presenter and discussion facilitator of water film: Flow	X		2015	Discussed themes from the film with students that applied to various academic disciplines
Micah Berger	Presented <i>Immigrant is the new Black: A</i> Workshop designed to address the acclimation of foreign born students.	X		2016	Faculty presentation and Student Panel spread new awareness of student difficulties to faculty and staff
Micah Berger	Presenter and discussion facilitator of food film: What the Health	X		2017	Discussed themes from the film with students that applied to various academic disciplines
Micah Berger	Event Facilitator of Grossmont's Food Fair	X		2017	Students participated in a campus-wide informational event, this year's One Theme

					One Campus: Food
Sydney Brown	Co-Designed Workshop for EOP Summer Institute and Via Rapida FYE	X		2017	Helped with Retention, Engagement
Sydney Brown	Designed and Piloted First Online and Zero Cost Textbook (ZCT) English 124 as part of OER Grant	X		2016-2017	Helped with Retention, Engagement
Sydney Brown	Acceleration Committee Member, Designed, Promoted and Piloted English 099	X		2015-2017	Helped with Retention, Engagement
Sydney Brown	Created Comprehensive Draft of Via Rapida First Year Experience (FYE)	X		2017	Helped with Retention, Engagement, Outreach
Sydney Brown	Chair of First Female Essay Contest, Outreach Collaboration with La Mesa-EI Cajon AAUW	X		2011-2017	Helped with Outreach
Sydney Brown	Attended Washington Center: Communities of Research and Practice Institute (LRCP) at Evergreen State College		X	2017	Helped with Retention, Engagement, Outreach
Sydney Brown	CAP Leadership Training Certification		X	2017	Helped with Retention, Engagement
Sydney Brown	Director of Acceleration for English & Math, Title V-Via Rapida: Improving Student Success and Completion at Grossmont College	X		2015-2017	Helped with Retention, Engagement, Outreach
Sydney Brown	CAP Training Certification		X	2016	Helped with Retention, Engagement
Sydney Brown	Designed and Piloted English Summer Boot Camps	X		2016	Helped with Retention, Outreach
Sydney Brown	Pasadena College's Pathways Symposium		X	2016	Helped with Retention, Engagement, Outreach
Sydney Brown	Chair, "African-American Read-in"	X		2016	Helped with Retention, Engagement
Sydney Brown	Hispanic Association of Colleges and Universities (HACU) 30 <sup>th</sup> Annual Conference: Championing Hispanic Higher Education Success		X	2016	Helped with Retention, Engagement, Outreach
Sydney Brown	Co-Contributor to Embedded Tutor Program	X		2015-2016	Helped with Retention

Sydney Brown	English 124 Level Coordinator	X		2011-2016	Helped with Retention, Engagement
Sydney Brown	Member of Retreat Task Force and Committee: "Persistence, Equity, and Innovation in Developmental Education"	X		2015	Helped with Retention, Engagement, Outreach
Sydney Brown	Creative Writing Co-Coordinator	X		2011-2016	Helped with Retention, Engagement, Outreach
Sydney Brown	Literary Arts Festival Director	X		2011-2016	Helped with Retention, Engagement, Outreach
Sydney Brown	Write-a-thon Fundraiser Chair	X		2011-2014	Helped with Retention, Engagement, Outreach
Sydney Brown	Sabbatical: "Innovating Basic Skills Curriculum: Utilizing Reading Apprenticeship and Creative Writing Pedagogy to Improve Teaching and Learning"		X	Fall 2014	Helped with Retention, Engagement
Sydney Brown	<i>The Far East</i> Academic Project Mentor, Arts & Culture, The San Diego Foundation		X	2011	Helped with Outreach
Sydney Brown	Co-edited Program Review	X		2011	Helped with Retention, Outreach
Julie Cárdenas	Attended Association of Writers and Writing Program Conference		X	2012, 2014, 2016	Learned new strategies for teaching in the creative writing classroom to enhance student success.
Julie Cárdenas	Attended Puente Project Summer Institute		X	2016	Learned the mission of the Puente Project and techniques for working with historically underserved students.
Julie Cárdenas	Attended California Acceleration Project Summer Institute		X	2017	Learned strategies for teaching with high challenge, high –support pedagogy to enhance student success.
Julie Cárdenas	Completed a Sabbatical Leave Project		X	2015	Developed new materials and strategies for producing the campus Literary Magazine.
Julie Cárdenas	Attended Puente Fall and Spring Statewide Training Conferences		X	2016, 2017	Learned strategies to coordinate the Puente Program and techniques for working with historically underserved students.
Julie	Member, San Diego		X	2017	Improved engagement and

Cárdenas	County Puente Project Alliance				support for Puente students at Grossmont College.
Julie Cárdenas	Attended National Council of Teachers of English Annual Convention		X	2013	Developed new materials for teaching college composition and literature to enhance student success.
Julie Cárdenas	Attended Conference on College Composition and Communication		X	2013	Developed new materials for teaching college composition to enhance student success.
Julie Cárdenas	Participated in the planning and execution of the annual Fall Reading Series and Spring Literary Arts Festival	X		2011-2017	Enhanced engagement and support for creative writing, literature, and composition students.
Michelle Crooks	Completed SDSU's Certificate in Cultural Competence		X	2017	Learned how to better serve the diverse community college population.
Michelle Crooks	Completed ACE Faculty Experiential Learning Institute	X		2017	Worked closely with staff and faculty across campus to build community and communication strategies.
Michelle Crooks	Attended and presented at the CAP Conference		X	2017	Attended sessions focused on acceleration at the programmatic and classroom level.
Michelle Crooks	Completed San Diego Area Writing Project's Summer Institute		X	2016	Studied and shared instructional ideas with an intimate cohort of k-college instructors.
Michelle Crooks	Attended and presented at the NCTE Conference		X	2016	Learned new activities and theories related to teaching English.
Michelle Crooks	Teaching Men of Color in the Community College		X	2016	Learned specific strategies for helping men of color succeed in the classroom.
Michelle Crooks	Reading Apprenticeship 101 Faculty Course		X	2015	Learned reading apprenticeship strategies for teaching reading.
Michelle Crooks	AAC&U Diversity, Learning and Success Conference		X	2015	Learned how to best support a diverse student body and promote equity and inclusive classrooms.
Michelle Crooks	Member of the World Arts and Cultures Committee	X		2014-2015	Reviewed and approved grants for diversity-centered events on campus.
Michelle Crooks	Cal State Fullerton Post-Secondary Reading and Learning Certificate		X	2014	Learned best practices in teaching reading.
Michelle Crooks	Safe Zones Ally Training	X		2014	Improved engagement and support of LGBTQ students.
Adam Deutsch	Attended the Popular Culture Association Conference, and		X	2017	Learned about new perspectives and writing about critical issues that are

	presented critical and creative work				discussed in the classroom.
Adam Deutsch	Attended the Popular Culture Association Conference, and presented critical and creative work		X	2016	Learned about new perspectives and writing about critical issues that are discussed in the classroom.
Adam Deutsch	Attended California Acceleration Project Event	X		2015	Learned about implementation of acceleration classroom and program models for the GCCCD District
Adam Deutsch	Attended 3 <sup>rd</sup> Annual Spring Retreat with Grossmont English Department	X		2015	Learned about enrollment/retention data, and the implementation of Acceleration models for pre-transfer level courses in the English Department.
Adam Deutsch	Attended the Popular Culture Association Conference, and presented critical and creative work		X	2015	Learned about new perspectives and writing about critical issues that are discussed in the classroom.
Adam Deutsch	Attended the Popular Culture Association Conference, and presented critical and creative work		X	2014	Learned about new perspectives and writing about critical issues that are discussed in the classroom.
Richard Farrell	New Voices	X		2017	Encouraged student participation in public readings of their work.
Richard Farrell	Literary Arts Festival	X		2017	Allows students to interact with writers and performers from outside community
Carl Fielden	Member, RWS 305W SLO Revision Committee, San Diego State University.		X	2017	Enhance persistence and graduation of SDSU undergraduate students (SDSU native and transfer students)
Carl Fielden	Member, Basic Skills Partnership Pilot Program Leadership Team, Grossmont College.		X	2017	Enhance instructional continuity between high schools, community colleges, and SDSU.
Carl Fielden	Member, East County Education Alliance		X	2016-present	Enhance instructional continuity between high schools, community colleges, and SDSU.
Carl Fielden	Member, San Diego County College Ready Writing Alignment Committee.		X	2016-present	Enhance instructional continuity between high schools, community colleges, and SDSU.
Carl Fielden	Member, Prevent, Assess, and Care Team (PACT), Grossmont College	X		2016-present	Mitigate threats to the campus/facilitate creation of a safe campus environment.

Carl Fielden	Member, Student Services Program Review Taskforce, Grossmont College.	X		2016-present	Ensure provision of excellent student services to Grossmont College in support of college's retention and graduation goals.
Carl Fielden	Member, Curriculum Committee, Grossmont College	X		2016-present	Ensure that Grossmont College curricula meet Standard V standards for access, equity, and rigor.
Carl Fielden	The WPA and Its Relationship to RWS 200 (Intermediate Composition & Critical Thinking). Presentation made at the Fall 2016 Conference, Department of Rhetoric and Writing Studies, San Diego State University.		X	2016	Enhance persistence and graduation of SDSU undergraduate students (SDSU native and transfer students).
Carl Fielden	Member, Student Services Council, Grossmont College.	X		2015-2016	Facilitate coordination of student services at Grossmont College.
Carl Fielden	Member, Veterans Taskforce, Grossmont College	X		2015-present	Oversee and help coordinate support services for military veterans at Grossmont College.
Carl Fielden	Member, Scholarship Committee, Grossmont College	X		2015-present	Participate in selection of scholarship candidates to facilitate their retention and graduation from Grossmont College.
Carl Fielden	Panel on teaching the concept of ethos. RWS Conference on Pedagogy and Research, Department of Rhetoric and Writing Studies, San Diego State University, San Diego, CA		X	2015	Faculty training to enhance quality and rigor of instruction.
Carl Fielden	Member, Distance Education Sub-Committee, Grossmont College	X		2012-present	Assist in planning distance education trainings and policy recommendations to enhance the quality of student access to online courses.
Carl Fielden	Member, RWS Developmental Writing Committee, San Diego State University.		X	2012-present	Ensure the rigor of developmental writing curriculum at SDSU to facilitate students' retention and graduation.
Carl Fielden	Member, Bookstore Committee, Grossmont College	X		2004-2016	Ensure equitable pricing availability of educational materials in the bookstore.
Carl Fielden	Member, Writing Proficiency Assessment (WPA) Committee, San		X	2003-present	Ensure that SDSU's Writing Placement Assessment accurately and reliably places

	Diego State University				students in upper-division classes to facilitate their retention and graduation.
Carl Fielden	Member, Technology, Teaching, and Learning Committee (TTLIC).	X		2011-present	Provide input to the distribution of computing services on campus to facilitate students' retention and graduation.
Carl Fielden	Chair, High Tech Center Training Unit Advisory Committee, California Community Colleges Chancellor's Office.		X	2011-present	Oversee the planning and delivery of faculty training to ensure that students with disabilities are granted access to the informational and instructional programs and services of California Community Colleges.
Carl Fielden	Member, Basic Skills Committee, Grossmont College.	X		2011-2015	Provide input for the equitable distribution of Basic Skills funds to enhance the educational opportunities of developmental and ESL.
Ryan Griffith	Sabbatical		X	2015-2016	Complicated and deepened my understanding of writing forms.
Ryan Griffith	AWP Conference		X	2014	Introduced me to new authors and their books.
Ryan Griffith	Byrdcliffe Artistic Residency		X	2012	Allowed me to practice the writing craft I teach.
Cindi Harris	Chair, Faculty Professional Development Committee	X		Fall 2011 to Fall 2017	Re-oriented FLEX week and helped develop other campus PD programs with a focus on student success, outreach, and retention.
Cindi Harris	Member, Academic Program Review	X		2011 to 2016	Reviewed all campus programs with a focus on student success.
Cindi Harris	California Acceleration Project Leadership Institute		X	Summer/Fall 2016	Student success and retention effort, which has led to local development of MMAP & Accelerated course offerings Engl 99 and 120/20
Cindi Harris	Participant / Presenter CAP Statewide Conference		X	Spring 2017 Spring 2016	Presented critical reading strategies with colleague from Cuyamaca College (2016)  Participated in a reading faculty panel (2017)
Cindi Harris	Participant / Presenter CAP Winter Conference		X	January 2017 January 2016	Presented on best practices in acceleration.
Cindi Harris	Participant / Presenter California Learning Communities Consortia		X	2012-2016	Developed curriculum for psychology/English linked courses. Presented linked



	(multiple years)				assignment with Maria Pak in 2015
Cindi Harris	@One Course	X		Fall 2015	Learned how to engage students in online learning environments
Cindi Harris	English Team Leader - East County Educational Alliance	X		Spring 2015 – present	Led effort to align curriculum and content standards with feeder high school district
Cindi Harris	Coordinator, Basic Skills Partnership Grant	X		2017	Led project that focused on vertical alignment of curriculum in both English and ESL with high school, Grossmont College and SDSU faculty. Findings from our may have prompted discussions among ESL faculty regarding development of a transfer level ESL course aligned with SDSU Linguistics.
Cindi Harris	Canvas 20 hour Online Training Course	X		Summer 2017	Learned how to create engaging and active learning environments in Canvas
Cindi Harris	Co-coordinator and leader - Faculty Teaching and Learning Institute	X		Summer 2016	Developed and facilitated a two week long summer institute in equity-minded, culturally responsive pedagogical practices for adjunct and new faculty.
Cindi Harris	Site lead and Participant - Reading Apprenticeship Faculty 101 Course (Online)	X		Spring 2016	Learned more about how to support faculty use of RA pedagogical practices, specifically in integrated developmental reading/composition courses such as English 99 and English 120/020
Cindi Harris	Coordinator & Participant - Academy for College Excellence Five-Day Experiential Learning Institute – ACE FELI		X	Summer 2017	Coordinated and participated in the FELI
Oralee Holder	California Acceleration Project Conference, El Cerritos College, CA		X	2017	Directly impacted Dept. efforts to scale up accelerated English 099 and to develop co-requisite English 020 course at transfer level; both classes create an accelerated pathway to success at the transfer level for students.
Oralee Holder	Diversity, Equity, and Inclusion Conference, San Diego		X	2014	Relates to English Dept. issues/activities for Hispanic Serving Institutions; in

					particular, provided data and information which allowed GC English to bring Puente back to campus and thus increase support for Latinx students; also resulted in creation of Latinx Alliance, from the core faculty, student service staff, and administrators who attended the conference.
Oralee Holder	1-Day Retreat on Persistence, Equity, and Innovation in Developmental Education— created/hosted by the GC English Department	X		2015	Practical retreat focused on Dweck, Tinto, high school Common Core standards, and other authors--offering takes on high impact best practices in the classroom aimed at mitigating disproportionate impact and increasing success, retention, and persistence.
Oralee Holder	2-Day Retreat for NADE (National Association of Developmental Educators) Certification, hosted by GC English Dept.	X		2014	Enabled English faculty to re-evaluate its developmental offerings in light of changes in the discipline; renewed focus on integrated reading and writing courses; prepared the way for discussions of acceleration (shortening the path to success for students).
Oralee Holder	2-Day Retreat on Assessment and Placement with Dr. Ed Morante— created/hosted by the GC English Department	X		2013	Directly improved assessment practices in English (thus improving access for students and abbreviated pathway to transfer) and provided information and support as the Dept. adopted Accuplacer.
Oralee Holder	Annual Planning Retreats, GC (on guided pathways, governance reorganization, budget, etc.)	X		2012-present	Essential retreat to set annual college and department goals for outreach, engagement, and student success; introduction to key student success concepts such as guided pathway
Oralee Holder	East County Education Alliance Summits, Cuyamaca College		X	2014-present	Essential summits to explore alignment issues between East Co. high schools and GCCCD in order to improve success as students transition from h.s. to college. English Council component of ECEA reinforces curricular alignment and pedagogical discussions in order to

					increase student success within the English classroom.
Lisa Ledri-Aguilar	Attended: CAP Training at El Camino College and Cuyamaca College		X	2017	Learned more about the statewide application of CAP pedagogy. Applied ideas to courses.
Lisa Ledri-Aguilar	Serve as Co-Coordinator for English 120	X		2014 – present	Implementing a new Common Assessment model for the department which will benefit our students through creating greater equity and access.
Lisa Ledri-Aguilar	Presented and/or participated in three CRLA Conferences: Minneapolis, Portland, and Louisville, Kentucky		X	2014, 2015, 2016.	Learned more about Reading Across Curriculum Strategies and nationwide approaches to student retention. Applied practices to my courses.
Lisa Ledri-Aguilar	Served on the hire committees for Brian Woolsey, Alan Traylor, and Cathy Miller.	X		2013 – 2016	Participated in hiring three excellent faculty, which improves the student experience and student success.
Lisa Ledri-Aguilar	Earned a Cal State Fullerton Certificate in Postsecondary Reading and Learning		X	2015 - 2017	Garnered much insight into Adult Learning and Literacy theory which informs my teaching and student success.
Lisa Ledri-Aguilar	Served as a Task Force Member for NADE and Course Redesign	X		2015-2016	Served on the task force which helped shape the current changes in our department. The changes are positively affecting student equity and access.
Lisa Ledri-Aguilar	Participated in the NADE Certification Institute	X		2014	Gained greater insight into developmental approaches to learning to improve student success.
Lisa Ledri-Aguilar	Presented at the CATE Conference San Diego		X	2014	Presented on mentoring, and this practice helps our students learn due to the shared learning of faculty members.
Lisa Ledri-Aguilar	C.S. Lewis Summer Institute at USD		X	2013	Polished up my understandings of Lewis's contributions to Academia, and my students benefit through rhetorical analysis of his writings.
Lisa Ledri-Aguilar	Serve as the Academic Rank Chairperson	X		2013 - present	Assist in recognizing faculty for their contributions to Grossmont College and our student population.
Lisa Ledri-Aguilar	Served as the Facilities Representative for the	X		2012 - 2017	Served in order to keep faculty and students aware of

	ESBS Division				the grounds and facilities updates.
Lisa Ledri-Aguilar	Presented at the CATE Conference, Ontario, CA		X	2012	Awarded the College Classroom Teaching Excellence Award for application of best practices in the classroom.
Lisa Ledri-Aguilar	Served on Academic Senate	X		2007 - 2011	Gained college wide knowledge which serves our faculty and student body.
Lisa Ledri-Aguilar	Served as the CATE: President and Past President of the Greater San Diego Council of Teachers		X	2008 - 2012	Accessed statewide K- 12 knowledge of best practices for English professionals in the classroom.
Lisa Ledri-Aguilar	Served on the Evaluations Task Force	X		2011	Developed optional forms for faculty evaluations. New forms will improve the student's ability to accurately evaluate faculty.
Lisa Ledri-Aguilar	Elected as the President, Board of Trustees Lamb's Players Theatre		X	2011	Acquired new ways of incorporating theatrical events into my classroom.
Lisa Ledri-Aguilar	Presented at the Oxbridge Summer Institute at Oxford and Cambridge ( Robinson College)		X	2011	Presented a paper entitled, "The Plight of French Protestants and their Path to Transform Culture World Wide" at Robinson College, Cambridge. Developed a historical perspective on Social Justice which informs my teaching.
Homer Lusk	Writing English 98 and 110 Texts		X	Fall 2011- Spring 2017	Created course-specific texts focused on student learning.
Sarah Martin	Academic Senate Department Representative	X		2017-present	Participating in shared governance and learning about important state, community, and campus initiatives that will impact student success.
Sarah Martin	East County Education Alliance English Council Representative		X	2017-present	Fostering relationships among instructors from local schools and learning methods of easing the transition of local students from high school to college.
Sarah Martin	Presented "Encouraging Digital Literacy in the Writing Classroom" at the Community College Humanities Association Pacific-Western Regional Conference in Portland,		X	Fall 2016	Presented information on the importance of using non-traditional writing products, especially in an online environment, to help produce more digitally literate students who engage in real-world

	Oregon				writing.
Sarah Martin	Mental Health First Aid Certificate	X		Fall 2016	Developed tools to help students who are in crisis.
Sarah Martin	Introduction to Online Teaching & Learning (via @ONE)	X		Fall 2016	Developed skills to effectively deliver online course content that is student-centered, engaging, and culturally competent.
Sarah Martin	Canvas Faculty Pilot Program	X		Fall 2016-Spring 2017	Participated in a pilot program to test Canvas, a new learning management system, through a student-centered lens. Helped train faculty on this new system.
Sarah Martin	Participant, California Acceleration Project Summer Institute		X	Summer 2016	Developed tools for closing achievement gaps and developing a growth mindset about student learning, capabilities, and affective needs.
Cathy Miller	Community Service Learning (CSL) Program Coordinator	X	X	2013-present	Revitalized the CSL Program that now includes 30 faculty participating in on and off-campus CSL projects. CSL is now an official program with two program meetings each semester. The program develops developed learning experiences to engage students in the community. Coordination of the program includes organizing PD events for faculty and CSL events for students, developing CSL curriculum, facilitating partnerships with organizations, developing program marketing materials, maintaining the ongoing student equity plan with the CPIE office, and managing the program budget. The CSL Month of Service is also a product of these efforts.
Cathy Miller	CSL conference: "Advancing a Critical Service Learning Practice: Linking Social Justice and Community Engagement." Organized by the San Diego Regional Service Learning network.		X	2013	Regional workshop on equity-based service-learning models. Informs the work that I do with CSL curriculum.
Cathy Miller	ECCTYC Conference Presenter and Attendee,		X	2013	Related to student engagement strategies in

	Anaheim CA Presentation Title: "The Collaborative Digital Mashup: A Strategy to Teach Argument and Critical Thinking in the Composition Classroom."				composition classroom.
Cathy Miller	Campus Compact Service-Learning Western Regional Conference, Long Beach CA		X	2014	CSL-related PD.
Cathy Miller	English 120 Co-Coordinator	X		2014 - present	Coordination of all 120-related efforts for faculty and created PD opportunities for faculty to remain in dialogue about academic standards, SLO assessment, and developments in the pedagogy. Currently working on the English 120 Final Exam Common Assessment.
Cathy Miller	California Learning Communities Consortium Conference, Cal State Pomona		X	2016 - 2017	Designed integrative curriculum and strategized with team to provide meaningful collaborative cross-disciplinary learning experiences for students.
Cathy Miller	CAP Training	X	X	2016-2017	Acceleration Training
David Motlagh	CATESOL Conference		X	Fall 2011	Learned about resources available to instructors in regard to technology and teaching.
David Motlagh	CATESOL Conference		X	Spring 2012	Learned effective strategies to teach vocabulary.
Jenny Nolen	Member, Project Success Program	X		2011-2017	Taught reading classes linked to writing classes and counseling classes to improve student success
Jenny Nolen	English 98 Coordinator	X		2011-2017	Coordinated SLO assessments to help instructors see how well students were achieving SLOs for English 98
Jenny Nolen	Member, CSL Committee	X		2015-2017	Learned ways to incorporate Community Service Learning into my classes
Jenny Nolen	Participated in the CSL Month of Service and various CSL activities	X	X	2016-2017	Bonded with my students as we worked together to benefit the campus & community
Jenny Nolen	Attended the NADE Conference in Anaheim		X	2016	Learned teaching strategies for helping developmental students

Jenny Nolen	Attended AB 540 Training	X		2017	Became an AB540 Ally and learned strategies for helping undocumented students
Jenny Nolen	Attended CAP training at El Camino College & Cuyamaca College		X	2017	Learned strategies for teaching the new English 020 Co-requisite class linked to English 120
Paris Ryan	Member, Acceleration Innovators at Mesa		X	2017-present	Learned ways to help close the achievement gap and improve accelerated courses.
Paris Ryan	Obtained a Teaching Men of Color in the Community College Certification		X	2016	Learned ways instructors at a community college can better serve their male students of color.
Paris Ryan	Attended the Infusing Cultural Relevancy in the Classroom for Men of Color Workshop		X	2016	Discussed ways instructors can better serve our students and improve their success at the collegiate level.
Paris Ryan	Attended and presented research at the Northern Rocky Mountains Educational Research Association Conference (2016, 2017) and Arizona Educational Research Association Conference (2017)		X	2016-2017	Presented research on self-efficacy and student success, as well as mentorship in higher education at multiple conferences. I also attended a multitude of conference presentations on ways to improve my pedagogical practices.
Paris Ryan	Writing Workshop Instructor for doctoral candidates		X	2016-2017	Strengthened my teaching practice for all my students by teaching graduate students tips and tricks to improve their academic writing with writing workshops.
Paris Ryan	San Diego Imperial County Community College Association Faculty Intern		X	2016-2017	Interned under an experienced faculty mentor, as well as monthly class meetings, to learn ways to improve my pedagogical practices as a new teacher.
Kate Sayre	Member, ENGLISH 120 SLO Group	X	X	2014-2015	Worked on reviewing specific assignments and papers to see if they achieved SLO
Kate Sayre	Member, ENGLISH 124 SLO Group	X	X	2017	Discussed ways to assess SLOs across sections
Kate Sayre	Faculty Advisor for Phi Theta Kappa Honor Society	X		2017	Worked/working as faculty advisor for student club. Promoted engagement and retention of students. Created awareness for PTK on campus, connected with different groups such as UMOJA, created college

					ambassador program for PTK students to reach out to high school students
Kate Sayre	Attended Reading Series	X		2014-2017	Attended readings of professional and student writers throughout the semester to gain awareness of different styles of current writing and help students become better readers of fiction and nonfiction
Karl Sherlock	One Book, One Campus: Henrietta Lacks Project (2011-12); Silent Spring Project (2012-13); Emperor of All Maladies (2013-14)	X		2011-2014	Year-long campus-wide and community book projects celebrating Rachel Carson and promoting student engagement, inquiry, and collaboration.
Karl Sherlock	One Theme, One Campus: Water (2014-2017); Food (2017-present)	X		2014-present	Campus-wide and community-based project celebrating a common theme and promoting student engagement, inquiry, outreach, and collaboration.
Karl Sherlock	WACC (World Arts and Cultures Committee)	X		2011-present	A diversity-based grants committee that sponsors campus events promoting student engagement and community involvement.
Karl Sherlock	Skeptical Inquiry Workshop: Presenter	X	X	2011-present	Seasonal multi-media workshop reaching students and community promoting critical thinking, scientific inquiry, and research methodologies.
Karl Sherlock	Literary Arts Festival	X	X	2011-present	Seasonal week-long festival of literary events representing diverse student populations and fostering campus-wide student engagement through guest readings, seminars, and workshops.
Karl Sherlock	Fall Readings Series	X		2011-present	A season of literary events that encourage campus-wide student engagement through guest readings, seminars, and workshops, including Celebration of Banned Books/Banned Lives Reading, Lester Bangs Memorial Reading, and others.
Karl Sherlock	Safe Zone Training	X		2014	Improved engagement and support for LGBTQ students.



Karl Sherlock	NADE Certification Seminar/Workshop	X		2014	In-service departmental certification workshop to: advance student success; facilitate professional growth via use of theory; promote effective evaluation / quality research in developmental education and learning assistance programs.
Karl Sherlock	AWP Conference		X	2016	Annual literary conference /book-fair important to professional currency in the teaching of creative writing and for providing networking and scouting for future engagement opportunities for students to be featured in our seasonal literary events.
Karl Sherlock	Sabbatical Leave		X	2016	Research and development of methodologies, protocols, technologies, and issues of special relevance to archiving for educational institutions and historical resources accessible to students and community, and to improve management of on-line English Department resources and learning avenues for students.
Karl Sherlock	Archive Committee	X		2017-present	Developing methods and platforms to retain institutional memory and archive past and present events and projects important to the mission of Grossmont-Cuyamaca College District.
Stephen Silke	English Department Meeting	X		2015	Helped me to better plan for the semester and to be aware of department-wide issues affecting students.
Alan Lewis Silva	Author, Musical Shadows		X	2016	Provides credibility for the instructor regarding the value of literacy and art of expression through language arts.
Alan Lewis Silva	Composer, Musical Shadows – 20 volumes		X	2016	Provides credibility for the instructor regarding the value of literacy and art of expression through language arts.
Alan Lewis Silva	Author, New Century Poems		X	2017	Provides credibility for the instructor regarding the value

					of literacy and art of expression through language arts.
Alan Lewis Silva	Composer, Blues Change		X	2017	Provides credibility for the instructor regarding the value of literacy and art of expression through language arts.
Daniela Sow	Academic Senate Department Representative	X		2013-2014	Participated in shared governance and learning about important state, community, and campus initiatives that will impact student success.
Daniela Sow	Presented "The Perfect Match: How Mentors and Mentees Ignite The Classroom"		X	Spring 2014	Offered strategies to teachers for working with interns and enriching the classroom through effective pedagogical practices.
Daniela Sow	Part-time Representative/Member of the Diversity, Equity, and Inclusion (DEI) Committee	X		2013-2015	Wrote grant proposals and coordinated events that featured multi-racial authors, professors, and filmmakers. Their works addressed themes like discrimination, bullying, self-acceptance, and interracial relationships.
Daniela Sow	Presented at the District's DEI Summit		X	April 2016	Shared highlights about the DEI Committee's successful events and qualitative/quantitative data regarding student engagement and success.
Daniela Sow	Writing Contest Judge for The Annual CATE Creative Writing Contest		X	2011-2015	Judged creative writing entries for the 9 <sup>th</sup> and 10 <sup>th</sup> grade category at the local and state levels. Attended awards ceremonies and congratulated winners and their families.
Daniela Sow	Attended a cross-disciplinary Book Club meeting (coordinated by the DEI Committee)	X		Spring 2014	Participated with other faculty and staff in the discussion of Beverly Daniel Tatum's book " <i>Why are all the Black Kids Sitting Together in the Cafeteria?</i> " And Other Conversations about Race and brainstormed ways to incorporate these conversations into our classrooms.
Daniela Sow	Attended On Course I Workshop in Menlo Park, CA	X	X	Spring 2014	Attended four-day workshop on innovative strategies for empowering students to

					become active, responsible learners. Co-presented what I learned during Faculty Summer Institute at GC.
Daniela Sow	Attended College Reading and Learning Association (CRLA) Conference		X	Fall 2014	Attended three-day workshop on strategies in teaching college reading. Co-presented what I learned to Reading faculty back at GC. Assisted in implementing new version of AceReader in the Reading Program, which replaced outdated Ultimate Speed Reader.
Daniela Sow	Member of Reading Assessment Evaluation Taskforce	X	X	Spring to Fall 2015	Collaborated with other faculty to find a more current diagnostic reading test. Researched an assessment called GRADE, contacted Pearson Education, ordered and studied a sample exam kit, and introduced GRADE to the taskforce, which got approved. C-presented this assessment to Reading faculty during FLEX week.
Daniela Sow	Attended 3CSN's California Acceleration Project (CAP) Workshop at Cuyamaca College		X	Fall 2015	Attended one-day workshop on redesigning remedial courses into accelerated pathways for students' transfer-level success.
Daniela Sow	Co-Coordinator of Creative Writing Program	X		Spring 2017-present	Co-coordinator of the Fall Reading Series and Literary Arts Festival. Write grant proposals, make travel/hotel arrangements with agents for authors, set-up rooms for the events, and promote and market events to students, staff, faculty, and the community.
Daniela Sow	Faculty Club Advisor of the Zion Bible Study Club and the API Club	X		2017-present	Help student clubs secure classrooms for meetings, attend meetings and events as needed, offer advice for how to run/develop a more effective club, serve as a liaison between the students and the dean of Student Affairs if issues arise, etc.
Linda Thomas	Member Project Success Committee	X		2011	Contributed to GC investment of monies directed toward Basic Skills courses
Linda Thomas	Member: Faculty Inquiry	X		2011	Obtained/contributed to

	Group: Academic Culture				exploration of Grossmont College's academic culture
Linda Thomas	Presenter: Grossmont College Nursing Dept. Orientation	X		2011	Prepared nursing students to address academic reading
Linda Thomas	Attendee: Grossmont College Summer Institute	X		2011	Obtained information regarding instruction of Basic Skills courses
Linda Thomas	Member: Leadership ethics & Basic Skills Task Force (CA Dept Public Safety)		X	2011-2012	Developed curriculum for CA Dept. of Public Safety
Linda Thomas	Member: Faculty Inquiry Group: Examining Equity Outcomes	X		2011-2104	Obtained/contributed to exploration of Grossmont College's student equity
Linda Thomas	Member: Basic Skills Committee	X		2011 - 2016	Contributed to GC investment of monies directed toward Basic skills courses
Linda Thomas	Attendee: NADE Conference "Pioneering the Educational Frontier"		X	2012	Acquired information for instruction of Basic Skills courses.
Linda Thomas	Co-creator: Grossmont College English 90 Course	X		2013-2015	Created affordable course packet for English 90
Linda Thomas	Member: Reading Program Assessment Committee	X		2015	Researched/determined appropriate assessment tool for GC Reading Program
Linda Thomas	Member: Las Colinas Outreach Organization Committee	X		2016	Developed GC's outreach to the incarcerated "Pathways to Success."
Ryan Willingham	FERPA Training		X	2014	Studied ways to protect student privacy and data.
Ryan Willingham	Rubric Development: Concepts and Moodle		X	2014	Studied how to build rubrics using the Moodle tools for built in online assignments and essays.
Ryan Willingham	Moodle Lesson Tool: Planning and Creation		X	2014	Learned how to develop lesson plans through Moodle's web class program.
Ryan Willingham	Student Learning Outcomes Taskforce		X	2016	Collaborated with fellow English Department faculty at Southwestern Community College, to develop rubrics to use across our department's English courses, for assessing SLOs at the end of each semester. Data was added to the department's resource page on the college's website.
Ryan Willingham	Faculty Focus Group for Latino and Underserved Male Students		X	2016	Discussed what distinct challenges Latino students face in San Diego County. Discussed how to help

					students remain in classes, and raise their grades.
Ryan Willingham	From Confusion to Clarity: Teaching Student Writers to Understand a Difficult Text.		X	2016	Focused on how to breakdown a text for context, evidence, and structure. We also discussed teaching strategies such as PACES (Project, Argument, Claims, Evidence, and Strategies) to teach students to help them better understand a text on a macro and micro level.
Ryan Willingham	San Diego Writers Project		X	2017	Discussion of teaching methodologies to help students write about different cultures. Second workshop addressed how to use infographics in student activities.

## Appendix 6. English Writing Center “End of the Semester Report-Fall 2017”

### Comparison by Semester: Number of Tutoring Sessions

Week #	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
1	Closed	Closed	Closed	Closed	Closed	3	Closed
2	163	168	143	132	117	77	108
3	179	215	205	170	160	182	163
4	345	261	231	242	277	286	259
5	382	351	307	341	322	345	323
6	456	379	353	336	307	289	333
7	391	301	316	274	241	283	296
8	357	366	301	308	287	326	242
9	470	359	298	387	273	314	312
10	368	270	321	236	251	240	282
11	390	351	346	301	261	263	272
12	401	330	265	272	265	221	268
13	316	295	217	286	306	252	267
14	329	278	302	340	135	276	175
15	297	326	252	400	352	317	319
16	391	379	433	353	359	333	360
17	88	Closed	107	Closed	178	123	175
<b>Total</b>	<b>5323</b>	<b>4629</b>	<b>4397</b>	<b>4378</b>	<b>4091</b>	<b>4130</b>	<b>4154</b>

## Appendix 7. Checklist Documentation

Date: October 5, 2018

To: Julie Cardenas, English Department Faculty

From: M. Denise Aceves, Articulation Officer

Re: English Department • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, English courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at [ASSIST.org](http://ASSIST.org), which is the public articulation repository available to current and potential college students. Please note that ASSIST.org currently only reflects articulation information through 2016-2017.

A significant number of courses in this discipline beginning with English 110 are transferrable to both CSU and UC Systems, with some only being transferrable to CSU (e.g English 145). Furthermore, courses in this discipline have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, English courses assist students in meeting CSU General Education Breadth requirements in the following areas: English Language, Humanities and Lifelong Learning and Self-Development. Similarly, English courses are approved in the following areas of IGETC: English Communication and Humanities. All courses that have received transferability and additional general education designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs and UCs can be found on [ASSIST.org](http://ASSIST.org).

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State English Department is robust and Grossmont College’s English courses have attained course to course articulations, click [here](#) for a detailed report from [ASSIST.org](http://ASSIST.org). In addition, Grossmont College has complete course to course articulation for the SDSU major preparation for the [English, BA in Liberal Arts](#) as well as [English, Single Subject Teaching](#), click on the majors for a detailed report from [ASSIST.org](http://ASSIST.org). The English Department also has existing course to course articulation by department with [UC San Diego](#) and

[CSU San Marcos](#). Grossmont College English courses are articulated in the Literature majors at [UCSD](#) and [CSUSM](#). The English department is encouraged to review their course to course articulations with the other CSUs and UCs on [ASSIST.org](#) and work with me, the Articulation Officer, to develop new articulations.

The English Department has also successfully offered the [Associate in Arts in English for Transfer \(AA-T\)](#) at Grossmont College since the 2015-2016 academic year, in compliance with Senate Bill 1440. To this end, the English Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the English AA-T. Similarly, the department has been responsive to Course Identification (C-ID) required for courses in the degree.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in English. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

### **Curriculum Resources**

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9](#)

You are welcome to contact me directly at [mariadenise.aceves@gcccd.edu](mailto:mariadenise.aceves@gcccd.edu) with any questions regarding this report.



**Review of SLO Assessment Reporting for English**  
**Fall 2018 Program Review**  
**By Joan Ahrens, SLO Coordinator**  
**12/19/18**

SLO Assessment Cycles to be Included in This Report:

- Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)\*
- Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat up through at least Fall 2017)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

**English Information**

For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above\*).

Course	SLO #	Comments
Eng 90	#1	The SLOs for this course have been inactivated because this course is no longer being offered beginning Fall 2019 due to implementation of accelerated pathway.
Eng 110	#1	The SLOs for this course have been inactivated because this course is no longer being offered beginning Fall 2019 due to implementation of accelerated pathway.
Eng 120	#1	The assessment was originally scheduled to occur during the Fall 2017 semester. However, due to the new accelerated pathway and the move to multiple measures, the assessment was rescheduled for Fall 2018 when the department plans to pilot a new common assessment tool.
Literature and Creative Writing Courses	All	No assessment results have been posted. Please revisit the six-year assessment plan and schedule these assessments and/or post results asap.

12/20/2018

SLO Report for Program Review


 Reply |   Delete  Junk |  ...

## SLO Report for Program Review

JA

Joan Ahrens

Yesterday, 4:15 PM




Oralee Holder; Sarah Martin 

  Reply | 

Inbox

English Program Review... 

19 KB

 Show all 1 attachments (19 KB)  Download  Save to OneDrive - Grossmont-Cuyamaca CCD



Action Items



Hi Oralee and Sarah,

I have attached your SLO Assessment report for program review. In general, assessments for the composition courses are up to date. Please work on completing assessments (and posting results in Trac Dat) for the creative writing and literature courses.

Thank you, Joan

*Joan Ahrens, Ed.D.*

Interim Dean

Arts, Languages & Communication

(619) 644-7155

## **English Department Program Review: Responses to Follow-up Questions from the Program Review Committee, 3-4-19**

**Section/Page: 2.5, p. 21**

### **What does the Literature Committee do?**

The English Department uses informal committees and level coordinators for all programs within the department: Composition/Reading, Creative Writing, and Literature. The committees review textbooks, create SLOs and SLO assessment strategies, debrief on SLO work which may result in curricular changes, and discuss rotation, scheduling, and development of courses. For Fall 2019, a revitalized Literature Committee is planning a panel discussion on what students can do with an English major; outreach to SDSU's literature program; possible development of an English 120 for Humanities students (based on analysis of literature rather than expository prose); and creation of new elective literature courses with appeal for our students, such as "Hip Hop as Literature" and a revised "Science Fiction and Fantasy" course.

### **How is composition taught in the online format? What do these courses "look" like?**

English offers three composition courses online: English 110, English 120, and English 124. The online composition courses are identical in content to the face-to-face courses, with obvious features as well as challenges which emerge from the different method of delivery.

Online composition courses are typically structured using weekly modules delivered through Canvas. Although instructors of face-to-face classes have many resources located on the Canvas course shell as well, in an online course everything has to be readily available to students. The materials provided include videos, pages with content and activities, mentor texts, detailed rubrics, discussion boards, and external links.

It may be harder to create a sense of community in the online environment, when people are not in face-to-face communication, but many English instructors create an opening module that helps students get acquainted with how to use Canvas and course basics. A welcome video is another highlight to set a warm opening tone. Students in online composition classes interact with other students more regularly throughout the writing process than is often possible in the face-to-face classroom. Many online composition classes incorporate group work and essay peer review, but in a virtual form. Specifically, a few instructors use FlipGrid—free software that allows students to create brief videos and interact virtually with one another much as they would in small group discussions in a classroom. The instructor gives feedback in person if the student can attend on-campus office hours, but to increase accessibility, instructors also offer guidance through voice commentary, written commentary, telephone conferences, and online conferencing using Zoom conferencing software, which is available for free

through the state Chancellor's office. In addition, while some instructors offer optional live lectures throughout the semester using this Zoom software, other instructors create pre-recorded lectures using such software as Screencast-o-Matic, Camtasia, and Adobe Spark. Finally, online students are also encouraged to go to the English Writing Center if they need supplemental writing instruction and are able to come to campus.

Additional institutional support, including professional development training in best practices for online instruction and curriculum development as well as additional resources (soundproof rooms and video filming capabilities), would be helpful to English Department online instructors.

### **Can we see a sample student contract?**

Contract grading is used in the discipline of Creative Writing, which is a fine art. It does not follow the same model as Honors courses do in their literal use of signed contracts. Rather, a *contractual style of evaluation* commensurately credits students at the end of the term for the percentage of coursework and course activities which they have successfully completed. The rubrics for earning a grade of A, B, or C (plus/minus is not used) are outlined in the syllabus and explained at the first class meeting of the semester. Below is one example of a student contract, adapted from English 126: Introduction to Creative Writing, which serves as an example of similar contracts used in other CW classes.

#### **Evaluation: Contract System**

At the end of the semester, students will receive grades based on two factors: their commitment to the class and their commitment to their own growth as writers.

#### **Requirements for an "A":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.
- Demonstrate an excellent understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show steady progress in developing skills in writing and critiquing.
- Treat writing & reading as a form of discovery and invention, and demonstrate these forms through strengthening personal voice.
- Contribute regularly to class discussion and workshops by asking questions and explaining individual interpretations of assigned readings.
- Provide specific information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet individual assignment and reading deadlines.
- Complete the Writerly Response.
- Attend two literary arts activities and submit a two-page typed review within one week of each attendance.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing SIGNIFICANT REVISIONS (as needed) of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "B":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.

- Demonstrate a very good understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Treat writing as a form of discovery and invention, and occasionally demonstrate these forms through strengthening personal voice.
- Contribute frequently to class discussion and workshops by asking questions and explaining individual interpretations.
- Provide general information more often than specific information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet most individual assignment and reading deadlines.
- Attend two literary arts activities, and submit a two-page typed review within one week of each attendance.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing **REVISIONS** of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "C":**

- Some use of themes, forms, speakers, figures of speech, and characters.
- Demonstrate a limited understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Make a few personal discoveries in writing.
- Contribute to class discussion.
- Provide only general information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet the majority of the individual assignment and reading deadlines.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing SEVEN of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **"D" and "F":**

Students show little or none of the qualities of the "C" student. Students with excessive absences and/or missing work will not pass the class. Students who do not turn in the final project will not pass the class.

### **Can you explain the "different paradigm" for grading in creative writing workshops?**

This "contract grading" style of evaluation in creative writing courses is paradigmatically different from the system of qualitative grading measurements used in most other college courses where written work is submitted. While, throughout the semester, regular unit assignments are still required and involve drafting, revision, workshop, and deadlines, instructors choose not to make qualitative assessments on writing that we encourage our students to develop cathartically and personally. (Imagine, for example, the demoralizing impact of receiving a "C" on a memoir or poem based upon a student's own traumatic experiences.) Instead, the nurturing community found in the CW workshop, along with the instructor's guided critical input and editorial advice, proves to

be a much more productive means to achieve the course's learning outcomes for each student.

Another factor defining the teaching paradigm of community college creative writing courses like ours is that they bring in a large number of students and community members who are simply seeking a structured environment to write for pleasure and publication, rather than to pursue degree credit. Some of these participants have already earned advanced degrees, while others may have only GEDs and come to the class after work, purely for personal enrichment. Such students occupy the same classroom alongside degree-earning students. Therefore, creative writing instructors, use teaching (and grading) strategies that speak to this diversity of motives and foster equitable chances for success in the class.

Additionally, in the four-course sequence of our creative writing workshop courses, students from all four skill levels—from introductory to advanced—write and workshop in the same classroom, even though the course's demands and learning outcomes are different depending the course level. Instructors free their students from the anxiety of grades and ranked performance and instead serve more as consultants to individual writing projects-in-progress, meeting students "where they are" in their development. This is the same paradigm of tailored instruction used in graduate writing programs, charter schools, and professional writer's organizations, where producing an overall portfolio of quality writing by the end of term is a more honest benchmark of student success.

<b>Section/Page: 2.6, p. 24</b>
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**What are your specific plans to address the lower success rates in online classes ENG 120 compared to college rates?**

Several English Department online instructors are currently completing the @ONE Certificate in Online Teaching Principles designed specifically for California community college educators. The courses cover Dynamic Online Teaching, Humanizing Online Teaching & Learning, Equity and Culturally Responsive Teaching in the Online Environment, and Digital Citizenship. However, because these courses cost money, some instructors, particularly adjuncts, are not able to complete them during the semester. Therefore, greater institutional support is needed to ensure greater student success in the online English 120 class. Moving forward, the Department would like to find funding to potentially offer some of these @ONE courses to instructors at a lower or no cost either through the @ONE platform or by adapting them to an in-house model, but this would still require grant money, and it is not apparent at this time whether this will be feasible.

Also, in an effort to close equity gaps and increase student success in English 120, one of the 12 Gateway Courses, the Department recently formed an English Department Distance Education committee (E.D.D.E.), with the first meeting taking place in Fall 2018. Instructors shared innovative strategies, tools, and best practices to engage and

retain students. Also in the works is a plan to create a site linked to the English Department website for instructors, both online and face-to-face, to learn best practices related to equity, success, retention, and persistence; to share and access a variety of tools and resources; and to post concerns and questions.

#### Section/Page: 4.4

##### **What materials are housed in the hallway cabinets? Is this still a problem?**

There are various materials housed in the locked hallway cabinets: materials on scheduling from previous years (line sheets, page proofs, instructor preferences, etc.); records needed to track re-employment preference for adjuncts; materials relevant to 6-year Program Review reports; VHS tapes and CDs previously used by instructors of literature and creative writing; banners and advertising materials for events; paper goods for refreshments at meetings and events; etc. The file cabinets are not problematic, but they also may not be necessary. During Summer 2019, the Department Chair and Administrative Assistant hope to go through various materials housed in the hallway cabinets, with an eye to consolidating where appropriate, discarding when necessary, or determining if back-up electronic files exist.

#### Section/Page: 4.6

##### **Can more work be electronically collected/stored to save space?**

Yes. As noted in the previous response, during Summer 2019, we hope to review and discard superfluous materials as well as check which materials are already stored electronically (so that the hardcopies are no longer needed).

#### Section/Page: 5.1

##### **What practices does the department have to manage Spring semester enrollments? Can you explain why there are fewer students enrolled in spring vs. fall?**

The English Department's enrollments have been stable over the PR cycle, serving over 5,500 in regular semesters and 800+ in Summer session. As evidenced in the data provided by the Program Review research liaison describing enrollment trends and fill rates for both the English Department and Grossmont College at large, the Department's patterns follow those of the College--in that Spring semester enrollments are consistently lower than Fall semester enrollments. Even with that pattern, enrollments in English are stable from Fall to Spring. **For example, the average English Department enrollment for Fall semesters from FA 2012 to FA 2015 was 5,578; and the average enrollment for Spring semesters from SP 2013 to SP 2016**

**was 5,427.** The College enrollment figures are comparable. From the PR research liaison's chart on efficiency (used for Section 8, Fiscal and Human Resources), duplicated headcount between 2013/14 and 2016/17 clearly shows that Spring enrollments across the College are lower than enrollments for Fall (55,100 in Fall 2016, for example, and 49,000 in Spring 2017).

The easiest way to explain **slightly** lower enrollments in English for Spring terms is that, during Fall, the English Department has the highest number of first-time high school students assessing/placing directly into an English class. Both the English Department and Counseling urge students to take their English class at the earliest opportunity, and students typically do register for an English class directly after receiving their initial assessment/placement recommendations. Fall enrollments also benefit from being open to high school students from the Summer Institute Program (SIP), with students in this bridge program receiving targeted counseling to register for their Fall English course.

The larger question, for English and the College, is what strategies might be employed to increase student persistence across the semesters and from year-to-year. The Department Chair and faculty members are participants on the Enrollment Strategies Committee, the 12 Gateway Courses Project, and the SEM project (working with a consultant during 2019-2020). All of these groups are working to develop strategies and interventions which would increase student success, retention, and persistence. Successful practices will increase enrollments in general and persistence from Fall to Spring semesters in particular. The Department Chair also works closely with the Division Dean to analyze and manage enrollments.

### **Would it be possible to develop an online 8-week English course?**

The English Department does, in fact, offer 2-3 sections of English 120 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Fall semesters and 2-3 sections of English 124 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Spring semesters. All Online classes in the summer are on the 8-week schedule.

### **Could the ENG Dept. offer "Late Start," for example, staggered full semester length English courses that are full length but include students that matriculate later in the term?**

The English Department is absolutely open to exploring all options for delivery of its courses and, in any given semester, has offered late-start classes, particularly when Priority Wait Lists indicate the regular semester classes are full and there are still sufficient numbers of students in need. However, composition classes, in particular, are labor-intensive, requiring students to produce materials after going through a full process which usually includes brainstorming, researching, drafting, peer editing,



tutorial assistance, revising, and self-reflection. All of that takes time. A compressed course, which offers the content of a full-semester class but not the same amount of time for reflection, research, writing, and revising, may be effective for some students but not all--just as online courses work for some students but not for all.

<b>Section/Page: 5.2</b>
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**How systematic do you think student success strategies are being used across the department—every course, every section?**

In a department as large as English, ensuring that something is implemented in “every course, every section” is always a challenge. We offer 130 or more sections every single semester, taught by 70 or more instructors. However, as a department, we are committed to agreed-upon standards for our instructional programs, and understanding, sharing, and implementing proven student success strategies is central to our mission. Faculty routinely share such strategies at Department meetings and during flex week, and over this PR cycle, the Department has created all-day retreats focused on strategies to improve student success, retention, and persistence. All faculty are asked to include in their syllabi the 2-page Student Services handout so that services which support student success are readily apparent to both students and instructors. Both full-time and adjunct faculty attend local, regional, statewide, and national conferences devoted to student success and regularly share information at Department meetings. And course level committees within English create shared SLO assessment strategies implemented over multiple sections, and faculty meet to share results as well as best practices to improve student success.

One area where we have systematically explored, utilized, and shared student success strategies across all sections of a course involves the accelerated English 099 class. Over the past 3 years, we have secured funding to send over 25 instructors (the majority of all full-time faculty as well as many part-time faculty) through the California Acceleration Project (CAP) training program. In addition, several faculty have completed leadership training with CAP and have been able to offer in-house training to faculty through our Community of Practice (CoP), a series of 4 workshops each semester based on accelerated pedagogy and discipline-specific best practices for increasing student success. Instructors of the English 099 sections meet during the semester to share best practices as well as techniques for utilizing embedded tutors which are a key component of the accelerated classroom and essential to student success.

Due to our efforts to include part-time faculty in professional learning efforts, as well as to encourage full-time faculty to attend student success themed conferences, we believe that student success strategies are increasingly being used across the English Department, but we know that is not enough. In the recent departmental survey conducted for this Program Review, faculty were provided a list of student success strategies and were asked how often they were used in the classroom. We were surprised to read comments such as: “These sound great. I wish I knew more about

what these strategies are!” Comments such as these tell us that part-time faculty in particular need additional professional development opportunities in order to better learn how to help students be successful. Such comments help inform our thinking about professional learning related to student success and reinforce our commitment to meaningfully engage part-time faculty in best practices discussions.

**Given all that you are doing, is there anything more you could do to address continued equity gaps?**

As chronicled throughout the Program Review report, English has been proactive in acknowledging and attempting to address equity gaps, particularly within the composition course sequence. We have undertaken new courses (accelerated English 099 and the transfer-level co-requisite model English 020 + English 120), adopted new placement criteria for English 120, secured funding and engaged in ongoing professional development training of faculty, developed an extensive embedded tutoring program, and increased our involvement in the 12 Gateway Courses Project, focused on disproportionate impact. Statewide data indicate that changing placement policies and opening access to the transfer-level course to more students will go a long way toward closing equity gaps in success and retention, but, in truth, **we need sufficient LOCAL data** to help us determine what strategies, such as embedded tutoring, are working to close equity gaps and what more we might do.

We certainly have anecdotal evidence from instructors that targeted support strategies are working to improve student success and close equity gaps. For example, with regard to the embedded tutoring program utilized in English 099 and English 120 + 020, one full-time instructor reported the following: “This semester I’m teaching an Engl 120/20 class with a smaller class max of 24, and I also have a computer lab and an embedded tutor. These students are getting so much more attention than students in my regular stand-alone 120 classes. They are doing better, and I haven’t lost any students yet. I also have more time to support them in reading. It would be great if we could offer more of this type of support into our regular Engl 120 classes-- embedded tutors, some lab time, and more reading support from a tutoring lab. Maybe more support would help address the equity gaps.” Data on the impact of such programs is needed in order to advocate for continued funding and institutional support past the conclusion of the Title V grant.

With this in mind, the current absence of a data analyst on our campus is of great concern. An examination of data related to our English 098 and 099 classes, compiled and presented by the previous research analyst, was integral to our decision to restructure the Department’s composition offerings. Already we have data requests waiting for the next researcher regarding the following matters related to student success and closing equity gaps:

- The impact of embedded tutors in English 099 and English 120 + 020;
- The success and persistence of students who start in accelerated English 099;

- The success and persistence of students (disaggregated data) who enter at English 120 + 020 via high school GPA; and
- The success and persistence of students (disaggregated data) of students who enter at English 120 (without support) via high school GPA.

Local data is also needed to help faculty within English monitor their own individual efforts to improve student success and close equity gaps. For example, the College researcher could directly provide all faculty with their own disaggregated success rates so that an authentic discussion might begin about our individual and collective strengths and weaknesses and how we might improve. By addressing our own affective domain as learners, we might find ways to process and tackle conscious and unconscious biases which could be impacting student success.

Beyond utilization of data, English faculty have suggested creating a department book club to explore works such as Hammond's *Culturally Responsive Teaching and the Brain*; developing a department tool box of successful strategies for teaching and learning in a post-AB705 landscape; and creating more in-house workshops and retreats on discipline-specific strategies for teaching to the cognitive and affective domain.

It is a whole new world in English. We were compelled by statewide data and AB705 to make significant changes to our program. Now we are excited and eager to see local data regarding the impact of these changes, so that we can begin analysis of equity gaps and engage in discussion regarding further steps we might take.

<b>Section/Page: 6.1</b>
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**What more, in terms of outreach, would you like the library to do? Are there any specific classes where you could utilize/maximize the help and instruction of library personnel?**

We are hoping to have continued dialogue with the Library in the next Program Review cycle, as we would like to hear ideas from librarians about how they might assist us and our students. Among the questions we have:

- Could an information literacy course be developed and linked to the transfer-level English 120 class?
- Could we receive a presentation on how to utilize the library in Canvas (a discipline-specific extension of a Flex week presentation)?
- What, in terms of outreach, does the library offer to support first generation college students using the library and the academic databases? The library databases in particular are often “foreign worlds” to our students. What programs or activities are offered that introduce them to the nature of using the library for academic research?

- What does the library do to support students' affective domain? What culturally responsive practices does the library engage in that would help students feel more at ease when doing library research?

**In regards to the English Writing Center, how much time is allotted to a students for tutoring? If they need more help with a specific assignment, what's the process like for them (same tutor/back of the line/make another appointment)?**

Tutoring sessions in the EWC are about 30 minutes in length, though this can vary by student need. 30 minutes is the optimal session length to accomplish something substantive without overwhelming a tutee with advice; it is also the standard across many writing centers in the region and state.

In the current model, students are not allowed to seek more than two tutoring sessions per day. However, the EWC will soon be transitioning to a more equity-minded model that allows students to seek tutoring as often as they need on a first-come, first served basis. We are also looking to expanding service to allow for group tutoring as well as some online appointment scheduling, particularly for ESL and ARC students. The first iteration of this new model will roll out in Fall 2019.

<b>Section/Page: 7.0</b>
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**What additional professional development activities do you anticipate a need for funding?**

The changes English has made to its course offerings, and which continue to occur at a breathtaking rate as a result of AB705, cannot be over-emphasized. Many of these changes have been described at length in this PR report; however, even more changes have occurred since this report was completed and submitted two months ago. We are seeing increases in the numbers of students who take English 120 in their first year as well as increases in those who elect to take English 124. In addition, faculty must be prepared to teach the new English 020 co-requisite support course. All of these changes will require more faculty to be ready to teach the courses and effectively address the needs of an evolving student population. Significant professional developing funding will be required to support and sustain all English faculty, be they experienced or new, who are charged with the successful implementation of these changes.

The type of PD we would envision would be local and sustained over time rather than one-shot workshops. Workshops and conferences should be attended as part of an overall plan for improvement of teaching and learning. In particular, we anticipate a need to:

- Continue funding for our in-house Community of Practice (CoP). Currently funded by Title V, this group is led by two experienced full-time English faculty

members who meet with a cohort of full- and part-time faculty one Friday a month to inquire into and learn more about the pedagogical principles of the California Acceleration Project and discuss how these principles apply to the transfer-level English course (both with and without the co-requisite support class). Central to the CoP are backward planning of courses and attending to the affective needs and mindset development of all students in a changing demographic environment. The cohort design is a model for all professional learning.

- Develop PD to prepare and support full- and part-time faculty who are teaching English 020, as we continue to develop and refine this co-requisite course based on what we learn about student needs.
- Develop in-house PD to support and prepare full- and part-time faculty who have primarily taught developmental English classes in the past as they transition to teaching transfer-level English courses.
- Seek funding to send full- and part-time faculty to equity-focused workshops and conferences that are offered by 3SCN, by the California Acceleration Project (CAP), and by other entities which will help us to become better at meeting the needs of our students.
- Seek funding for PD to prepare and support faculty who teach English 124: Advanced Composition to a more diverse student population.
- Seek funding for PD to support instructors teaching online courses, including the development of an English 120 + 020 online or hybrid course.
- Seek funding for more supplemental instruction, including summer and winter programs, boot camps, and workshops.

### **How do you share knowledge learned in PD activities with the full, part-time, and adjunct faculty and college?**

Knowledge gained through PD activities is shared in a variety of ways.

- Faculty who attend conferences share materials via resource containers on Canvas set up for such purposes. For example, English 020, 099, 120, and 124 all have course containers which all faculty who teach that course may access. Course materials, syllabi, activities, and other resources are shared through these containers. These containers become “live” classrooms and resources for faculty who are engaged in our ongoing professional learning Community of Practice (CoP), as described above.
- Faculty who attend conferences regularly make presentations during FLEX week sessions and department meetings.
- Course level teams meet throughout the semester to share resources, and level coordinators communicate with faculty teaching the course throughout the semester.

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## **English Department Program Review: Responses to Follow-up Questions from the Program Review Committee, 3-4-19**

**Section/Page: 2.5, p. 21**

### **What does the Literature Committee do?**

The English Department uses informal committees and level coordinators for all programs within the department: Composition/Reading, Creative Writing, and Literature. The committees review textbooks, create SLOs and SLO assessment strategies, debrief on SLO work which may result in curricular changes, and discuss rotation, scheduling, and development of courses. For Fall 2019, a revitalized Literature Committee is planning a panel discussion on what students can do with an English major; outreach to SDSU's literature program; possible development of an English 120 for Humanities students (based on analysis of literature rather than expository prose); and creation of new elective literature courses with appeal for our students, such as "Hip Hop as Literature" and a revised "Science Fiction and Fantasy" course.

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through the state Chancellor's office. In addition, while some instructors offer optional live lectures throughout the semester using this Zoom software, other instructors create pre-recorded lectures using such software as Screencast-o-Matic, Camtasia, and Adobe Spark. Finally, online students are also encouraged to go to the English Writing Center if they need supplemental writing instruction and are able to come to campus.

Additional institutional support, including professional development training in best practices for online instruction and curriculum development as well as additional resources (soundproof rooms and video filming capabilities), would be helpful to English Department online instructors.

### **Can we see a sample student contract?**

Contract grading is used in the discipline of Creative Writing, which is a fine art. It does not follow the same model as Honors courses do in their literal use of signed contracts. Rather, a *contractual style of evaluation* commensurately credits students at the end of the term for the percentage of coursework and course activities which they have successfully completed. The rubrics for earning a grade of A, B, or C (plus/minus is not used) are outlined in the syllabus and explained at the first class meeting of the semester. Below is one example of a student contract, adapted from English 126: Introduction to Creative Writing, which serves as an example of similar contracts used in other CW classes.

#### **Evaluation: Contract System**

At the end of the semester, students will receive grades based on two factors: their commitment to the class and their commitment to their own growth as writers.

#### **Requirements for an "A":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.
- Demonstrate an excellent understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show steady progress in developing skills in writing and critiquing.
- Treat writing & reading as a form of discovery and invention, and demonstrate these forms through strengthening personal voice.
- Contribute regularly to class discussion and workshops by asking questions and explaining individual interpretations of assigned readings.
- Provide specific information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet individual assignment and reading deadlines.
- Complete the Writerly Response.
- Attend two literary arts activities and submit a two-page typed review within one week of each attendance.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing SIGNIFICANT REVISIONS (as needed) of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "B":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.



- Demonstrate a very good understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Treat writing as a form of discovery and invention, and occasionally demonstrate these forms through strengthening personal voice.
- Contribute frequently to class discussion and workshops by asking questions and explaining individual interpretations.
- Provide general information more often than specific information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet most individual assignment and reading deadlines.
- Attend two literary arts activities, and submit a two-page typed review within one week of each attendance.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing **REVISIONS** of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "C":**

- Some use of themes, forms, speakers, figures of speech, and characters.
- Demonstrate a limited understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Make a few personal discoveries in writing.
- Contribute to class discussion.
- Provide only general information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet the majority of the individual assignment and reading deadlines.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing SEVEN of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **"D" and "F":**

Students show little or none of the qualities of the "C" student. Students with excessive absences and/or missing work will not pass the class. Students who do not turn in the final project will not pass the class.

### **Can you explain the "different paradigm" for grading in creative writing workshops?**

This "contract grading" style of evaluation in creative writing courses is paradigmatically different from the system of qualitative grading measurements used in most other college courses where written work is submitted. While, throughout the semester, regular unit assignments are still required and involve drafting, revision, workshop, and deadlines, instructors choose not to make qualitative assessments on writing that we encourage our students to develop cathartically and personally. (Imagine, for example, the demoralizing impact of receiving a "C" on a memoir or poem based upon a student's own traumatic experiences.) Instead, the nurturing community found in the CW workshop, along with the instructor's guided critical input and editorial advice, proves to

be a much more productive means to achieve the course's learning outcomes for each student.

Another factor defining the teaching paradigm of community college creative writing courses like ours is that they bring in a large number of students and community members who are simply seeking a structured environment to write for pleasure and publication, rather than to pursue degree credit. Some of these participants have already earned advanced degrees, while others may have only GEDs and come to the class after work, purely for personal enrichment. Such students occupy the same classroom alongside degree-earning students. Therefore, creative writing instructors, use teaching (and grading) strategies that speak to this diversity of motives and foster equitable chances for success in the class.

Additionally, in the four-course sequence of our creative writing workshop courses, students from all four skill levels—from introductory to advanced—write and workshop in the same classroom, even though the course's demands and learning outcomes are different depending the course level. Instructors free their students from the anxiety of grades and ranked performance and instead serve more as consultants to individual writing projects-in-progress, meeting students "where they are" in their development. This is the same paradigm of tailored instruction used in graduate writing programs, charter schools, and professional writer's organizations, where producing an overall portfolio of quality writing by the end of term is a more honest benchmark of student success.

<b>Section/Page: 2.6, p. 24</b>
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**What are your specific plans to address the lower success rates in online classes ENG 120 compared to college rates?**

Several English Department online instructors are currently completing the @ONE Certificate in Online Teaching Principles designed specifically for California community college educators. The courses cover Dynamic Online Teaching, Humanizing Online Teaching & Learning, Equity and Culturally Responsive Teaching in the Online Environment, and Digital Citizenship. However, because these courses cost money, some instructors, particularly adjuncts, are not able to complete them during the semester. Therefore, greater institutional support is needed to ensure greater student success in the online English 120 class. Moving forward, the Department would like to find funding to potentially offer some of these @ONE courses to instructors at a lower or no cost either through the @ONE platform or by adapting them to an in-house model, but this would still require grant money, and it is not apparent at this time whether this will be feasible.

Also, in an effort to close equity gaps and increase student success in English 120, one of the 12 Gateway Courses, the Department recently formed an English Department Distance Education committee (E.D.D.E.), with the first meeting taking place in Fall 2018. Instructors shared innovative strategies, tools, and best practices to engage and

retain students. Also in the works is a plan to create a site linked to the English Department website for instructors, both online and face-to-face, to learn best practices related to equity, success, retention, and persistence; to share and access a variety of tools and resources; and to post concerns and questions.

#### Section/Page: 4.4

##### **What materials are housed in the hallway cabinets? Is this still a problem?**

There are various materials housed in the locked hallway cabinets: materials on scheduling from previous years (line sheets, page proofs, instructor preferences, etc.); records needed to track re-employment preference for adjuncts; materials relevant to 6-year Program Review reports; VHS tapes and CDs previously used by instructors of literature and creative writing; banners and advertising materials for events; paper goods for refreshments at meetings and events; etc. The file cabinets are not problematic, but they also may not be necessary. During Summer 2019, the Department Chair and Administrative Assistant hope to go through various materials housed in the hallway cabinets, with an eye to consolidating where appropriate, discarding when necessary, or determining if back-up electronic files exist.

#### Section/Page: 4.6

##### **Can more work be electronically collected/stored to save space?**

Yes. As noted in the previous response, during Summer 2019, we hope to review and discard superfluous materials as well as check which materials are already stored electronically (so that the hardcopies are no longer needed).

#### Section/Page: 5.1

##### **What practices does the department have to manage Spring semester enrollments? Can you explain why there are fewer students enrolled in spring vs. fall?**

The English Department's enrollments have been stable over the PR cycle, serving over 5,500 in regular semesters and 800+ in Summer session. As evidenced in the data provided by the Program Review research liaison describing enrollment trends and fill rates for both the English Department and Grossmont College at large, the Department's patterns follow those of the College--in that Spring semester enrollments are consistently lower than Fall semester enrollments. Even with that pattern, enrollments in English are stable from Fall to Spring. **For example, the average English Department enrollment for Fall semesters from FA 2012 to FA 2015 was 5,578; and the average enrollment for Spring semesters from SP 2013 to SP 2016**

**was 5,427.** The College enrollment figures are comparable. From the PR research liaison's chart on efficiency (used for Section 8, Fiscal and Human Resources), duplicated headcount between 2013/14 and 2016/17 clearly shows that Spring enrollments across the College are lower than enrollments for Fall (55,100 in Fall 2016, for example, and 49,000 in Spring 2017).

The easiest way to explain **slightly** lower enrollments in English for Spring terms is that, during Fall, the English Department has the highest number of first-time high school students assessing/placing directly into an English class. Both the English Department and Counseling urge students to take their English class at the earliest opportunity, and students typically do register for an English class directly after receiving their initial assessment/placement recommendations. Fall enrollments also benefit from being open to high school students from the Summer Institute Program (SIP), with students in this bridge program receiving targeted counseling to register for their Fall English course.

The larger question, for English and the College, is what strategies might be employed to increase student persistence across the semesters and from year-to-year. The Department Chair and faculty members are participants on the Enrollment Strategies Committee, the 12 Gateway Courses Project, and the SEM project (working with a consultant during 2019-2020). All of these groups are working to develop strategies and interventions which would increase student success, retention, and persistence. Successful practices will increase enrollments in general and persistence from Fall to Spring semesters in particular. The Department Chair also works closely with the Division Dean to analyze and manage enrollments.

### **Would it be possible to develop an online 8-week English course?**

The English Department does, in fact, offer 2-3 sections of English 120 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Fall semesters and 2-3 sections of English 124 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Spring semesters. All Online classes in the summer are on the 8-week schedule.

### **Could the ENG Dept. offer "Late Start," for example, staggered full semester length English courses that are full length but include students that matriculate later in the term?**

The English Department is absolutely open to exploring all options for delivery of its courses and, in any given semester, has offered late-start classes, particularly when Priority Wait Lists indicate the regular semester classes are full and there are still sufficient numbers of students in need. However, composition classes, in particular, are labor-intensive, requiring students to produce materials after going through a full process which usually includes brainstorming, researching, drafting, peer editing,

tutorial assistance, revising, and self-reflection. All of that takes time. A compressed course, which offers the content of a full-semester class but not the same amount of time for reflection, research, writing, and revising, may be effective for some students but not all--just as online courses work for some students but not for all.

<b>Section/Page: 5.2</b>
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**How systematic do you think student success strategies are being used across the department—every course, every section?**

In a department as large as English, ensuring that something is implemented in “every course, every section” is always a challenge. We offer 130 or more sections every single semester, taught by 70 or more instructors. However, as a department, we are committed to agreed-upon standards for our instructional programs, and understanding, sharing, and implementing proven student success strategies is central to our mission. Faculty routinely share such strategies at Department meetings and during flex week, and over this PR cycle, the Department has created all-day retreats focused on strategies to improve student success, retention, and persistence. All faculty are asked to include in their syllabi the 2-page Student Services handout so that services which support student success are readily apparent to both students and instructors. Both full-time and adjunct faculty attend local, regional, statewide, and national conferences devoted to student success and regularly share information at Department meetings. And course level committees within English create shared SLO assessment strategies implemented over multiple sections, and faculty meet to share results as well as best practices to improve student success.

One area where we have systematically explored, utilized, and shared student success strategies across all sections of a course involves the accelerated English 099 class. Over the past 3 years, we have secured funding to send over 25 instructors (the majority of all full-time faculty as well as many part-time faculty) through the California Acceleration Project (CAP) training program. In addition, several faculty have completed leadership training with CAP and have been able to offer in-house training to faculty through our Community of Practice (CoP), a series of 4 workshops each semester based on accelerated pedagogy and discipline-specific best practices for increasing student success. Instructors of the English 099 sections meet during the semester to share best practices as well as techniques for utilizing embedded tutors which are a key component of the accelerated classroom and essential to student success.

Due to our efforts to include part-time faculty in professional learning efforts, as well as to encourage full-time faculty to attend student success themed conferences, we believe that student success strategies are increasingly being used across the English Department, but we know that is not enough. In the recent departmental survey conducted for this Program Review, faculty were provided a list of student success strategies and were asked how often they were used in the classroom. We were surprised to read comments such as: “These sound great. I wish I knew more about

what these strategies are!” Comments such as these tell us that part-time faculty in particular need additional professional development opportunities in order to better learn how to help students be successful. Such comments help inform our thinking about professional learning related to student success and reinforce our commitment to meaningfully engage part-time faculty in best practices discussions.

**Given all that you are doing, is there anything more you could do to address continued equity gaps?**

As chronicled throughout the Program Review report, English has been proactive in acknowledging and attempting to address equity gaps, particularly within the composition course sequence. We have undertaken new courses (accelerated English 099 and the transfer-level co-requisite model English 020 + English 120), adopted new placement criteria for English 120, secured funding and engaged in ongoing professional development training of faculty, developed an extensive embedded tutoring program, and increased our involvement in the 12 Gateway Courses Project, focused on disproportionate impact. Statewide data indicate that changing placement policies and opening access to the transfer-level course to more students will go a long way toward closing equity gaps in success and retention, but, in truth, **we need sufficient LOCAL data** to help us determine what strategies, such as embedded tutoring, are working to close equity gaps and what more we might do.

We certainly have anecdotal evidence from instructors that targeted support strategies are working to improve student success and close equity gaps. For example, with regard to the embedded tutoring program utilized in English 099 and English 120 + 020, one full-time instructor reported the following: “This semester I’m teaching an Engl 120/20 class with a smaller class max of 24, and I also have a computer lab and an embedded tutor. These students are getting so much more attention than students in my regular stand-alone 120 classes. They are doing better, and I haven’t lost any students yet. I also have more time to support them in reading. It would be great if we could offer more of this type of support into our regular Engl 120 classes-- embedded tutors, some lab time, and more reading support from a tutoring lab. Maybe more support would help address the equity gaps.” Data on the impact of such programs is needed in order to advocate for continued funding and institutional support past the conclusion of the Title V grant.

With this in mind, the current absence of a data analyst on our campus is of great concern. An examination of data related to our English 098 and 099 classes, compiled and presented by the previous research analyst, was integral to our decision to restructure the Department’s composition offerings. Already we have data requests waiting for the next researcher regarding the following matters related to student success and closing equity gaps:

- The impact of embedded tutors in English 099 and English 120 + 020;
- The success and persistence of students who start in accelerated English 099;

- The success and persistence of students (disaggregated data) who enter at English 120 + 020 via high school GPA; and
- The success and persistence of students (disaggregated data) of students who enter at English 120 (without support) via high school GPA.

Local data is also needed to help faculty within English monitor their own individual efforts to improve student success and close equity gaps. For example, the College researcher could directly provide all faculty with their own disaggregated success rates so that an authentic discussion might begin about our individual and collective strengths and weaknesses and how we might improve. By addressing our own affective domain as learners, we might find ways to process and tackle conscious and unconscious biases which could be impacting student success.

Beyond utilization of data, English faculty have suggested creating a department book club to explore works such as Hammond's *Culturally Responsive Teaching and the Brain*; developing a department tool box of successful strategies for teaching and learning in a post-AB705 landscape; and creating more in-house workshops and retreats on discipline-specific strategies for teaching to the cognitive and affective domain.

It is a whole new world in English. We were compelled by statewide data and AB705 to make significant changes to our program. Now we are excited and eager to see local data regarding the impact of these changes, so that we can begin analysis of equity gaps and engage in discussion regarding further steps we might take.

<b>Section/Page: 6.1</b>
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**What more, in terms of outreach, would you like the library to do? Are there any specific classes where you could utilize/maximize the help and instruction of library personnel?**

We are hoping to have continued dialogue with the Library in the next Program Review cycle, as we would like to hear ideas from librarians about how they might assist us and our students. Among the questions we have:

- Could an information literacy course be developed and linked to the transfer-level English 120 class?
- Could we receive a presentation on how to utilize the library in Canvas (a discipline-specific extension of a Flex week presentation)?
- What, in terms of outreach, does the library offer to support first generation college students using the library and the academic databases? The library databases in particular are often “foreign worlds” to our students. What programs or activities are offered that introduce them to the nature of using the library for academic research?

- What does the library do to support students' affective domain? What culturally responsive practices does the library engage in that would help students feel more at ease when doing library research?

**In regards to the English Writing Center, how much time is allotted to a students for tutoring? If they need more help with a specific assignment, what's the process like for them (same tutor/back of the line/make another appointment)?**

Tutoring sessions in the EWC are about 30 minutes in length, though this can vary by student need. 30 minutes is the optimal session length to accomplish something substantive without overwhelming a tutee with advice; it is also the standard across many writing centers in the region and state.

In the current model, students are not allowed to seek more than two tutoring sessions per day. However, the EWC will soon be transitioning to a more equity-minded model that allows students to seek tutoring as often as they need on a first-come, first served basis. We are also looking to expanding service to allow for group tutoring as well as some online appointment scheduling, particularly for ESL and ARC students. The first iteration of this new model will roll out in Fall 2019.

<b>Section/Page: 7.0</b>
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**What additional professional development activities do you anticipate a need for funding?**

The changes English has made to its course offerings, and which continue to occur at a breathtaking rate as a result of AB705, cannot be over-emphasized. Many of these changes have been described at length in this PR report; however, even more changes have occurred since this report was completed and submitted two months ago. We are seeing increases in the numbers of students who take English 120 in their first year as well as increases in those who elect to take English 124. In addition, faculty must be prepared to teach the new English 020 co-requisite support course. All of these changes will require more faculty to be ready to teach the courses and effectively address the needs of an evolving student population. Significant professional developing funding will be required to support and sustain all English faculty, be they experienced or new, who are charged with the successful implementation of these changes.

The type of PD we would envision would be local and sustained over time rather than one-shot workshops. Workshops and conferences should be attended as part of an overall plan for improvement of teaching and learning. In particular, we anticipate a need to:

- Continue funding for our in-house Community of Practice (CoP). Currently funded by Title V, this group is led by two experienced full-time English faculty



members who meet with a cohort of full- and part-time faculty one Friday a month to inquire into and learn more about the pedagogical principles of the California Acceleration Project and discuss how these principles apply to the transfer-level English course (both with and without the co-requisite support class). Central to the CoP are backward planning of courses and attending to the affective needs and mindset development of all students in a changing demographic environment. The cohort design is a model for all professional learning.

- Develop PD to prepare and support full- and part-time faculty who are teaching English 020, as we continue to develop and refine this co-requisite course based on what we learn about student needs.
- Develop in-house PD to support and prepare full- and part-time faculty who have primarily taught developmental English classes in the past as they transition to teaching transfer-level English courses.
- Seek funding to send full- and part-time faculty to equity-focused workshops and conferences that are offered by 3SCN, by the California Acceleration Project (CAP), and by other entities which will help us to become better at meeting the needs of our students.
- Seek funding for PD to prepare and support faculty who teach English 124: Advanced Composition to a more diverse student population.
- Seek funding for PD to support instructors teaching online courses, including the development of an English 120 + 020 online or hybrid course.
- Seek funding for more supplemental instruction, including summer and winter programs, boot camps, and workshops.

### **How do you share knowledge learned in PD activities with the full, part-time, and adjunct faculty and college?**

Knowledge gained through PD activities is shared in a variety of ways.

- Faculty who attend conferences share materials via resource containers on Canvas set up for such purposes. For example, English 020, 099, 120, and 124 all have course containers which all faculty who teach that course may access. Course materials, syllabi, activities, and other resources are shared through these containers. These containers become “live” classrooms and resources for faculty who are engaged in our ongoing professional learning Community of Practice (CoP), as described above.
- Faculty who attend conferences regularly make presentations during FLEX week sessions and department meetings.
- Course level teams meet throughout the semester to share resources, and level coordinators communicate with faculty teaching the course throughout the semester.

As with all large departments, we are challenged by how to effectively share with each other what we learn at conferences; this is particularly challenging with part-time colleagues, who may not be able to attend regular Department meetings. To address this, we have made, and will continue to make concerted efforts to focus on and include

part-time faculty in our in-house PD activities such as the CoP as well as on the teams that we send to CAP and other equity-focused conferences. Whenever possible, we will provide stipends or professional development credit to part-time faculty to facilitate their participation in departmental retreats.

## **English Department Program Review: Responses to Follow-up Questions from the Program Review Committee, 3-4-19**

**Section/Page: 2.5, p. 21**

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#### **Evaluation: Contract System**

At the end of the semester, students will receive grades based on two factors: their commitment to the class and their commitment to their own growth as writers.

#### **Requirements for an "A":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.
- Demonstrate an excellent understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show steady progress in developing skills in writing and critiquing.
- Treat writing & reading as a form of discovery and invention, and demonstrate these forms through strengthening personal voice.
- Contribute regularly to class discussion and workshops by asking questions and explaining individual interpretations of assigned readings.
- Provide specific information in critiquing readings and other students' work, both in small groups and class workshops.
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- Turn in the Final Project, a Portfolio or Zine, containing SIGNIFICANT REVISIONS (as needed) of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "B":**

- Experiment with various themes, forms, speakers, figures of speech, and characters.

- Demonstrate a very good understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Treat writing as a form of discovery and invention, and occasionally demonstrate these forms through strengthening personal voice.
- Contribute frequently to class discussion and workshops by asking questions and explaining individual interpretations.
- Provide general information more often than specific information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet most individual assignment and reading deadlines.
- Attend two literary arts activities, and submit a two-page typed review within one week of each attendance.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing **REVISIONS** of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **Requirements for a "C":**

- Some use of themes, forms, speakers, figures of speech, and characters.
- Demonstrate a limited understanding of craft in completing in-class writings and assignments in each of the genres covered.
- Show some progress in developing skills in writing and critiquing.
- Make a few personal discoveries in writing.
- Contribute to class discussion.
- Provide only general information in critiquing readings and other students' work, both in small groups and class workshops.
- Meet the majority of the individual assignment and reading deadlines.
- Complete the collaborative play assignment and "perform" it.
- Write an extended monologue/rant/performance poem and "perform" it.
- Turn in the Final Project, a Portfolio or Zine, containing SEVEN of the EIGHT "assigned" writings (two creative nonfictions, three poems, two fictions, and one monologue/rant/performance poem), and give a reading from this collection.

#### **"D" and "F":**

Students show little or none of the qualities of the "C" student. Students with excessive absences and/or missing work will not pass the class. Students who do not turn in the final project will not pass the class.

### **Can you explain the "different paradigm" for grading in creative writing workshops?**

This "contract grading" style of evaluation in creative writing courses is paradigmatically different from the system of qualitative grading measurements used in most other college courses where written work is submitted. While, throughout the semester, regular unit assignments are still required and involve drafting, revision, workshop, and deadlines, instructors choose not to make qualitative assessments on writing that we encourage our students to develop cathartically and personally. (Imagine, for example, the demoralizing impact of receiving a "C" on a memoir or poem based upon a student's own traumatic experiences.) Instead, the nurturing community found in the CW workshop, along with the instructor's guided critical input and editorial advice, proves to

be a much more productive means to achieve the course's learning outcomes for each student.

Another factor defining the teaching paradigm of community college creative writing courses like ours is that they bring in a large number of students and community members who are simply seeking a structured environment to write for pleasure and publication, rather than to pursue degree credit. Some of these participants have already earned advanced degrees, while others may have only GEDs and come to the class after work, purely for personal enrichment. Such students occupy the same classroom alongside degree-earning students. Therefore, creative writing instructors, use teaching (and grading) strategies that speak to this diversity of motives and foster equitable chances for success in the class.

Additionally, in the four-course sequence of our creative writing workshop courses, students from all four skill levels—from introductory to advanced—write and workshop in the same classroom, even though the course's demands and learning outcomes are different depending the course level. Instructors free their students from the anxiety of grades and ranked performance and instead serve more as consultants to individual writing projects-in-progress, meeting students "where they are" in their development. This is the same paradigm of tailored instruction used in graduate writing programs, charter schools, and professional writer's organizations, where producing an overall portfolio of quality writing by the end of term is a more honest benchmark of student success.

<b>Section/Page: 2.6, p. 24</b>
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**What are your specific plans to address the lower success rates in online classes ENG 120 compared to college rates?**

Several English Department online instructors are currently completing the @ONE Certificate in Online Teaching Principles designed specifically for California community college educators. The courses cover Dynamic Online Teaching, Humanizing Online Teaching & Learning, Equity and Culturally Responsive Teaching in the Online Environment, and Digital Citizenship. However, because these courses cost money, some instructors, particularly adjuncts, are not able to complete them during the semester. Therefore, greater institutional support is needed to ensure greater student success in the online English 120 class. Moving forward, the Department would like to find funding to potentially offer some of these @ONE courses to instructors at a lower or no cost either through the @ONE platform or by adapting them to an in-house model, but this would still require grant money, and it is not apparent at this time whether this will be feasible.

Also, in an effort to close equity gaps and increase student success in English 120, one of the 12 Gateway Courses, the Department recently formed an English Department Distance Education committee (E.D.D.E.), with the first meeting taking place in Fall 2018. Instructors shared innovative strategies, tools, and best practices to engage and

retain students. Also in the works is a plan to create a site linked to the English Department website for instructors, both online and face-to-face, to learn best practices related to equity, success, retention, and persistence; to share and access a variety of tools and resources; and to post concerns and questions.

#### Section/Page: 4.4

##### **What materials are housed in the hallway cabinets? Is this still a problem?**

There are various materials housed in the locked hallway cabinets: materials on scheduling from previous years (line sheets, page proofs, instructor preferences, etc.); records needed to track re-employment preference for adjuncts; materials relevant to 6-year Program Review reports; VHS tapes and CDs previously used by instructors of literature and creative writing; banners and advertising materials for events; paper goods for refreshments at meetings and events; etc. The file cabinets are not problematic, but they also may not be necessary. During Summer 2019, the Department Chair and Administrative Assistant hope to go through various materials housed in the hallway cabinets, with an eye to consolidating where appropriate, discarding when necessary, or determining if back-up electronic files exist.

#### Section/Page: 4.6

##### **Can more work be electronically collected/stored to save space?**

Yes. As noted in the previous response, during Summer 2019, we hope to review and discard superfluous materials as well as check which materials are already stored electronically (so that the hardcopies are no longer needed).

#### Section/Page: 5.1

##### **What practices does the department have to manage Spring semester enrollments? Can you explain why there are fewer students enrolled in spring vs. fall?**

The English Department's enrollments have been stable over the PR cycle, serving over 5,500 in regular semesters and 800+ in Summer session. As evidenced in the data provided by the Program Review research liaison describing enrollment trends and fill rates for both the English Department and Grossmont College at large, the Department's patterns follow those of the College--in that Spring semester enrollments are consistently lower than Fall semester enrollments. Even with that pattern, enrollments in English are stable from Fall to Spring. **For example, the average English Department enrollment for Fall semesters from FA 2012 to FA 2015 was 5,578; and the average enrollment for Spring semesters from SP 2013 to SP 2016**

**was 5,427.** The College enrollment figures are comparable. From the PR research liaison's chart on efficiency (used for Section 8, Fiscal and Human Resources), duplicated headcount between 2013/14 and 2016/17 clearly shows that Spring enrollments across the College are lower than enrollments for Fall (55,100 in Fall 2016, for example, and 49,000 in Spring 2017).

The easiest way to explain **slightly** lower enrollments in English for Spring terms is that, during Fall, the English Department has the highest number of first-time high school students assessing/placing directly into an English class. Both the English Department and Counseling urge students to take their English class at the earliest opportunity, and students typically do register for an English class directly after receiving their initial assessment/placement recommendations. Fall enrollments also benefit from being open to high school students from the Summer Institute Program (SIP), with students in this bridge program receiving targeted counseling to register for their Fall English course.

The larger question, for English and the College, is what strategies might be employed to increase student persistence across the semesters and from year-to-year. The Department Chair and faculty members are participants on the Enrollment Strategies Committee, the 12 Gateway Courses Project, and the SEM project (working with a consultant during 2019-2020). All of these groups are working to develop strategies and interventions which would increase student success, retention, and persistence. Successful practices will increase enrollments in general and persistence from Fall to Spring semesters in particular. The Department Chair also works closely with the Division Dean to analyze and manage enrollments.

### **Would it be possible to develop an online 8-week English course?**

The English Department does, in fact, offer 2-3 sections of English 120 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Fall semesters and 2-3 sections of English 124 during the 1<sup>st</sup> and 2<sup>nd</sup> 8-week sessions during Spring semesters. All Online classes in the summer are on the 8-week schedule.

### **Could the ENG Dept. offer "Late Start," for example, staggered full semester length English courses that are full length but include students that matriculate later in the term?**

The English Department is absolutely open to exploring all options for delivery of its courses and, in any given semester, has offered late-start classes, particularly when Priority Wait Lists indicate the regular semester classes are full and there are still sufficient numbers of students in need. However, composition classes, in particular, are labor-intensive, requiring students to produce materials after going through a full process which usually includes brainstorming, researching, drafting, peer editing,



tutorial assistance, revising, and self-reflection. All of that takes time. A compressed course, which offers the content of a full-semester class but not the same amount of time for reflection, research, writing, and revising, may be effective for some students but not all--just as online courses work for some students but not for all.

<b>Section/Page: 5.2</b>
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**How systematic do you think student success strategies are being used across the department—every course, every section?**

In a department as large as English, ensuring that something is implemented in “every course, every section” is always a challenge. We offer 130 or more sections every single semester, taught by 70 or more instructors. However, as a department, we are committed to agreed-upon standards for our instructional programs, and understanding, sharing, and implementing proven student success strategies is central to our mission. Faculty routinely share such strategies at Department meetings and during flex week, and over this PR cycle, the Department has created all-day retreats focused on strategies to improve student success, retention, and persistence. All faculty are asked to include in their syllabi the 2-page Student Services handout so that services which support student success are readily apparent to both students and instructors. Both full-time and adjunct faculty attend local, regional, statewide, and national conferences devoted to student success and regularly share information at Department meetings. And course level committees within English create shared SLO assessment strategies implemented over multiple sections, and faculty meet to share results as well as best practices to improve student success.

One area where we have systematically explored, utilized, and shared student success strategies across all sections of a course involves the accelerated English 099 class. Over the past 3 years, we have secured funding to send over 25 instructors (the majority of all full-time faculty as well as many part-time faculty) through the California Acceleration Project (CAP) training program. In addition, several faculty have completed leadership training with CAP and have been able to offer in-house training to faculty through our Community of Practice (CoP), a series of 4 workshops each semester based on accelerated pedagogy and discipline-specific best practices for increasing student success. Instructors of the English 099 sections meet during the semester to share best practices as well as techniques for utilizing embedded tutors which are a key component of the accelerated classroom and essential to student success.

Due to our efforts to include part-time faculty in professional learning efforts, as well as to encourage full-time faculty to attend student success themed conferences, we believe that student success strategies are increasingly being used across the English Department, but we know that is not enough. In the recent departmental survey conducted for this Program Review, faculty were provided a list of student success strategies and were asked how often they were used in the classroom. We were surprised to read comments such as: “These sound great. I wish I knew more about

what these strategies are!” Comments such as these tell us that part-time faculty in particular need additional professional development opportunities in order to better learn how to help students be successful. Such comments help inform our thinking about professional learning related to student success and reinforce our commitment to meaningfully engage part-time faculty in best practices discussions.

**Given all that you are doing, is there anything more you could do to address continued equity gaps?**

As chronicled throughout the Program Review report, English has been proactive in acknowledging and attempting to address equity gaps, particularly within the composition course sequence. We have undertaken new courses (accelerated English 099 and the transfer-level co-requisite model English 020 + English 120), adopted new placement criteria for English 120, secured funding and engaged in ongoing professional development training of faculty, developed an extensive embedded tutoring program, and increased our involvement in the 12 Gateway Courses Project, focused on disproportionate impact. Statewide data indicate that changing placement policies and opening access to the transfer-level course to more students will go a long way toward closing equity gaps in success and retention, but, in truth, **we need sufficient LOCAL data** to help us determine what strategies, such as embedded tutoring, are working to close equity gaps and what more we might do.

We certainly have anecdotal evidence from instructors that targeted support strategies are working to improve student success and close equity gaps. For example, with regard to the embedded tutoring program utilized in English 099 and English 120 + 020, one full-time instructor reported the following: “This semester I’m teaching an Engl 120/20 class with a smaller class max of 24, and I also have a computer lab and an embedded tutor. These students are getting so much more attention than students in my regular stand-alone 120 classes. They are doing better, and I haven’t lost any students yet. I also have more time to support them in reading. It would be great if we could offer more of this type of support into our regular Engl 120 classes-- embedded tutors, some lab time, and more reading support from a tutoring lab. Maybe more support would help address the equity gaps.” Data on the impact of such programs is needed in order to advocate for continued funding and institutional support past the conclusion of the Title V grant.

With this in mind, the current absence of a data analyst on our campus is of great concern. An examination of data related to our English 098 and 099 classes, compiled and presented by the previous research analyst, was integral to our decision to restructure the Department’s composition offerings. Already we have data requests waiting for the next researcher regarding the following matters related to student success and closing equity gaps:

- The impact of embedded tutors in English 099 and English 120 + 020;
- The success and persistence of students who start in accelerated English 099;

- The success and persistence of students (disaggregated data) who enter at English 120 + 020 via high school GPA; and
- The success and persistence of students (disaggregated data) of students who enter at English 120 (without support) via high school GPA.

Local data is also needed to help faculty within English monitor their own individual efforts to improve student success and close equity gaps. For example, the College researcher could directly provide all faculty with their own disaggregated success rates so that an authentic discussion might begin about our individual and collective strengths and weaknesses and how we might improve. By addressing our own affective domain as learners, we might find ways to process and tackle conscious and unconscious biases which could be impacting student success.

Beyond utilization of data, English faculty have suggested creating a department book club to explore works such as Hammond's *Culturally Responsive Teaching and the Brain*; developing a department tool box of successful strategies for teaching and learning in a post-AB705 landscape; and creating more in-house workshops and retreats on discipline-specific strategies for teaching to the cognitive and affective domain.

It is a whole new world in English. We were compelled by statewide data and AB705 to make significant changes to our program. Now we are excited and eager to see local data regarding the impact of these changes, so that we can begin analysis of equity gaps and engage in discussion regarding further steps we might take.

<b>Section/Page: 6.1</b>
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**What more, in terms of outreach, would you like the library to do? Are there any specific classes where you could utilize/maximize the help and instruction of library personnel?**

We are hoping to have continued dialogue with the Library in the next Program Review cycle, as we would like to hear ideas from librarians about how they might assist us and our students. Among the questions we have:

- Could an information literacy course be developed and linked to the transfer-level English 120 class?
- Could we receive a presentation on how to utilize the library in Canvas (a discipline-specific extension of a Flex week presentation)?
- What, in terms of outreach, does the library offer to support first generation college students using the library and the academic databases? The library databases in particular are often “foreign worlds” to our students. What programs or activities are offered that introduce them to the nature of using the library for academic research?

- What does the library do to support students' affective domain? What culturally responsive practices does the library engage in that would help students feel more at ease when doing library research?

**In regards to the English Writing Center, how much time is allotted to a students for tutoring? If they need more help with a specific assignment, what's the process like for them (same tutor/back of the line/make another appointment)?**

Tutoring sessions in the EWC are about 30 minutes in length, though this can vary by student need. 30 minutes is the optimal session length to accomplish something substantive without overwhelming a tutee with advice; it is also the standard across many writing centers in the region and state.

In the current model, students are not allowed to seek more than two tutoring sessions per day. However, the EWC will soon be transitioning to a more equity-minded model that allows students to seek tutoring as often as they need on a first-come, first served basis. We are also looking to expanding service to allow for group tutoring as well as some online appointment scheduling, particularly for ESL and ARC students. The first iteration of this new model will roll out in Fall 2019.

<b>Section/Page: 7.0</b>
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**What additional professional development activities do you anticipate a need for funding?**

The changes English has made to its course offerings, and which continue to occur at a breathtaking rate as a result of AB705, cannot be over-emphasized. Many of these changes have been described at length in this PR report; however, even more changes have occurred since this report was completed and submitted two months ago. We are seeing increases in the numbers of students who take English 120 in their first year as well as increases in those who elect to take English 124. In addition, faculty must be prepared to teach the new English 020 co-requisite support course. All of these changes will require more faculty to be ready to teach the courses and effectively address the needs of an evolving student population. Significant professional developing funding will be required to support and sustain all English faculty, be they experienced or new, who are charged with the successful implementation of these changes.

The type of PD we would envision would be local and sustained over time rather than one-shot workshops. Workshops and conferences should be attended as part of an overall plan for improvement of teaching and learning. In particular, we anticipate a need to:

- Continue funding for our in-house Community of Practice (CoP). Currently funded by Title V, this group is led by two experienced full-time English faculty

members who meet with a cohort of full- and part-time faculty one Friday a month to inquire into and learn more about the pedagogical principles of the California Acceleration Project and discuss how these principles apply to the transfer-level English course (both with and without the co-requisite support class). Central to the CoP are backward planning of courses and attending to the affective needs and mindset development of all students in a changing demographic environment. The cohort design is a model for all professional learning.

- Develop PD to prepare and support full- and part-time faculty who are teaching English 020, as we continue to develop and refine this co-requisite course based on what we learn about student needs.
- Develop in-house PD to support and prepare full- and part-time faculty who have primarily taught developmental English classes in the past as they transition to teaching transfer-level English courses.
- Seek funding to send full- and part-time faculty to equity-focused workshops and conferences that are offered by 3SCN, by the California Acceleration Project (CAP), and by other entities which will help us to become better at meeting the needs of our students.
- Seek funding for PD to prepare and support faculty who teach English 124: Advanced Composition to a more diverse student population.
- Seek funding for PD to support instructors teaching online courses, including the development of an English 120 + 020 online or hybrid course.
- Seek funding for more supplemental instruction, including summer and winter programs, boot camps, and workshops.

### **How do you share knowledge learned in PD activities with the full, part-time, and adjunct faculty and college?**

Knowledge gained through PD activities is shared in a variety of ways.

- Faculty who attend conferences share materials via resource containers on Canvas set up for such purposes. For example, English 020, 099, 120, and 124 all have course containers which all faculty who teach that course may access. Course materials, syllabi, activities, and other resources are shared through these containers. These containers become “live” classrooms and resources for faculty who are engaged in our ongoing professional learning Community of Practice (CoP), as described above.
- Faculty who attend conferences regularly make presentations during FLEX week sessions and department meetings.
- Course level teams meet throughout the semester to share resources, and level coordinators communicate with faculty teaching the course throughout the semester.

As with all large departments, we are challenged by how to effectively share with each other what we learn at conferences; this is particularly challenging with part-time colleagues, who may not be able to attend regular Department meetings. To address this, we have made, and will continue to make concerted efforts to focus on and include

part-time faculty in our in-house PD activities such as the CoP as well as on the teams that we send to CAP and other equity-focused conferences. Whenever possible, we will provide stipends or professional development credit to part-time faculty to facilitate their participation in departmental retreats.

**PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION**

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

**The Program Review Committee commends the department for:**

1. Major curricular changes in response to AB705 by implementing Multiple Measures assessment practices and by creating both the accelerated English 099 course and the transfer-level co-requisite support course English 020.
2. New faculty mentor program and encouragement of connectedness to the department and college via an intradepartmental newsletter, Canvas repositories of support materials and assignments for composition faculty, and creation of the Community of Practice (CoP) training for full-time and part-time English Faculty.
3. Success in adding the AA-T degree for English.
4. Collaborating on curriculum alignment through the Basic Skills Partnership Grant with the Grossmont College ESL Department., local high schools, and SDSU.
5. Internal and External/Outreach activities such as the Fall Authors Reading series, Celebration of Banned Books/Banned Lives, Spring Literary Arts Festival, Write-a-Thon, One Theme-One Campus, and Community Service Learning.
6. Planning and implementing the embedded tutoring program including professional development, research, and funding.

**The Committee recommends the following:**

1. Delete English 118, not taught since 2000
2. Continue to discuss uniform grading practices across the composition, literature, and creative writing programs.
3. Continue efforts to improve student success for online courses.
4. Work with your Dean regarding facility and space requirements not currently met or not well maintained
5. Per SLO Coordinator's email, please work on completing assessments (and posting in Trac Dat) for creative writing and literature courses.

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College President

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Program or Department Chair

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Academic Program Review Chair

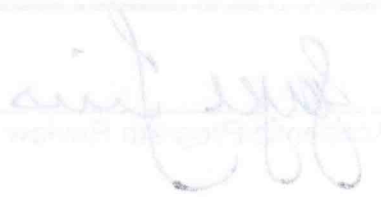
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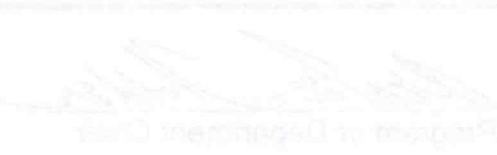
Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	97.1	389.3	88.6	354.3
2015-16	97.0	387.2	91.6	371.0
2014-15	96.6	390.2	90.3	356.3
2013-14	101.8	398.4	91.3	357.3
2012-13	109.8	396.0	97.9	360.3

1. Collaborating on curricular alignment through the Basic Skills Partnership Grant with the Grossmont College ESL Department, local high schools, and SDSU.
2. Internal and External Outreach activities such as the Fall Authors Reading series, Celebration of Banned Books Series, Live, Spring Literary Arts Festival, Write-a-Thon, One Thru-One Campus, and Community Service Learning.
3. Planning and implementing the embedded tutoring program including professional development, research, and funding.
4. Success in adding the AA-T degree for English.
5. Community of Practice (CoP) training for full-time and part-time English Faculty.
6. New faculty mentor program and encouragement of collegiality to the department and college via an intradepartmental newsletter. Canvas responses of support materials and assignments for composition faculty, and creation of the
7. Both the associated English 099 course and the transfer-level co-requisite support course English 020.

The Committee recommends the following:

1. Update English 11B, not taught since 2000.
2. Continue to discuss uniform grading practices across the composition, literatures, and creative writing programs.
3. Continue efforts to improve student success for online courses.
4. Work with your Dean regarding faculty and space requirements not currently met or not well maintained.
5. Per SLO Coordinator's email, please work on completing assessments (and posting in the Dat) for creative writing and literature courses.

  
Faculty Representative

  
Program or Department Chair

  
College President