

CPR - Instructional

A. Program Description

1. Describe your program's purpose and identity/focus, noting any changes since the last review.

What is unique about our discipline is its transdisciplinary possibilities and its focus on the effective use of language and analysis of language. We hope to impact our students by equipping them with the necessary linguistic skills to understand their world and impact their world in small and large ways, and we hope to build their confidence to do something about their real world condition. The following are fundamental aspects of what we cultivate:



Foundational Skills - Literacy (digital & informational), academic writing, reading-to-writing synthesis.



Language, Communication & Voice - Language expression, shaping meaning, effective communication, personal voice.



Critical Thinking and Analysis - Analysis, reasoning, evaluation, critical reading, interpreting texts and the world.



Creativity and Transferability - Creative expression, broad career applicability, interdisciplinary nature.



Personal Empowerment - Empathy, confidence, real-world impact, understanding the human condition.

2. What are the critical ways your program advances the college's mission, vision, and goals?

As a minority serving institution, SMC is committed to eliminating racial equity gaps and ensuring "students feel seen, affirmed, and valued." The English department shares this commitment, and we continue to adjust our mindset, our programs, our curriculum, and our classrooms to achieve this goal. Our department plays a critical role in supporting a majority of the institutional learning outcomes (ILOs). The first two ILOs are fundamental to all of our courses in that they speak to the bedrock of higher education's larger value of interpretation, critique, synthesis, and evaluation. Our literature, reading, and writing curricula are core to a strong humanities program and are essential for cultivating ethical, thoughtful, and engaged citizens who understand the impact their actions may have on their communities and environment. These tenets connect deeply with ILO 3, "Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;" especially in the age of AI where the line of authentic human engagement and civic duties continue to blur. The department demonstrates an "innovative and responsive academic environment" through the continual improvement of student success amidst AB705 and AB1705 legislation.

As an early adopter of AB705, we have remained committed to adjusting our curriculum and practices to increase student success by eliminating courses that are not proven to increase student success and continuing to reimagining antiquated course concepts, such as traditional grading practices. We intend our classrooms to be places where students develop the patience to listen and to engage responsively and empathetically, where they further their ability to question conscientiously, and where they deepen attitudes of inclusivity, respect, and service to the community. To do so, we scaffold assignments through the course sequence to develop effective communication, critical thinking, and problem-solving skills, so that English C1000 and English C1001 provide a pathway to move from foundational skills to higher-order critical thinking. As members of our

department continue professional development and curriculum redesign, we are committed to reflection and actions that close minoritized equity gaps, particularly for Latine and Black students, knowing that success in English courses has a ripple effect in our students' educational journey, lived experiences, and those of their loved ones and communities.

B. People Involved – Your Students

Population and Demographics:

3. What are the key characteristics that define your program's student population? Compare your program's population to the overall college population, and discuss the extent to which your program's student makeup (including subgroups who are over or under-represented) currently aligns with your program's intended target populations.

This is an interesting prompt for the English department in that the department is uniquely positioned as a gateway course that reaches a sizable portion of the overall college population. English C1000 is a mandatory requirement for students pursuing a local or transfer degree, and English C1001, which is a critical thinking composition course, is listed a local degree option while also serving as a primary critical thinking option for transfer students. The department sees this broad reach as both a strength and a responsibility. Serving students across most programs and pathways equips the department to better understand and serve the broad range of students that enroll. The point at which students engage with English in their educational journey can also be different than other departments since English C1000 is often one of the first courses students take, so the department often serves students who are just beginning their higher education journey or who are returning after a gap year or stopping out to pursue career opportunities.

Patterns in the English department mirror college-wide trends as far as the fluctuation in enrollment and race/ethnicity breakdown of the student population. Consistent with the college-level data, Latine/x students are the largest group. Black students are represented at roughly their college-wide proportion, and the department's racial/ethnic student makeup broadly reflects that of the college population. The equity implications of this demographic profile is addressed in greater depth in Section 14.

Over the last five fall terms (Fall 2020-Fall 2025), the department has seen a decline in enrollment by roughly 1000 students. The department experienced an enrollment spike in Fall 2023 that is also reflective of the College's larger enrollment trends. However, it should be noted that some of the decline in the Fall of 2025 in particular was due to budgetary constraints and the directive that Academic Affairs would not open sections to meet demand. Though the department was able to open some sections, it was not to the extent that met demand. In terms of numbers there is some stabilization with the intention to continue growth as the College emerges from Hold Harmless (the state's transitional funding period under the new Student Centered Funding Formula).

Beyond enrollment trends, there are shifting demographics when it comes to age and non-traditional students. Since the last comprehensive program review, the student population has changed significantly not just in size but in composition and complexity. The most notable shift is the growth of adult learners (students 30+). This population is growing with students aged 30-39 increasing by 14% and students aged 40-49 by 10% while the traditional college-age population (20-29) is declining sharply by 25%.

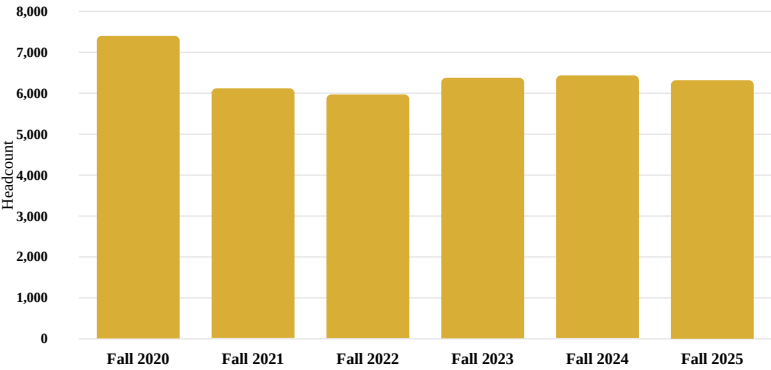
There has also been a shift in student educational goals. Students with associate degree goals have grown 84% since 2017-2018, and students with educational development goals have grown 47% over the last three years, which signals that more students are seeking foundational skills and credentials rather than transfer alone. These shifts in enrollment reflect larger changes across the state, especially within the Los Angeles region. Declining birth rates and the rise in cost of living have resulted in the migration of families to eastern and central portions of the state. As these shifts continue, the department remains clear on its goals while understanding that continued adjustments will be essential.

The English C1000 and C1001 learning spaces reflect significant diversity, which makes them spaces for community building and critical thinking that are expansive beyond the discussions within their major and personal interests. Many students are first-generation college students, multi-lingual learners, or international students navigating higher education in a new country for the first time. Some are returning adult learners re-entering education after years away, and some are registered with DSPS or navigating undiagnosed learning differences. Many are what the department describes as "reluctant students" in that they do not yet see themselves as writers or readers. Nearly all are navigating multiple pressures simultaneously whether financial, familial, emotional, and/or academic.

The combination of a majority minoritized student population, a growing adult learner demographic, and persistent equity gaps creates both a challenge and an opportunity. Meeting students where they are directly informs how the department approaches curriculum design, pedagogy, scheduling, and student support. The declining first-year English completion rates across all groups signal that the work of supporting students through their first year of college English is more urgent than ever. The department is committed to centering the needs of these students, particularly those in English C1000+28, as the foundation of its equity work.

Student Headcount | English

Number of unique students officially enrolled in courses during the selected term. Each student is counted once, even if they enrolled in multiple courses.



Measures: Headcount

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Headcount	7,401	6,120	5,970	6,378	6,436	6,318

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

As the department continues to emerge from the pandemic and reimagine its community, there is an opportunity to rebuild and expand its presence and relationships with students, the campus, and the broader community. The student population is evolving in how it sees the role of higher education in meeting its personal and vocational goals while navigating more complex personal and socioeconomic pressures. This means the department needs to be intentional in both outreach and planning now more than ever. Because the department delivers subject matter that is a core set of courses for composition and critical thinking while also offering more discipline specific courses in literature and creative writing, outreach and planning to some extent has two purposes, one that is focused on community outreach related to first-year English C1000 success, and another that wants to infuse the value of literature and creative writing as intellectual and expressive pursuits.

Prior to the pandemic, the department’s outreach efforts were focused primarily on campus-wide events, such as VIP Welcome Day, and the Literary Series, which was a faculty member’s longstanding passion project that brought many amazing authors to the campus. The department also hosted an English Department Open House in Drescher 313, what is now the Writing and Humanities Tutoring Center. The open house event was a success, and there were plans to host another event. Unfortunately the pandemic occurred the following spring. Though the literary series continued during the pandemic as Zoom hosted events, attendance waned. The faculty member who was most consistently in charge retired. His absence gave the department an opportunity to regroup and think about the purpose of the literary series and the intentionality of the events. A smaller group has done some of that work. However, the work was paused as initiatives such as Common Course Numbering, became a department focus. The plan is to revamp a more intentional version of the literary series that also contains some creative writing events.

In addition to the literary series and department open house, there are opportunities to collaborate with other departments and divisions on campus. As the department discussed these possibilities, a few opportunities surfaced as future outreach to pursue. Faculty who are already working closely with the Student Equity Center suggested partnering with the Racial Justice Center Reading Club and connecting it to the work in English C1001. There is also the potential to host Open Mic and/or poetry sharing at the Center. The department is also exploring collaborating with the departments in the Culture, History, and Languages to host interactive cross-disciplinary events. These campus partnerships serve both outreach purposes. They support first-year student success through embedded academic connections and community while raising awareness of literature and creative writing as valuable intellectual pursuits. Together, they lay the groundwork for a broader outreach strategy that extends beyond the college into the surrounding community.

In thinking about community partnerships, many department faculty are active in communities in the Greater Los Angeles Area, particularly with literary communities and arts organizations. Faculty have informal affiliations with organizations such as Beyond Baroque and other community literary events. Though these connections are not formal, they are prospects for future intentional partnerships. In addition, there is significant opportunity to more formally partner with the City of Santa Monica, including Santa Monica Public Library, community literacy events such as the Virginia Park Literacy Fair, or hosting events with Santa Monica's Poet Laureate. It is also worth noting that a majority of SMC students reside outside the Santa Monica/Malibu District, making it essential that outreach extends to the communities where they live. Developing intentional community partnerships represents an opportunity to extend the department's equity commitments and celebrate the lived experiences and narratives in the lives of students and the communities they call home.

C. People Involved – Your Staff

Population and Demographics:

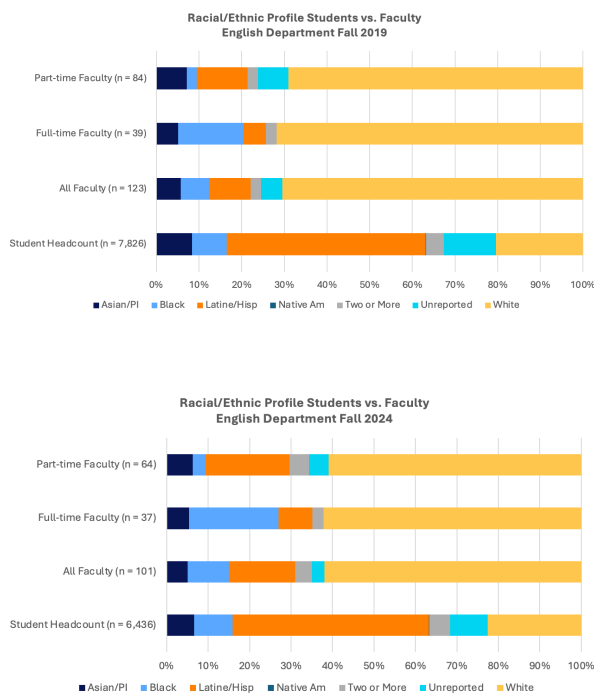
5a. Discuss your program's staff (PT/FT faculty, non-faculty, and classified).

Currently, the department has 34 full-time faculty, 36 associate faculty with a range of 10-21 non-associate faculty depending on semester since fall enrollment is usually more robust than the spring. This means that in the fall semesters, full-time faculty comprise 42.5% of the department, but they carry the bulk of departmental service. The part-time faculty who make the majority see the most fluctuation in their employment, which can impact departmental continuity and long-term student mentorship. In addition, the department is supported by one classified administrative assistant who supports roughly 80-100 faculty depending on the semester. If the administrative assistant is out sick or on a much deserved vacation, the duties are handled by department leadership, particularly the department chair during the intercessions.

The minimum qualifications for faculty range from a master's degree in English, literature, comparative literature, or linguistics or a bachelor's in one of those disciplines with a master's degree in a reasonably related field. Several faculty hold higher degrees in related fields, such as Ethnic Studies, African American Studies, ESL, Education, and Film. As a result, the department has a pool of expertise in a wide swath of areas within the discipline that inform our teaching of composition and critical thinking.

Legislative changes have made this spectrum of discipline even more meaningful as we adjust to post-AB705, AB1705 conditions which eliminated pre-transfer level courses. This expertise range enables us to creatively face curricular challenges and use our variety of backgrounds to innovate in the classroom. Legislation also shifted the courses some of us teach. Until AB705, many instructors were hired to teach a specific level or combination of levels, ranging these four areas: basic skills, developmental, transfer, and literature. With the elimination of basic skills and developmental courses, the department pivoted to hiring general positions, meaning that a person hired could be asked to teach any course that meets the department's needs. Despite the shift to generalist hiring, the department has not been able to rehire for the positions lost just before and during the pandemic.

5b. How reflective of your program's student population is your staff?



Looking at the 2019 and 2024 data, the racial/ethnic profile of the faculty does not fully reflect the College’s student population. Nevertheless, there has been some progress from 2019 to 2024 in that the number of minoritized faculty grew from 24.4% to 34.7%. Notably, Black faculty represent the only demographic group in which faculty and student percentages are closely aligned (9.9% faculty vs. 9.3% students). These gains in faculty diversity reflect intentional efforts, including being explicit about recruiting both full-time and part-time faculty who center minoritized populations. In February 2023, the Hotep Consultants [SMC Equity Audit Report](#) noted the department’s intentional hiring efforts, stating: “There was only one faculty job description that the Hotep Consultants Team reviewed that explicitly stated the expectation of the candidate to utilize culturally relevant teaching practices and equity minded course materials: English Composition Tenure Track” (43). Below is Image 7 in the report that highlights the portion of the job description that includes the Hotep Consultants’ observation.

Image 7: Equity Expectations in Job Description: English Composition Tenure Track

Other duties may include collaboration with fellow faculty to design, evaluate, and implement culturally-responsive pedagogy within equity-minded course materials and classroom assessment strategies that enhance student success and persistence toward academic/career goals and help close equity gaps; incorporation of antiracist, intersectional pedagogy and curriculum; participation in interdisciplinary collaboration to develop programs of study that contextualize and integrate reading and writing instruction relevant to students’ career and academic goals; data inquiry and self-assessment to develop strategies for student success, persistence, and equity; assistance in growing student interest in English composition and literature courses; active engagement in campus redesign and global citizenship initiatives; participation in the continuing development of instructional support strategies, including tutoring, early alert, and supplemental instruction; leadership and participation in faculty professional development efforts, as well as college, departmental, and faculty-organization activities.

Source: Full-Time/Tenure Track Instructor, English Composition - “Job Duties”

Though there has been progress, there are still gaps that need to be addressed. The most significant persistent gap is between Latine/x students who comprise 47.3% of the student population but Latine/x faculty represent only 15.8% of the department, a gap of 31.4 percentage points. This is compounded further by the fact that 13 out of 16 Latine/x faculty are part-time, which adds strain to an already complex equity challenge as documented in Section 7. When comparing white faculty representation to the student population, white faculty remain significantly overrepresented at 61.4% of faculty compared to 22.6% of students. This gap has narrowed from 49.5% to 38.8%, but meaningful disparities remain.

As the department works toward aligning faculty demographics with those of students, it is essential that all faculty engage in equity-focused professional development and curriculum redesign as closing equity gaps is a shared departmental and institutional responsibility. The department is committed to improving hiring practices and support so that the faculty more closely reflects the diversity of the student population while also investing in equity-minded professional development for all faculty.

Staffing Changes:

6. Discuss your program's staffing changes since the last review. How have these changes impacted your program's ability to achieve its desired student outcomes?

Since the last comprehensive review there have been significant fluctuations in staffing due to several factors. AB705 legislation collapsed a three tiered composition sequence into one by removing basic skills and developmental-level composition courses. AB1705, which essentially doubled-down on the initial goals of AB705 removed any remaining support courses from institutional offerings. These changes meant faculty hired for the levels removed must pivot to teaching English C1000 (formerly English 1) and/or English C1000+28, which English C1000 with a 2-unit support course. Though there was some professional development support, more is needed to assist faculty in meeting the needs of students, many of which spent a formative part of their junior high or high school education in partial if not total isolation with fluid objectives and outcomes that reflected the frenetic, disassociated reality we all experienced.

In addition, when the pandemic hit in Spring of 2020, we lost six full-time faculty members who retired under the weight of having to deliver fully online instruction. A considerable amount of institutional knowledge and expertise was lost. As we made our way out of the pandemic we lost two additional longstanding faculty members. Though we were able to hire some additional faculty, we have not been able to reach the full-time capacity we had achieved pre-pandemic. This has led to an increased workload and strain on all faculty.

Looking at the numbers, which are based on 2019 to 2024 data comparison, the total number of faculty decreased by 22 (from 123 to 101), which is an 18% decline. The full-time faculty remained relatively stable as the data only shows the loss of two faculty (from 39 to 37). This is only a 5% decline. However, these numbers have further declined as seen in the above numbers. Due to cuts in course offerings, part-time faculty saw the steepest drop from 84 to 64, which is a 24% decline. The headcount during this period decreased by 1,390, revealing an 18% decline for this period. As of Fall 2024, there was a heavy reliance on part-time faculty since they totaled 64 out of 101. This reliance has only increased given that to-date there are fewer full-time faculty.

The inconsistency of offerings affected the department's ability to consistently employ associate faculty towards the bottom of the ranking list as well as non-associate faculty who often received assignments closer to a session's beginning or last minute assignments. Further fluctuations have occurred due to post-pandemic circumstances that lead to fewer people wanting to teach on-ground.

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

The department anticipates several staffing challenges, many of which are long-term without institutional support. Full-time instructors have greater institutional knowledge, stability, and capacity to connect with resources. This is essential when serving a diverse, often first-generation college student population where success in the first year of college is an indicator of achieving a student's desired educational goal. The decrease in full-time numbers means that departmental responsibilities and campus support are shared by fewer individuals. Though enrollment has decreased, extenuating circumstances compound the load placed on all instructors: faculty members are teaching in a volatile socio-political climate with strained resources and an increased need to engage in professional development to meet legislative requirements and student needs.

Comprising over fifty percent of faculty, part-time instructors juggle a complex load of having multiple campus assignments that lead to additional strain on an instructor as they potentially have less preparation time, limited class choice, and the challenge of managing multiple calendars, course preps, and navigating the resources available to support and refer students. Moreover, some part-time faculty do not have consistent employment as they may be hired in fall, but they are unlikely to receive courses for the spring. The combination of these factors over time can lead to burnout and inconsistent employment which limits the ability to mentor students. A student who thrives in the part-timer's classroom in a fall English C1000 will likely not have the opportunity to take this professor in their spring English C1001. In department discussions, concerns were raised about the overall strain on part-time faculty that in some ways served as a proxy for a more significant concern about

disparities in workload when it comes to the mentoring of minoritized students. The data reveal that the faculty diversity, especially for Latine faculty, is in the part-time group.

This disparity is a significant equity concern. Given the student population and the number of Black and Latine full-time faculty, there is a burden placed on faculty of color to serve as a role model and mentor for minoritized students who may feel they need to fill a gap in representation for the department. This is not to say that white faculty members do not work and aspire to meet the needs of minoritized students. It is more to say that the positionality of faculty has an effect on their approach to the workload and the level of personal and emotional fatigue that can arise when a person is affiliated with the populations most at risk for not passing due to systemic failures. When compounded with the majority of minoritized faculty serving as part-time faculty, this puts the department at risk of disproportionately burdening minoritized PT faculty, creating what was described as a "double bandwidth issue."

Lastly, departmental communication presents an additional challenge. PT instructors, especially those unable to attend or access the recorded meetings, do not receive key departmental updates, for example, recent changes to the waitlist process. Faculty discussions have also surfaced concerns that part-time instructors may feel increasingly disconnected, especially post-pandemic. In a hybrid work environment where all department members are not in community all at once and have varying levels of connection to the institution, the department culture needs to view staying informed as a shared responsibility.

To address these challenges, the department will continue to advocate for full-time hiring as a long-term institutional priority since fewer full-time faculty means greater strain on all department responsibilities and campus support. The full-time ranking process at SMC does not include automatic replacement of retirees, meaning that as retirements reduce full-time numbers, the department's capacity will continue to shrink without intentional institutional intervention. Though there have been some hires in the last five years, the number of hires has not restored the department to its 2019 capacity of 39 full-time faculty. As these shifts occur, current full-time faculty will need to be intentional about maintaining the balance between college-wide service and department-level work. Alongside advocacy for hiring, the department will continue to pursue professional development opportunities that better equip faculty to evolve in this rapidly changing climate and to meet student needs.

With current full-time numbers, part-time faculty comprise roughly 60% of the faculty teaching load. Without replacement full-time hires, there will be greater reliance on part-time faculty. This raises an important question: what can full-time faculty do to support part-time colleagues? To address this issue, the department would like to revive the onboarding committee. This committee served as a bridge between the initial hiring process and the part-time faculty's first year teaching experience at SMC. Part-time faculty were onboarded and mentored, which gave them additional support and connection to faculty outside of department leadership. The original committee was suspended when the New Faculty Senate Committee took up this work at the college-level. However, recently the committee's status as a Senate committee has been questioned given the hiring freeze. Based on department conversations, it seems best to return this work to the department, so it can also be used as part of larger community building efforts.

To deepen this connection, a committee member will be included in the hiring panel that is used to interview part-time candidates. Doing so will foster community from the initial contact. Building on this initial connection and orientation, the department will incorporate broader mentorship and professional growth into its evaluation process. Incorporating mentorship into the evaluation process will further shift its focus from compliance to genuine professional growth. Engagement will be further supported by paid, sustained training like PLCs, which were identified by faculty as more impactful than one-off experiences. The department aspires to be a supportive, inclusive environment where part-time faculty have the opportunity to thrive. As the department's faculty demographics diversify, how faculty, especially part-time, are onboarded and positioned to succeed becomes increasingly important. Revisiting past and current practices provides the opportunity for the department to make needed adjustments to ensure that departmental practices are equitable, particularly for minoritized faculty who experience additional strain.

As part of this commitment to revisiting the past and current practices, the department will elicit feedback from part-time faculty via a survey that asks what support would best meet part-time faculty needs. The survey will be reviewed by the office of Institutional Research before distribution, and it will include questions that ask about the experience of faculty of color and whether current inclusion efforts are working. The results will be reviewed, and based on the findings, meaningful action steps will be identified with a plan for implementation. In addition to these action steps, the revision of the evaluation and mentorship framework will intentionally incorporate anti-racist practices as a foundation for professional growth. The

department recognizes that supporting minoritized part-time faculty requires both structural and cultural shifts that, similar to the college's centering of Black and Latine/x students, creates an environment that centers belonging and inclusivity.

Finally, part of an environment centering belonging and inclusivity must also address the department's communication gaps. Over the past seven years, the pandemic created a significant shift in communication in that informal communications that once occurred as in-person meetings or hallway interactions became text threads and Zoom chat content. As the department has transitioned back to a hybrid environment where the on-ground presence varies greatly, there are naturally some friction points that the department is committed to addressing.

In this post-pandemic, hybrid working environment, communication gaps are often invisible until someone points them out. Since the leadership can control what is shared but not whether it is received, staying informed needs to become a shared cultural responsibility. The department is exploring ways to strengthen existing tools like the Weekly Update (The Martha Report), email prioritization, and dedicated english@smc.edu address to see which are most effective in communicating critical versus useful information. Though the department discussed supplementing the current methods with additional channels such as the Canvas Homeroom, direct alerts, and physical signage, the department determined, at least in the near term, that the stability and consistency of current methods and technology was a more practical approach than introducing new technology. Tools alone, however, are insufficient without intentional habit formation. Ultimately, this is a culture conversation as much as a technology one.

7b. What institutional support does your program need to address these challenges?

The department is committed to doing its part; however, sustainable, long-term change requires institutional investment and partnership to address systemic challenges and support innovation. The requests below are directly connected to the challenges and action steps identified above.

Hiring of Full-time Faculty

The department had 39 full-time faculty in Fall 2019, a number that declined to 37 by Fall 2024 and has since further declined to 34 as of Spring 2026. English C1000 is one of the largest gateway courses offered at the College. Given that first year completion of Math and English is a metric in the Student Centered Funding Formula and a part of the College's long term equity goals of closing equity gaps for minoritized students in the English C1000 course, it is essential that the department have additional full-time faculty to meet these goals and sustain the momentum of equity-focused instructional innovation. In recent years, intentional efforts have been made to diversify the department and center equity in its hiring, curriculum, pedagogy, and engagement with students. Progress has been made as far as increasing the number of minoritized faculty from 24.4% to 34.7%. Despite this progress, Latine/x faculty represent only 15.8% of the department compared to 47.3% of the student population, which is a gap of 31.4 percentage points. Only 3 of the 16 Latine/x faculty are full-time; the remaining 13 faculty are part-time. The 13 part-time faculty, some of whom do not have consistent employment, cannot be asked to shoulder the departmental responsibilities and mentoring of students that would be expected of full-time faculty. Given that the college is a Hispanic Serving Institution and a Black Serving Institution, it is imperative that meaningful and intentional steps be taken toward further aligning the faculty with the student population. Additional full-time hires would begin to address the department's growing operational needs while increasing funding from the SCFF and advancing the College's equity commitments.

Faculty Compensation & Support

- Compensation for part-time faculty who engage in additional work when wraparound supports are used since working with campus partners requires additional labor outside of their compensated teaching and office hours. This is especially critical given that faculty of color are disproportionately engaged in this work.
- Institutionalized funding for department-specific professional development, particularly the Professional Learning Community, moved to Fund 1 (the College's general operating fund) as the completion of English C1000 during the first year is tied to the Student Centered Funding Formula (SCFF). Doing so shows long-term District support for pedagogical innovation in a discipline that serves one of the largest swaths of the student population.
- Compensation or load credit for FT faculty who take on formal mentoring roles for part-time colleagues as formal mentoring is an investment beyond the required LHE, grading, professional development, and college service outlined in the contract. This ask is consistent with the compensation already provided to the New Faculty Committee mentors.

Research & Infrastructure

- Funding for Institutional Research to conduct additional studies and compensation for faculty who participate in data engagement sessions. These studies include further inquiry on drop pattern analysis, subgroup analysis beyond race and ethnicity, qualitative data collection that includes student feedback, and follow-up data collection once the English 28 COR is implemented. The data engagement sessions would be structured opportunities for faculty to collectively analyze findings and connect individual observations to program-wide patterns, informing curriculum and pedagogical decisions.
- Funding and access to community-based tools that facilitate hybrid workflows and project management. Access will enable remote and on-ground colleagues to collaborate more efficiently on department projects and streamline individual workflows.

Student Wraparound Support

- Institutional funding for embedded counseling specifically designated for English C1000+28 courses. This support has been intermittently funded out of SEAP funds and is now dormant due to lack of available funds. Moving this to Fund 1 would create consistent access to the support and equip English C1000+28 faculty and Counseling to work more cohesively in bridging services and resources.
- Institutional funding for embedded peer tutoring that is automatically assigned to C1000+28 courses. This support is not consistently funded at the level needed to provide tutors for all the courses even though data show that peer tutoring has a higher efficacy rate than other forms of academic support (See [EdWorking Paper No.24-984](#)).

8. What key elements of your department culture facilitate and impede your program's ability to achieve its desired student outcomes?

Several elements of the department culture facilitate its ability to achieve desired student outcomes. The department's intellectual curiosity and passion for the discipline fuel a desire to create meaningful learning experiences for students. The range of academic backgrounds enables faculty to use creative, innovative approaches to teaching composition and critical thinking. The department also has a longstanding tradition of focused professional development. Participation in PLC, EGC, and other initiatives illustrates an investment in improving teaching practices. Over the last decade, the department has worked to close gaps for Black and Latine/x students, and this shared commitment to equity drives curriculum decisions, pedagogy, and professional development choices.

Conversely, program review conversations have surfaced several cultural impediments, and the department continues to work on fostering authentic conversations that are honest and affirming of minoritized colleagues. There is a tension between academic freedom and equity-minded practices that is occurring at the national and district levels, and it would be inaccurate to overlook the ways in which that manifests in both formal and informal department discussions. Program review conversations also reveal varying levels of connection to the institution, which creates uneven access to department-specific information, campus resources, and community building activities/spaces. This is compounded by the aforementioned communication gaps and increased autonomy and independence in the post-pandemic environment, which is in some ways a double-edged sword. Faculty freedom fosters creativity but can make collaboration difficult, especially for PT faculty. Addressing these impediments is essential to embedding belonging into its practices as an ongoing commitment and to ensuring that the disproportionate burden on minoritized faculty is recognized and redistributed more equitably. The anti-racist evaluation framework and the part-time survey are steps towards identifying tangible actions to move this work forward.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

Professional Learning Community (PLC)

Launched in Fall 2018 alongside the co-requisite course, the PLC was designed to support all faculty teaching English C1000+28 through the use of inquiry process and community building to increase student success for Black and Latine/x students. Participation was voluntary, and faculty were compensated for attending meetings and individual inquiry work that

culminated in end-of-the-academic-year share-outs with colleagues. Compensation of time and energy was crucial given that part-time faculty would be engaging in this work beyond their teaching load and office hours while full-time faculty would be pursuing it beyond their contractual obligation.

The PLC's structure was developed by two colleagues with professional development expertise. They created the structure and foundational goals, enabling faculty to focus on areas of inquiry that were relevant to their pedagogical practice. With each iteration, PLC members provided feedback regarding expectations and outcomes, which informed subsequent cycles. When Equitizing Gateway Courses (EGC) launched, department leadership including the PLC leads made the decision to pause the PLC as EGC used discipline-specific cohorts that served a similar community-building function. EGC, a college-wide professional development initiative focused on equity-minded pedagogy for gateway courses, served as the primary PD vehicle until Spring of 2025. Twenty-one faculty participated across five cohorts with some faculty serving as both participants and faculty leads.

Department Specific Workshops

Open to all faculty, department workshops were offered two to three times a semester, and they were framed as topics to address closing minoritized equity gaps. Topics were often informed by faculty input gathered through surveys or emerging trends within higher education. The following are some of the workshops provided:

- Teaching Critical Reading (2021)
- Towards More Equitable and Engaging Class Discussions (2021)
- Reflecting on Course Policies (2022)
- Student/Faculty Communication (2022)
- Grading for Equity (2022)
- Strategies to Combat Attrition (2023)
- AI in the Classroom 2.0 (2023)
- Best Practices - Embedded Resources (2023)
- ChatGPT & AI: Reflections and Looking Ahead (2023)
- Ethical AI Use (2024)
- Reimagining the College Essay (2024)
- Introducing UDL 3.0: Engagement, Persistence & Emotional Capacity (2024)
- A Deeper Dive into UDL 3.0: Interaction, Expression, and Strategy Development (2024)
- Inspiring New Course Content for English C1001 (2025)
- Research Assignments in C1000 and C1001 (2025)
- Generating Successful Reading Strategies in English C1000 (2025)

From Fall 2021 through Spring of 2025, the workshops addressed a range of topics spanning pedagogical discussions, communication, course policies, and attrition. They also addressed emerging challenges including AI integration, shifts in academic composition, and changes brought on by Common Course Numbering. The workshops were facilitated by a department colleague with colleagues co-presenting when possible. Faculty who attended reported being able to apply workshop content to their teaching practice. Faculty who attended live sessions were compensated. Recordings posted in the English Department Canvas Homeroom remain available for faculty to access as flex credit.

Department Meeting PD Components and Check-ins

When possible, department meetings incorporate both professional development components and intentional check-ins. The check-ins were especially valuable as the department transitioned into fully remote instruction during the pandemic. Typically held via Zoom, these sessions have also served as orientations and mid-semester touchpoints for new part-time faculty and the occasional crisis point at the College. As the department's on-ground instruction has grown, meetings have been offered in a hyflex format with recordings and minutes distributed via The Martha Report and posted to the department Canvas homeroom. Professional development focused department work is most effectively held during Department Flex Days which are held fully on-ground to maximize engagement, community building, and collaboration. Recent Flex Day topics have included clarifying AI syllabus policy, Nectir AI tools, Canvas shell polishing, classroom community building, instructional resource utilization. Faculty are welcome to suggest topics and lead sessions. During this next review period, it will be important to create a more streamlined process for making suggestions and showcasing individual expertise. The hyflex

format and distribution of recordings and minutes are intentional efforts to ensure that part-time faculty have equitable access to professional development and departmental updates.

9b. What roles do your program's staff play on campus and in the off-campus community?

English department members contribute to key areas of the college that are far beyond their teaching load. This extensive involvement in the campus community and larger Los Angeles area reveals a high return on investment for the department and the College. Below are four key areas/themes:

Governance

Throughout the campus community, English department faculty hold high-responsibility roles that ensure the college functions equitably and effectively as the faculty participate in institutional decision-making, oversight, and policy creation and revision. Multiple faculty serve on Senate committees including Institutional Effectiveness, Program Review, Professional Development, Sabbaticals and Fellowships, New Faculty, Online Teaching & Learning, Open Educational Resources, Equity & Diversity, Professional Ethics & Responsibilities, and Decolonizing the Academy. Several of these committees are currently chaired or have previously been chaired by English department faculty, including the department chair who served a four-year term as Chair of Chairs (Chair of the Department Chairs Senate Committee). These committees work on the [Academic Senate 10+1](#), partnering with Administration and/or advocating through recommendations to improve student experience, faculty support, and institutional transformation.

English department faculty are also deeply committed to labor rights through their leadership and service in the Faculty Association. Two faculty members serve in executive leadership roles as the Chief Negotiator and Recording Secretary. In addition, several faculty members hold positions on the Executive Committee in areas such as Grievances, Distance Education, Instruction, and Political Director. Extensive involvement in shared governance and the protection of faculty rights shows the department's commitment to collaboration, empowerment, and vibrant working conditions.

During the last Accreditation report, two faculty played significant leadership roles by serving as the Faculty Co-Lead for the report, and the department chair served as Faculty Lead for Standard 1 and authored one of the Quality Focus Essays that led directly to the revision of the mission statement and the creation of a Master Plan for Education 2025-2030. The investment in College-level planning is also evident in faculty participation in District-level committees, where one member serves as a Vice-Chair of DPAC Budget while another serves on DPAC Budget and DPAC Facilities.

Equity

English department faculty demonstrate that equity is not just a value but a hands-on practice. Department faculty serve on several key equity-centered committees on campus, including Equity Steering, the Equity & Diversity Senate Committee, and Decolonizing the Academy. Faculty also participate in APIDA and Latine/x steering committees, ensuring diverse voices are represented in larger institutional decisions. A faculty member serves as Faculty Lead for the Gender Equity Center, connecting the department to campus-wide social justice initiatives. Several faculty serve on hiring and evaluation committees outside the department, supporting equity-minded hiring practices across the institution. A faculty member co-created a faculty internship program to help recruit and mentor minoritized faculty who were new to the community college system. This was SMC's first campus-wide Faculty Internship Program. These actions reflect a longstanding commitment to engaging in larger scale equity changes within the College's culture and structures to improve the experience and outcomes of minoritized colleagues and students.

In addition to larger-scale changes, faculty participate in direct work with students both in the classroom and in the campus community. English faculty have participated in all the iterations of Equitizing Gateway Courses as both cohort members and faculty leads. The English Scholarship Committee works to recruit applicants for English-related scholarships to better support students' financial obligations as they pursue their educational goals. Department faculty serve as "in-residence" writing tutors for Black Collegians and Adelante programs, providing direct academic support where it is needed most. Faculty also serve as MOCAN mentors for Latine students, as advisors for clubs including the Period Club, GSA, and Black Collegians affiliated clubs, and as formal mentors for newly hired colleagues, recognizing that mentorship at every level is essential to building an equitable department. At the end of the academic year, several faculty volunteer for special program

graduations, including Black Collegians, Latine, APIDA, the Dream Program, and the Lavender Graduation, which celebrates LGBTQIA2S+ students.

Innovation

The department's innovative work is actively shaping teaching and learning at SMC and beyond. A faculty member created a Faculty Wellbeing course, piloted through the Faculty Association, to address post-pandemic mental health and resilience needs. A faculty member serves as faculty co-lead for the EpiCenter, coordinating campus-wide professional development that serves faculty across all disciplines. Programming covers a broad range of topics so that faculty can innovate in their teaching and deepen their professional practice. Several faculty are a part of OER development, an initiative that directly reduces costs for students and removes financial barriers to access. As the use of artificial intelligence transforms higher education, several faculty participate in the SOAR (Strategies for Optimal AI Resilience) AI Academy. This project is in partnership with Glendale Community College and funded through the Foundation for California Community College's Learning Lab. Faculty engage in this project as both participants and as coaches, keeping the department not only current but, for some faculty, ahead of one of the most significant emerging challenges in higher education.

In addition to pedagogical innovation, faculty engage in scholarly and creative work that models the intellectual life the department aspires to cultivate in students. Faculty continue to publish books, research, and creative writing with works forthcoming from major university and trade presses. A faculty member serves as an AP Reader and College Board Visiting Fellow, which connects the department to national conversations about writing assessment. The department's reach extends regionally through the mentorship of MA-level English instructors at SMC and other colleges, which demonstrates an investment in future English faculty. Participation in the LARC Faculty Innovation Hub broadened the department's understanding of regional workforce projects and the role of English in career education and workforce attainment.

Community

The department is committed to developing and sustaining its community presence and outreach. Over the last few years, the English department website has been enhanced as a primary public-facing tool connecting to prospective students and the broader literary community. Faculty also volunteer at community gardens and literacy events to show the investment in civic engagement and community literacy as extensions of the department's core values. Faculty extend the department's reach beyond campus into the broader community through high school outreach, college application assistance. Several faculty also serve nonprofit boards for organizations that support queer and trans youth and mentor students through community-based organizations. The community presence and outreach represents the department's broader equity commitments to serving students and communities beyond the classroom. Moreover, it reflects the belief that the English discipline has value and relevance beyond academic pursuits.

The breadth and depth of faculty involvement across governance, equity, innovation, and community demonstrates that the English department's value to SMC extends far beyond the classroom. This level of engagement is only sustainable with appropriate institutional support for both full-time and part-time faculty.

9c. Discuss how your staff's professional activities since the last review period have positively impacted your program.

Faculty Senate involvement has ensured the English department has a strong voice in institutional decision-making, particularly around equity, hiring, and resource allocation. Faculty co-leadership of the accreditation process and authorship of a Quality Focus Essay directly contributed to the drafting of a new mission statement and the Master Plan for Education 2025-2030. This means the department's values of equity, critical thinking, and student empowerment are embedded in the college's foundational planning documents. DPAC involvement has given the department direct access to budget and facilities conversations, enabling the department to advocate for resources that directly support student success. Ultimately, participation at this higher level of planning and resource allocation provides a window into broader institutional priorities and how the department can align its work with those priorities while advocating for the innovation needed to serve students effectively.

Equity-focused activities and direct student engagement have created ripple effects that extend beyond individual classrooms. Faculty serving on hiring and probationary committees outside the department have helped embed equity-minded hiring practices across the institution while also informing the department of other disciplines' best practices. The co-creation of

SMC's first campus-wide Faculty Internship Program demonstrated the department's commitment to diversifying the faculty pipeline, even as funding constraints limited its continuation. The work on the Scholarship Committee is part of the department's larger commitment to supporting student access and reducing the financial barriers that can impede persistence. Faculty leadership of the Gender Equity Center and involvement in APIDA and Latine/x steering committees has created pathways for students to see themselves reflected in faculty leadership. This involvement has also informed how faculty apply culturally responsive pedagogies since special programs and affinity groups reveal best practices and ways of building foundational relationships. Equitizing Gateway Courses participation has directly informed pedagogical practices in participants' courses at all levels, bringing evidence-based, equity-minded strategies into the classroom. In-residence tutoring for Black Collegians and Adelante has provided direct, targeted academic support for the students most disproportionately impacted by equity gaps, thus connecting the department's equity commitments to tangible student support. MOCAN mentoring has extended the department's support beyond the classroom by helping Latine/x students navigate college and build meaningful connections to faculty mentors. Some of this work culminates with faculty participation in special program graduation ceremonies, which signals to students that the department is present at the most meaningful moments of their educational journey.

Several activities had a meaningful impact on faculty professional growth and innovation. A Faculty Wellbeing course, created by a department faculty member, was offered to a pilot group from various disciplines. Initial feedback was positive. Future iterations are expected to have a direct impact on the quality of instruction students receive as faculty develop strategies to mitigate stress in this socio-politically volatile environment. A faculty member's co-leadership of the EpiCenter has kept the department connected to campus-wide conversations about pedagogical innovation and professional development. Faculty involvement in OER development has directly reduced costs for students by removing a financial barrier to access for the populations most likely to struggle with course material costs. SOAR AI Academy participation has equipped faculty to thoughtfully integrate and respond to AI in the classroom. Faculty publishing of research and creative writing models the intellectual life the department aspires to cultivate in its students.

In the age of AI, demonstrating the value of the English discipline is more important than ever and modeling innovation and authentic writing illustrates to students the importance of challenging ideas and self-expression. High school outreach and college application mentoring have helped build a pipeline of students who arrive at SMC with a connection to an English faculty member that can ease the transition to college. Participation in the LARC Regional Innovation Hub inspired the department to think more intentionally about contextualizing English course outcomes in career-relevant ways, including plans to develop a career module for Canvas shells and update career information on the department website. Faculty involvement in nonprofit boards and community organizations further extends the department's equity commitments into the broader Santa Monica/Malibu community and Los Angeles area.

9d. What additional areas of professional development and trainings are needed for your staff?

Anti-Racist Curriculum Training

Given the department's diverse student population and the needs of Black and Latine/x students, closing the equity gaps identified in Section 14 includes anti-racist curriculum training. Department faculty have participated in these trainings through attendance of equity focused conferences, regional faculty training, and, most importantly, through the institution's implementation of Equitizing Gateway Courses. Ongoing training will address interconnected issues highlighted in this report: First, sustained anti-racist curriculum training creates culturally responsive spaces that affirm and mentor minoritized students. This work is inherently long-term, sustained, and iterative. Second, sustained anti-racist training addresses the double-bandwidth issue documented in Section 7 by enabling all faculty to view culturally responsive pedagogy as a shared responsibility rather than a burden carried disproportionately by minoritized colleagues. It also builds a foundation for faculty to meaningfully engage with feedback once the evaluation and mentorship framework is adjusted to incorporate anti-racist practices. The College's recent decision to discontinue funding for the next iteration of EGC further underscores the importance and urgency of a department-specific professional learning community that is facilitated by internal faculty with the opportunity to work with external experts should the need arise. Restoring the PLC serves as the most viable and sustainable structure for delivering this training.

Reading Instruction Support

When AB705/1705 changes removed developmental composition courses, it increased demands on C1000 faculty, regardless of whether they teach C1000 with the 28 support course. The reading skills within a C1000 class vary widely depending on students' prior educational experiences and the reading instruction and access to texts they received. Combined with the rise in media consumption of short, fragmented formats, students' reading stamina for sustained, complex texts requires additional development. Fundamentally, it is more about practice and tools rather than student capacity. The revision of English C1000 through Common Course Numbering has led to an increased focus on reading skills, which now comprise 25% of the course content. In English C1000+28, the additional contact time offers greater opportunity to dig more deeply into the application of reading strategies. In the past, faculty engaged in reading professional development through the Reading Apprenticeship framework with some faculty participating in day-long workshops and others completing full courses. The department has also hosted workshops that focused on "Teaching Critical Reading" and, most recently in Spring of 2025, focused on "Generating Successful Reading Strategies for English C1000." The department will continue to explore the most effective, consistent avenue for reading instruction professional development as far as whether it is a part of the PLC or requires a dedicated structure.

AI Literacy for Student Engagement

AI intersects with English specifically around academic integrity, the writing process, and critical thinking. Faculty and students are using AI as teaching and learning assistance, much of which is uncharted territory. The department has prioritized transparency with students regarding faculty AI policies and the use of AI as a support tool rather than authorship. Given faculty's academic freedom, the department does not anticipate establishing a codified AI policy though shared principles for transparency and ethical use continue to be discussed. To date, several faculty have participated in AI-focused professional development, such as Education 50: Teaching in the Age of AI, the Nectir AI pilot, and the SOAR AI Academy among others. Cross-constituency, college-level conversations are occurring regarding guidance for tools and their integration into instruction and the larger workplace. As the landscape of AI use evolves, incorporating AI literacy into the curriculum will be an important area of exploration, recognizing that digital literacy is fundamental to the English discipline.

If applicable:

10a. In what professional organizations does your program's staff participate?

The English department faculty and staff participate in a range of professional organizations that fall into four key areas:

Discipline-Specific and Scholarly Research

- Association of Writers & Writing Programs (AWP)
- Association for Japanese Literature Studies (AJLS)
- Modern Language Association (MLA)

Composition and Literacy Pedagogy

- Conference on College Composition and Communication (CCCC)
- National Council of Teachers of English (NCTE)
- Professional and Organizational Development Network in Higher Education (POD Network)

Community College and Developmental Education

- California Association for Developmental Education (CADE)
- Two-Year College English Association (TYCA)

Statewide Advocacy

- Academic Senate for California Community Colleges (ASCCC)
- Faculty Association of California Community Colleges (FACCC)

10b. Discuss your staff's grant-funded research and projects.

The program does not have any current partnerships with regional educational institutions.

10c. Discuss your program's partnerships with regional educational institutions.

Beginning in February of 2018, the English department chair was brought into a regional Faculty Innovation Hub Project, which was through the College's Career Education Division and part of the Los Angeles Regional Consortium. Initially, English was included because the CE student experience is not in isolation. As an Associates Degree requirement, English is critical to the success of students, especially writing and communication. The intent was to bring in GE thought partners to ensure that perspective was incorporated into future curriculum. Part of Strong Workforce, the goal of the project was to serve as an accelerator for program and curricular innovation that addressed labor market needs in the Los Angeles region. At the time, it was difficult for the region to more quickly meet industry demand. The project was unprecedented in the CC system, particularly at the regional level. Beginning in 2020, the chair participated in the steering committee for the entirety of the project until it concluded in Summer of 2025.

The benefits were twofold: Inform a critical GE area using the CE lens while inspiring an English discipline expert on ways English could infuse the CE lens into its program. Overall, this would serve as a pilot to see if this relationship would make sense moving forward. In its early stages, the project directed much of its efforts in holding innovation summits where faculty from across the LA19 gathered to work on regional career education projects, including projects in Allied Health, Cosmetology, work based learning, equity through applied learning, and finally, a regional Faculty Equity Learning Community (FELC). These projects reflect the department's core goals of fostering personal empowerment, critical thinking, expression, and, most importantly, equitable outcomes for students regardless of their educational pursuits. Ultimately, this experience benefitted the department in that it brought career education to the forefront when it comes to the department's purpose and understanding of the population served beyond transfer. Also, it has inspired us to think more about ways in which we can contextualize the course objectives and outcomes, so their value in the workplace is better communicated. This includes working with the Career Center to update career information on the department website and creating a brief career module that faculty can elect to include in their Canvas shells. Moving forward, English will continue to build on this foundation by expanding on collaboration with the Career Center and Workforce projects, so we can further communicate the value of English coursework and contextualize it more effectively in the classroom.

10d. Discuss your program's industry partnerships and relationships.

Beginning in February of 2018, the English department chair was brought into a regional Faculty Innovation Hub Project, which was through the College's Career Education Division and part of the Los Angeles Regional Consortium. Initially, English was included because the CE student experience is not in isolation. As an Associates Degree requirement, English is critical to the success of students, especially writing and communication. The intent was to bring in GE thought partners to ensure that perspective was incorporated into future curriculum. Part of Strong Workforce, the goal of the project was to serve as an accelerator for program and curricular innovation that addressed labor market needs in the Los Angeles region. At the time, it was difficult for the region to more quickly meet industry demand. The project was unprecedented in the CC system, particularly at the regional level. Beginning in 2020, the chair participated in the steering committee for the entirety of the project until it concluded in Summer of 2025.

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foundation by expanding on collaboration with the Career Center and Workforce projects, so we can further communicate the value of English coursework and contextualize it more effectively in the classroom.

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

Upskilling is an ongoing and intentional commitment that occurs at the curricular, technological, and pedagogical levels. On the national level, several faculty members attended the National Conference on Race and Ethnicity (NCORE), which for decades was one of the premier conferences on diversity and inclusion in higher education. Repeated attendance by some faculty members created a solid foundation for growth in this area. Department faculty attend statewide conferences that address larger trends in curriculum, including conversations on non-credit, IDEAA in the COR, OER Creation, Work-Based Learning, and UDL 3.0. There is also participation in discipline-specific upskilling through attendance of CCCC Annual Conventions, Association of Writers and Writing Programs, and statewide and regional conferences that offer English-specific conversations. These conferences contribute to the currency and ongoing innovation of the department's curriculum and pedagogy.

Pre-pandemic, many department instructors were already trained in distance education and hybrid learning environments. However, the pandemic necessitated a rapid and widespread transition to online teaching and learning with many faculty completing courses in distance education delivery and several faculty receiving online teaching certification through @One. Additionally, department faculty participate in the Peer Online Course Review (POCR) process both as submitters and evaluators. Doing so ensures that online course design meets quality standards while developing faculty experience in distance education best practices. With the integration of artificial intelligence into higher education, department faculty promptly enrolled in the Education 50: Teaching in the age of AI during its inaugural semester. This course familiarizes faculty with fundamentals of AI as an educational tool and how to leverage AI as a teaching assistant. In subsequent semesters, additional faculty have taken the course and also pursued other AI professional development, including participation in the Nectir AI Pilot and the SOAR AI Academy. Engagement in these technological initiatives positions the department in step with a rapidly changing higher education landscape. These efforts contribute to the department's professional development foundation. Additional professional development needs identified above will deepen and expand this work.

10f. Provide your program's advisory board membership and meeting dates since the last review period.

The English program does not have an advisory board as GE/Transfer programs typically do not utilize industry experts to determine program viability or curricular adjustments to meet workforce needs. However, an exploratory advisory board might be something to consider as part of future efforts for improving the creative writing program. Depending on the outcome, there could be greater value for future boards to inform the broader English program. Comprised of industry professionals, community partners, and campus partners, the board could analyze labor data from Center of Excellence to explore Creative Writing's career education value beyond enrichment. Findings would inform future course creation and recommend courses in other disciplines that might have relevance to be included in future iterations of the new [12-unit Creative Writing Certificate of Achievement](#). Looking ahead to the next comprehensive program review, the department will likely more formally explore this opportunity.

D. Curriculum, Courses, and Scheduling

11. Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Enrollment Trends

Looking at overall enrollment trends, English department enrollment declined from 9,554 (Fall 2019) to 7,626 (Fall 2025), a 20.2% decline mirroring college-wide trends. Some of the Fall 2025 decline was due to budgetary constraints and the directive from Academic Affairs not to open sections to meet demand. As the College emerges from Hold Harmless, the

weekly teaching hours allocated to the department have begun to increase. Several enrollment trends documented in Section 3 are particularly relevant to scheduling and access: Demographically, the traditional college-age population is declining, particularly as rising housing costs and declining birth rates accelerate the migration of families away from the Coastline and West Los Angeles. At the state level, the Chancellor's Office is forecasting growth in adult learners (30+). As state and regional funding focuses more on Workforce Development, there is also likely a shift toward students' increased pursuit of AA/AS degrees and career-focused credentials. These shifts have direct implications for how the department approaches course offerings and scheduling.

Modality Trends

Prior to the pandemic, the department's course offerings were primarily in-person. In Fall 2020, course offerings were 100% online, then starting in 2021, there was an 18% return to on-ground sections that increased to 35% by Fall of 2022. On-ground sections have increased since then to balance out the schedule as it meets the needs of students seeking in-person learning and community, students experiencing online learning fatigue, and F-1 students who need on-ground classes. Currently, on-ground and flexible sections comprise the majority of the department offerings. The number of scheduled sections has been reduced as student demand wanes, and faculty raise concerns regarding attendance and student engagement. This is reflected in enrollment data as the scheduled modality reached its lowest enrollment in Fall of 2025 was 833. The scheduled modality appears most effective in the Creative Writing courses, likely because the synchronous format best supports the collaborative nature of workshopping creative pieces. Nevertheless, the department continues to monitor trends using the data that is available to create the best blend of in-person, synchronous online, and asynchronous online.

Though student preference for asynchronous courses has increased post-pandemic, questions have emerged about the format's efficacy in the age of AI and about how the support structure of English C1000+28 translates effectively in an asynchronous environment. There are also concerns about the extent to which modality is a contributing factor to equity gaps. The relationship between modality and equity gaps is explored further in Section 14c. The department has consistently advocated for more nuanced scheduling data as current datasets reflect student choices within existing schedules rather than true student preference. The department will continue to use available data while advocating for better information to inform scheduling decisions.

Scheduling & Access

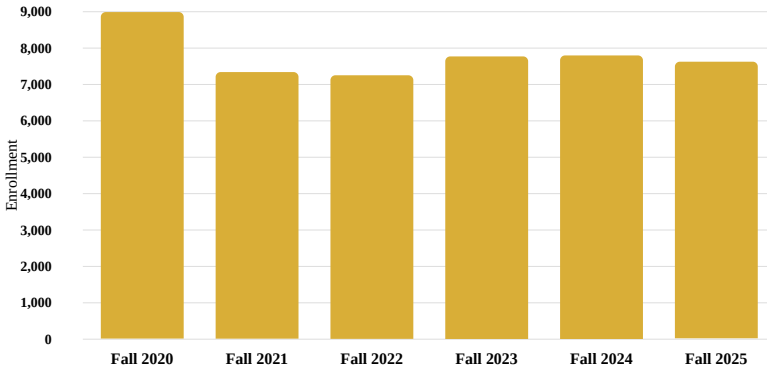
As noted in Section 3, shifts in the community college population and faculty observations from program review signal that intentional changes will be needed to future scheduling adjustments when it comes to modality, day, and time. The growing adult learner population supports the need for schedule shifts that might include evening hybrid options or additional weekend classes. Students 30 and older are more likely to have work and family obligations that make daytime on-ground weekday classes inaccessible. Data will be essential to determining what best meets the needs of the growing student population, particularly non-traditional sub-groups. Across demographics, students adding late despite open spots suggest awareness and access issues that go beyond scheduling, such as factors related to digital equity, counseling capacity, and complex waitlist and class notification systems that fail to communicate course availability via communication channels favored by students. The department has consistently advocated for maintaining and growing course offerings when student demand exists, especially for English C1000 and English C1000+28, given that the SCFF rewards the College for first-year completion of English and Math. Addressing these scheduling and access issues requires institutional support that encourages proactive rather than reactive responses to the systemic barriers that disproportionately affect minoritized students, including intentional structures for incorporating student voice in scheduling and access decisions, especially for English C1000+28 students.

Changes to Respond to Student Needs

The department is committed to responding intentionally to trends and challenges identified above by working with campus partners to make the necessary changes to meet the needs of the shifting student population. A blend of modalities will continue to be available across all courses as long as data shows the variety is supporting student persistence and success. In addition to a blend of modalities, the department will explore evening hybrid and weekend options as more accessible choices for non-traditional students. As scheduling patterns stabilize, a focus will be placed on the planning and rotation of courses. This is especially the case for the AA-T and Creative Writing certificate as these pathways require a specific sequence and frequency of certain courses to aid in program and certificate completion. As the College emerges from Hold Harmless, English course offerings will strategically expand with first-year success for minoritized students as the primary focus. The institutional support needed to achieve equity-minded scheduling is outline in Section 12.

Course Enrollment | English

Represents a student enrolled in a specific course section during the specified term. A student is considered enrolled if they remain enrolled past census. Each course enrollment reflects one student in one section. A single student may have multiple course enrollments within a term if they are registered in more than one course section.



Measures: Enrollment

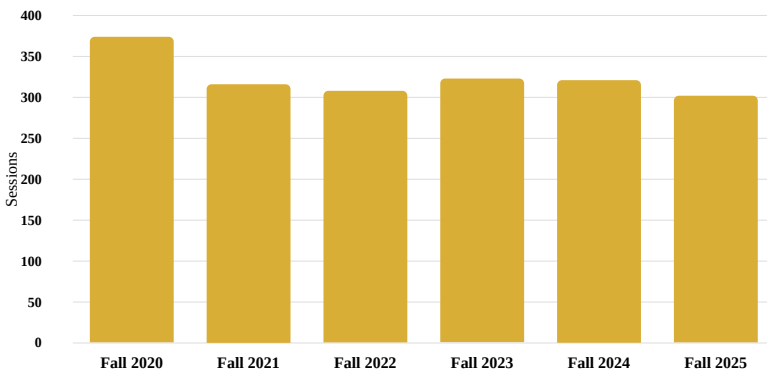
Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Enrollment	8,990	7,341	7,253	7,771	7,798	7,626

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Section Offerings | English

The total count of course sections offered during the specified term. Each section is counted once, regardless of the number of students enrolled.



Measures: Sessions

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Sessions	374	316	308	323	321	302

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

Creating an equity-minded, student-centered curriculum requires more than departmental commitment; it requires institutional investment and partnership. The support discussed here is grounded in faculty voice, data, and institutional priorities outlined in the most recent iteration of the Equity Plan. The three areas addressed are professional development, structural and wraparound support, and scheduling that increases access. Sustained, compensated professional development is essential for

an equity-minded curriculum. As stated in Section 9d, restoring the PLC provides an opportunity for faculty to improve their anti-racist practices in a community of English peers over a period of time as they make meaningful changes to curriculum and practices. Curriculum changes alone cannot close equity gaps without structural support. Section 7d identifies wraparound support as an institutional imperative for supporting students and faculty.

Prior to funding constraints, revisions to embedded counseling were being made to shift the program from transactional to a more relational, race-conscious model. This shift is also outlined in Equity Plan 3.0. Restoring embedded counseling and expanding peer tutoring will provide critical support to students throughout their course experience. Faculty feedback also identified college readiness support and early access to registration for English C1000+28 as added strategies to improve student success and retention. Additional data is needed to support scheduling and access decisions. Course offerings should reflect the geographic realities of where many students live and the schedule accommodations for where students work. Scheduling decisions need to be informed by both data and minoritized student voices. Ultimately, this informs better planning when it comes to the core classes offered and the rotation of literature and creative writing classes as documented in Section 11. The department's requests align with institutional commitments already made in Equity Plan 3.0 and are further documented in Sections 14c and 14d below which detail the systemic, institutional, departmental, and classroom-level factors that lead to persistent equity gaps. With further institutional support, the department is positioned to make meaningful progress toward its 2032 improvement goals.

13. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the English department's last program review, the department has undergone numerous and significant changes due to a variety of factors and influences including three legislated changes to program offerings, changes in modality due to the pandemic and its longer-term effects on enrollment preferences for online courses, the strong headwinds facing the Humanities and the literature program, despite data to show their increased value, particularly in the age of AI.

To respond proactively to some of these changes, the department created courses to accommodate the legislated acceleration of student enrollment in college transfer-level courses, created an Associate Degree for Transfer in the Arts (AA-T) in English, expanded the Creative Writing program, and developed a Certificate of Achievement in Creative Writing.

The department is currently awaiting data for the two major program additions: the COA in CW was implemented in Fall 2025 and the AA-T will be implemented in Fall 2026. Furthermore, the department is currently developing responses to the data regarding the AB705/1705 changes and creating professional development activities for student and faculty use of AI.

AB705/1705

With passage of AB705, and later, AB1705, requiring all students to complete English 1 (now called English C1000) in their first year with only very narrow exceptions, these two laws effectively ended all pretransfer level course offerings. For the department specifically, that meant the deactivation of English 85 (Reading and Writing 1) course in Basic Skills, and the college-level preparation courses, English 20, Preparation for College Reading and Writing, and English 21A and 21B (English Fundamentals 1 & 2). All of those courses, as of 2023 and 2026 respectively, have been deactivated.

To accommodate legislated changes to transfer level courses, the department convened a committee to develop a co-requisite course which has been offered to students since Fall 2018.

In 2026, faculty are involved in using English 1/C1000 + 28 data, instructor input, and equity plan 2.0 and 3.0 goals to redesign this course to respond to the current needs of students and the changes to the content of English 1 to C1000 due to Common Course Numbering (see below). The planned updates to the co-requisite course will be implemented 2027.

Common Course Numbering

AB1111 required the CCC system to adopt student-facing common course numbering for comparable courses across all credit-bearing GE and transfer-pathway courses in 115 traditional colleges. This legislation required substantial changes to two gateway transfer-level courses, English 1, Reading and Composition 1, and English 2, Critical Analysis and Intermediate

Composition to align with the CCN templates. Those changes precipitated the development of a third new course, English C1002, Introduction to Literature.

English 1 became English C1000, Academic Reading and Writing, which revised the content to include fundamentals in college-level reading and writing, focusing course content and objectives on reading skills and basic research skills, while reinforcing the expectations of college-level writing.

English 2 became English C1001, Critical Thinking and Writing, which significantly revised the COR to focus primarily on nonfiction. Since English 2 developed critical thinking with literature, the department reimagined the course to align with CCN templates which also focused on argumentation, advancing research skills, stronger writing process development and college-level critical reading.

To fill the gap in literature instruction created by the focus on nonfiction in English C1001, the department developed a new CCN Course, English C1002, Introduction to Literature. This course also carries a C-ID of 120, Introduction to Literature, and joins several other courses with that C-ID available to students pursuing the newly approved AA-T as part of the core course requirements (See AA-T details below).

Program Development: New AA-T, Updated Creative Writing Program and New Certificate

In 2018, the department created a workgroup to develop an Associate of Arts Transfer Degree (AA-T) in English. The substantial work to revise and create new courses, and submit the degree was completed and submitted for approval in Spring 2023. The degree was approved in Fall 2025, and will be implemented in Fall 2026.

One of the unique attributes of the AA-T degree included a range of choices for students for their Introduction to Literature (C-ID 120) core course. This variety within a core program requirement better serves student needs and interests by making the degree more flexible and accessible for students transferring as English majors. These courses include: English 10: Race and Ethnicity in Literature of the U.S., English 18: Children's Lit (this course also carries the C-ID needed to meet requirements for the ECE ADT), English 34: Afro-American Literature, English 41: Introduction to Asian American Literature, English 53: Latino Literature of the United States, English 54: Indigenous Literatures of North America, and English 59: Lesbian and Gay Literature (which is undergoing updates for current pedagogies). Ultimately, the degree's core program requirement allows for more flexibility and accessibility.

The Creative Writing Workgroup built a 12-unit Certificate of Achievement (COA) in Creative Writing. The Creative Writing program in place was very successful with only two courses, Beginning and Advanced Creative Writing, and building on that success and in response to student demand, the department expanded the number of courses and created the Certificate of Achievement.

The program now consists of one Introduction to Creative Writing (English 71) and three genre courses, Writing in Fiction (English 72), Writing in Poetry (English 73), and Writing in Creative Nonfiction (English 74). The certificate requires three of these creative writing courses, and one literature course to complete. These courses and the certificate were implemented in Fall 2025. Additionally, English 71 carries a C-ID 200 designation, allowing it to be part of the AA-T degree's List B. The department will review enrollment and program data after two to three years to inform potential expansion into intermediate and/or advanced courses in this program, or inclusion of other genres.

Opportunities

Headwinds may sound like an extreme term, but shifts in higher education in community colleges to a focus on pathways and career development coupled with the rapid pace at which AI is moving have left the discipline in something of an identity crisis. There has been a decades-long focus on norming writing to academic conventions rooted in predominantly white, male traditions, and feeding students reading skills via Shakespeare and other classic authors shaped generations of students into thinking they are neither readers nor writers. The teaching of empathy and personal growth when taught through a narrow cultural lens disproportionately harms a diverse body of students who want to see themselves in empowered pieces of literature about a wider variety of human conditions. Compounding this is the defunding of the Arts and Humanities programs as institutional investment has shifted to STEM-related disciplines, creating a chasm in which the Humanities, including composition and literature, have become devalued.

Part of the identity crisis stems from the fact that composition and literature have expanded significantly in terms of genre, medium, and platform. The fundamental concepts remain essential, but their application has expanded far beyond traditional

academic writing. This is the case in both academia and the workplace where formal writing can take the form of podcasts, digital storytelling, and multimodal composition. As a discipline that centers composition and literature, English must continue to evolve with the times, especially at the community college level where students enter the institution with aspirations that include but are not limited to transfer to the UC system, and where the English discipline has a unique opportunity to demonstrate its relevance and value.

As part of the Humanities, the English discipline is a highly versatile major or area of focus that often is under-marketed as a high-value major for future careers; however, the skills English teaches are of increased value in the workforce as documented in Section 17a which addresses labor market data. The LARC Regional Innovation Hub experience inspired more intentional career contextualization, leading to the development of a career module in collaboration with the Career Center. The AA-T and Creative Writing Certificate offer new academic pathways that expand student opportunities beyond transfer. At its core, the English discipline prepares students for a wide range of careers and transfer pathways. Moving forward, the department is committed to more explicitly communicating the value of the discipline as students navigate their academic and vocational pathways.

In addition to the above realities, the advent of AI presents both a challenge and an opportunity for the discipline. The lack of regulations for the use of these tools and the slow-moving arm of institutional support for guidance, training, and innovation have essentially created what can only be described as *a* disorienting landscape in which the perception of AI as the ultimate problem-solver leaves little room for its intentional, ethical use. The challenge is evident: as instructors implement policies along a spectrum of AI use, many students continue to submit fully AI-generated work. This new reality places additional demands on faculty, especially when it comes to assessment.

And yet, within this reality the English department is uniquely positioned to address AI literacy and ethical use: Critical thinking, authentic writing, and ethical reasoning are exactly what AI cannot replicate. Even as AI advances, the authenticity of one's individual human thought cannot be duplicated in its fundamental simulacra. Many department members are proactively engaging in professional development to enhance their understanding of AI tools and their implications for student learning. Ultimately, AI makes the skills English teaches more valuable, not less, and the department is exploring how to integrate AI literacy into curriculum intentionally. The department is also exploring opportunities to extend AI literacy beyond credit courses into non-credit and community-facing offerings.

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

Gateway Course(s)

14a. Analyze your program's course success and retention against your program's institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program's plans to improve course success and retention.

Course Success

During Fall Flex Day and in subsequent department meetings, initial conversations signaled a strong consensus to prioritize the course outcomes analysis for English C1000, the freshman composition course and the department's highest-enrolled offering, making it central to students' educational progress. The department highlighted several reasons for this focus:

- It enrolls the largest number of students, maximizing impact;
- It is a gateway course required for associate degree completion and transfer;
- Since AB 705/1705, the department has not conducted a comprehensive review of outcomes in this course;
- Many professional development efforts (e.g., PLC, EGC) have centered on English C1000 (formerly English 1), and it is important to assess the effectiveness of new instructional strategies;
- Due to Common Course Numbering, English C1000 has undergone recent curricular changes that warrant evaluation.

However, several faculty members made the case for English C1000+28 as this course typically enrolls more minoritized students who bring a wealth of cultural capital and life experience to the English C1000 classroom, and that focusing on

students most disproportionately impacted will still benefit English C1000 students in the long run. As discussions progressed, it was clear that prioritizing English C1000 versus English C1000+28 were perspectives born out of wanting to choose what would be most impactful. There was also the understanding that focusing on English C1000+28 would naturally include comparison of data in English C1000. Faculty shared that students enrolled in English C1000+28 often face additional barriers to learning and success. Prioritizing program review action plans to support this course not only supports students who have the most to gain with targeted support but also generates evidence-based strategies that can inform teaching and learning practices across the English curriculum, ultimately benefiting all students. For these reasons, it was ultimately decided that the focus would be on the 5-unit co-req course English C1000+28 with the understanding that in the next two year review, adjustments might be made to broaden focus to include English C1000.

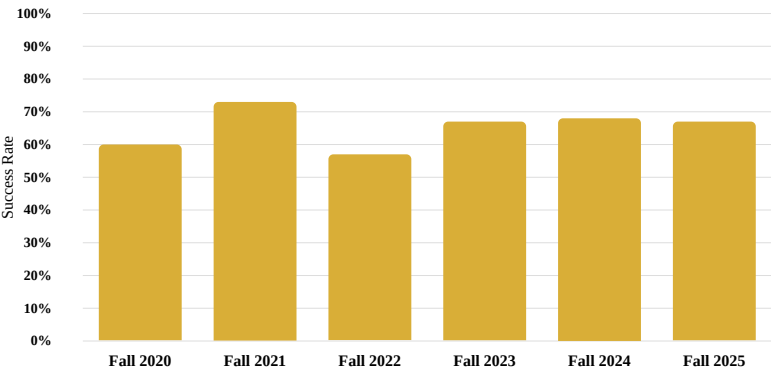
Course Retention

Over the last six fall terms, the average course retention rate for English C1000 was 87.3%, demonstrating consistent strength even during the pandemic years. In Fall 2024, retention rose to 88.7%, well above the ISS of 79.4%, which the department has met in all six years. The improvement goal is 92.2% by 2032, which reflects the retention rate of Asian students, the highest-performing group in Fall 2024.

Faculty noted that high retention, despite external challenges, reflects effective practices that kept students engaged and enrolled through course completion. The opportunity moving forward is to document and expand these strategies, ensuring they are sustained and scaled. Given this stability, the department’s program review focus is on improving course success rates, supporting students not only to remain enrolled, but also to master learning outcomes and successfully complete the course.

Course Success Rates | English

The percentage of credit course enrollments in which students earned a successful grade (success rate) during the specified term. A successful grade includes A, B, C, or P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.



Measures: Success Rate and Success Count and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Fall 2023	
Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	
Measures	60%	5,437	8,988	73%	4,330	5,931	57%	4,143	7,238	67%	4,736

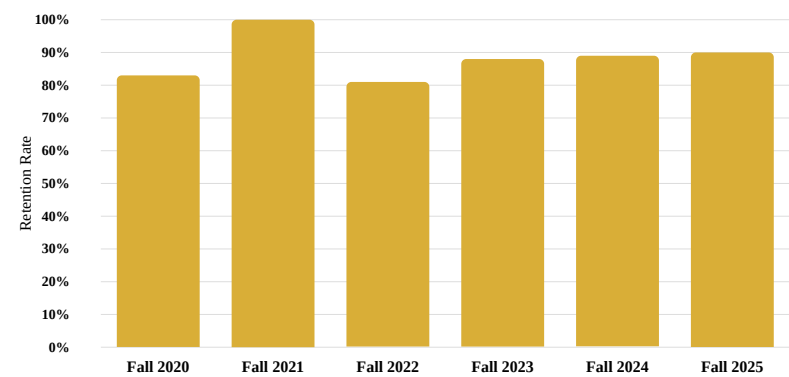
Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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Course Retention Rates | English

The percentage of credit course enrollments in which students remained enrolled in a course through the end of term. A “retained grade” includes A, B, C, D, F, I, NP, P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.

Limits: **Course Credit Type** Credit, Degree Applicable , Credit, Not Degree Applicable **Course Retention** Not Retained , Retained



Limits: **Course Credit Type** Credit, Degree Applicable , Credit, Not Degree Applicable **Course Retention** Not Retained , Retained

Measures: Retention Rate

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Retention Rate	83%	100%	81%	88%	89%	90%

Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

The analysis focuses on Fall 2023 and Fall 2024, as these terms represent a post-COVID “reset” period when course success rates and EW usage stabilized.

When disaggregated by race/ethnicity, the data show persistent gaps. Asian and White students had the highest course success rates in English C1000 overall, both with and without the corequisite. In Fall 2024, Asian students completed English C1000 (no 28) at 78.3% and White students at 75.5%. Their success rates were slightly lower but still strong in English C1000+28 (Asian: 72.9%; White: 73.4%). In contrast, Black/African American and Latine students experienced the largest gaps in terms of course success when compared to the highest performing groups. In Fall 2024, the completion rates for Black students were 60.0% and Latine/x students were 66.2% in English C1000. The success rates dropped further in English C1000+28: Black students' success rate was 46.6%, and Latine/x students' success rate dropped to 51.4%. These gaps highlight disproportionate challenges faced by racially minoritized students, especially in the corequisite pathway.

There was discussion about whether the department’s focus should be on the largest student group in English C1000 (Latine students) or the lowest-performing group (Black/African American students). Given the college’s designation as a Hispanic-Serving Institution, several faculty supported prioritizing Latine students; however, since the initial conversation, SMC has also been designated as a Black-Serving Institution. The pattern of Black students experiencing the largest gaps, followed by Latine/x is a collegewide trend and a statewide trend, so it is not unique to the English department. Given that these are repeatedly the groups of students most disproportionately impacted, the department is committed to centering Black and Latine/x students in its equity efforts.

14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

In this current climate there are so many factors that can be contributing to equity gaps in English C1000 + 28. The pandemic and its aftershocks further exacerbate the personal and economic challenges. Coupled with repeated social stressors affecting students ability to feel safe can lead to anxiety, existential dread, focus on short-term survival over long-term success. These can manifest in lack of attendance, assignment completion, and, ultimately, persistence in the course. Beyond individual circumstances, support at the college-level also contributes to the issue. When AB705 was first implemented, there was advocacy to the College to use Guided Pathways efforts to strengthen support for these students. However, this ask was not prioritized. There has been a continued lack of institutional support from Guided Pathways efforts when it came to focusing on AB705/1705 students in student outreach, counseling support, and peer navigators. Decisions were made to use areas of interest as the starting point, which meant that these resources were directed away from students most deserving of personalized support.

Issues of inconsistent or missing wraparound support as far as embedded counseling and tutoring also play a role. Part of the issue is a lack of resources in that Counseling does not have enough personnel to truly be embedded, and tutoring is not funded at a level that would provide an automatically assigned peer tutor. This inconsistency or lack leads to gaps in support for students and overtaxes the instructor who then feels disheartened by lower student retention and success. Research reveals that more structured support in these areas since the AB705 was first implemented. Without a coordinated plan between English, ESL, Counseling and Math, funding is not maximized in a collaborative, intentional way.

At the course-level, physical classroom environments are not conducive to community building and high impact practices. For example, classrooms for the most part contain individual student desks circa 1950 that are uncomfortable and difficult to move. The inflexibility especially affects students with disabilities, anxiety, and trauma, which reinforces a lack of support and increases the likelihood for disengagement.

Depending on the instructor, course-level policies related to grading, late work, etc., may not be equity minded. For instance, grading practices rely on archaic structures or assignments that do not take into account the variety of learning styles, modalities of expression in a new era of composition, and cultural wealth that students bring to the learning space.

There are classroom/online environments where minoritized students do not feel seen or valued. Depending on the instructor there might be a lack of culturally relevant texts and/or minimal student choice. Adjustments need to be made so a learning space fosters a sense of belonging and intrinsic motivation, and there is a need for a more affirming climate for faculty to experiment with practices that serve minoritized students, such as ungrading, multi-modal assignments and more flexible policies.

When it comes to data informed decision making, the department has a long standing practice of looking at data; however, in the last few years (as extenuating circumstances impact department priorities), exploration of data has been more in isolation at the individual level. A lack of collective sense-making means we do not connect individual findings to program-wide patterns. This leads to stagnant program-level decision making regarding English C1000+28 and lessens the opportunity for system change at the department-level.

One factor that adds to this issue is the removal of intentional, department-specific professional development that is difficult to accomplish during department meetings. Faculty have access to training in trauma informed, culturally responsive pedagogy through the campuswide Equitizing Gateway Courses. Many faculty in the department have participated in several iterations of it and found it rewarding. In addition to this cross-disciplinary effort there needs to be department-specific opportunities. A focus on UDL 3.0 at the department level was to be the focal point for professional development moving forward, but institutional funding was removed due to a depletion of AB705/1705 funds and the inability to move funding for it to Fund 1.

When combining all these conditions, there is a cumulative effect on the instructor and student as the combination of these factors do not foster conditions for a minoritized student to succeed. How can the student succeed if they already experience personal and social stress, have minimal (if any) course-level wrap-around support in a course that collapses what was once three levels of composition, and are potentially taught by an overtaxed instructor who does not have the time or bandwidth for trauma-informed training in a physical environment that is not conducive to community building and active learning? The students who do so succeed despite the system not because of it. Without systemic change at the institutional, departmental, and classroom level, the equity gaps will persist.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

The department has identified a few priority areas of inquiry where additional data would inform equity work – patterns in student drops, subgroup analysis, and student voice. A key point of concern is the number of student drops that occur in English C1000+28. By the end of the semester, many courses experience significant attrition. Looking at data that shows when students are dropping out or failing would offer some insight into key moments in the semester where additional support and community building work might be needed to empower students to remain active in the course. As part of this data collection, it would also be helpful to know the nature of the drops, such as whether the drop was a voluntary withdrawal or instructor initiated.

Though there are some online asynchronous and synchronous English C1000+28 offerings, instructors who have taught these courses both online and on-ground have debated the efficacy of fully asynchronous sections, so looking at course modality as it relates to drops might offer some insight. Part of the analysis could also look at the patterns across sections at the instructor-level. In addition, the department is interested in subgroup analysis that not only includes racially disaggregated data but also other sub-groups, such as first-generation students, students with disabilities, and part-time versus full-time enrollment status. Most importantly, the department wants to incorporate student voice in the form of a mid-semester check-in followed by an exit survey. Gathering this information will inform adjustments to scheduling, support interventions, curricular adjustments, and professional development priorities.

SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

In the last several years, the department has focused on implementing significant legislative changes to the program, pivoting instruction during and after the pandemic, developing a robust online offering of core composition and literature courses, and creating a new transfer degree and certificate to serve students. While this work has been necessary and student-centered, it also meant that the SLO review process did not receive the consistent attention it required.

At the same time, the department has made meaningful progress in this area. Courses reviewed for the AA-T core and List A, along with courses created for the new Certificate of Achievement in Creative Writing, have revised or developed meaningful SLOs that align with current best practices. This work provides a useful foundation for the broader review currently underway, which includes mapping each revised SLO to the PLOs.

The current SLO data process requires faculty to review student success in the relevant SLOs and report student progress in mProfessor/ISIS at the end of each semester. However, the data generated through this process appear inconsistent and difficult to interpret. Since the initial review found that many SLOs need updating, these data are of limited use for meaningful assessment until the outcomes themselves are revised. The department's view of SLOs continues to evolve. As the SLOs are revised and the department faculty better understand their importance in the larger framework of a course, the data will become more meaningful and useful for program assessment and improvement.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

Methodology Note: The English C1000 SLOs were revised as part of Common Course Numbering and future direct comparison between English 1 and C1000 SLO data should be interpreted with caution as the outcomes being measured are not identical.

While the available department data are of limited use given the challenges mentioned above, it is not entirely without value in revealing overall patterns. The most salient findings include that over the past five fall terms, English C1000 (formerly English 1) mastery rates have remained relatively stable, ending at the same rate of 77% in Fall 2024 as in Fall 2020. Within that stability, the data show important differences across student groups.

First-generation students showed some fluctuation but no sustained decline. Their mastery rate was 72% in Fall 2020, dropped to 68% in Fall 2021, and returned to 72% by Fall 2024. This pattern suggests recovery after the disruptions of the pandemic period rather than a long-term loss in mastery.

Enrollment status data show a similar pattern of overall stability with subgroup variation. First Time in College (FTIC) and First Time Transfer students rebounded in 2024 and appear to be important drivers of collective success. Continuing and Returning students declined in 2024, which makes them worth closer attention. Because First Time in College students represent the largest share of successful completions, support for this group has the greatest potential impact on overall mastery rate. Special Admit students show high mastery rates, but their numbers are small, so their effect on the overall pattern is minimal.

Unit-load data point to the clearest equity gap. Full-time students consistently outperformed part-time students, with full-time mastery rates ranging from 77%-81% and returning to 81% in Fall 2024. Part-time students had lower mastery rates across the five-year period, ranging from 64% to 70%, but Fall 2024 was their strongest year. The gap between full-time and part-time students remains significant though the improvement among part-time students in 2024 is encouraging.

Taken together, the ENGL C1000 data show stable mastery rates, recovery in several key groups, and areas for targeted attention. The most useful next step is to examine what contributed to the 2024 gains, especially for part-time students, while continuing to support groups showing weaker or declining outcomes.

The race and ethnicity data show a similar pattern: ENGL C1000 mastery remained relatively stable, but the outcomes were not evenly distributed across the student groups. Across the combined Fall 2019-2024 data, White, Asian, Unreported, and Two or More Races students had higher mastery rates, while Latine/x and Black students had lower mastery rates. The Unreported category also showed high mastery rates, but because it represents a smaller share of the data, it does not substantially change the larger pattern.

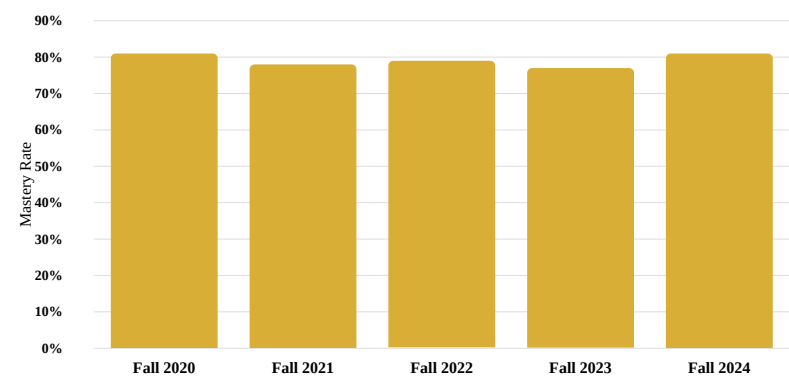
In Fall 2024, Asian and White students had mastery rates in the mid-80% range, while Latine/x students were approximately at 74% and Black students at 58%. These gaps are large enough to merit focused attention, especially because Latine/x students represent a substantial portion of ENGL C1000 enrollments.

The first Fall 2024 data for ENGL C1000 show a mastery rate of 76%, suggesting continuity with recent ENGL 1 outcomes rather than a sharp shift in student mastery. Because C1000 also introduced newly revised SLOs aligned with current pedagogy, future data will be especially important for determining how the new course structure and updated outcomes affect student progress, mastery, and equity patterns over time. As more C1000 data become available, the department should compare C1000 outcomes against the ENGL 1 baseline to determine whether the revised course is sustaining overall mastery, improving student progress, and narrowing equity gaps across race and ethnicity.

During the upcoming program review cycle, the department will continue to revise existing courses and develop new ones with meaningful, measurable SLOs. In addition, the department will work toward strengthening its practices for assessing and analyzing SLOs and develop a plan for future SLO revision. However, the first step will be collaborating with Academic Affairs to address the inconsistencies in SLO data collection and reporting.

Course SLO | English

The percentage of course SLO assessment instances that were assessed as successfully “mastered” during the specified term. Because a course may assess multiple SLOs, each assessment instance or “attempts” may represent outcomes for more than one student within a section. To view the specific SLO statements associated with a course and its SLO order number, access the Course SLO Crosswalk using the “Additional Resources” button below the table or chart.



Measures: Mastery Rate and Successes and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Fall 2023
	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate
Measures	81%	2,917	3,607	78%	4,518	5,826	79%	2,405	3,040	77%

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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Degrees and Certificates:

16a. Analyze your program’s degree and certificate award trends against your department’s institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

To date, the department does not have award data regarding the English AD-T and the Creative Writing Certificate. The AD-T is available beginning Fall 2026 and the Creative Writing Certificate is completing its first year of offering a new creative writing sequence. As part of the last comprehensive program review, the department pursued an AD-T that deconstructed the traditional approach to literary studies by focusing on minoritized literature /genres as the foundational course for the Introduction to Literature. These courses are alternatives to ENGL C1002 - Introduction to Literature. The creation of the AD-T will assist the department in better tracking English degree awards for future review periods. The new Certificate of Achievement in Creative Writing increases student opportunity as far as genre and practice since it added depth to the original sequence that was two courses with less opportunity for genre specific focus. Now the pathway offers a survey course followed by opportunities to focus on poetry, fiction, and/or nonfiction. These programs are exciting opportunities for the department to assess student success and equity in the department’s literature and creative writing courses. Data will be included in the next comprehensive program review where the department will also create benchmarks against institution-set standards.

Degrees and Certificates | English

Number of degrees and certificates awarded in the academic year. Students are counted once for each award earned.

No data returned for the criteria selected

16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

See answer for 16a.

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

See answer for 16a.

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

Traditionally, labor market data is not used as a lens (primary or otherwise) when planning English programs. However, shifts in institutional conversations, the community college population, and increased focus on student pathways beyond transfer signal the importance of traditionally GE disciplines in thinking about the labor market and the job skills the department fosters and reinforces in its courses. English skills — reading, writing, critical thinking — are foundational to workforce development across all sectors. According to the American Association of Colleges and Universities (AAC&U) in its report [The Agility Imperative: How Employers View Preparation for an Uncertain Future](#) (*The Agility Imperative*), 94% of employers say colleges should help students become informed citizens and equip a skilled workforce. The English discipline is uniquely positioned to simultaneously facilitate both goals.

The skills gained in the core English C1000 and English C1001 provide fundamental skill development in career-related areas because the course outcomes focus on analyzing diverse texts, synthesizing information, and using processes to create meaningful, polished work. In National Association of Colleges and Employers' (NACE) Job Outlook 2025, communication was rated as the highest career readiness competency (4.57 out of 5) and critical thinking was the second highest (4.49 out of 5) with 96.1% of employers identifying both as very or extremely important, yet only 53.5% rating graduates as proficient in communication and 55.9% in critical thinking. The literature courses build empathy for the human condition while creative writing promotes innovative and authentic expression. For example, the ability to analyze diverse texts directly translates to the workplace where a multitude of fields requires the critical evaluation of information. Moreover, the synthesis and research skills developed in English C1001 mirror the analytical demands of careers in communications, law, business, and technology.

The Agility Imperative identifies a significant written communication gap: 94% of employers identified it as an important skill while only 39% were prepared, resulting in a 19-point gap. Critical thinking was almost equally valued at 93% with only 40% prepared, resulting in a 26-point gap. While these gaps exist across all critical thinking disciplines, the English curriculum is specifically designed to develop these competencies through every course offering. As AI tools become more accessible, the risk of outsourcing these skills to technology grows. However, the ethical use of AI and the development of AI literacy ensure that critical thinking, communication, and creativity remain owned by the individual. AI may augment the development of these skills, but the goal is for individuals to direct AI purposefully rather than defer to it uncritically.

Data across private and public sectors highlight that as technology increases the automation of certain tasks, particularly with the growth in AI, the skills learned in English and the Humanities become more valuable. These skills include written communication and extend beyond it to include analytic thinking, the ability to convey complex ideas, empathy, relationship building, and creativity. *The Agility Imperative* also found that mindsets and dispositions central to the English curriculum are among the most valued workplace attributes, including empathy (90%), emotional intelligence (91%), and curiosity (93%). These core skills enable workers to pivot across industries as technical requirements change. Part of the value is constructive dialogue, which is valued by 66% of employers (13). Furthermore, according to NACE's Job Outlook 2026, the growing shift toward skills-based hiring signals that the transferable skills developed through English coursework are increasingly how candidates are evaluated, regardless of major.

Though initial salary data does not show high wages, the long-term agility and innovation in these areas signal alumni workforce success. As the department continues to build its labor market case, consulting with the [Center of Excellence for Labor Market Research](#) will be an important next step in thinking about the department's role in regional workforce development.

17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

Beyond the required metrics, the department engages in additional evaluation efforts to inform planning and improvement.

Institutional Effectiveness & Equity Plan Assessment

The department is subject to annual assessment of English C1000 through Institutional Effectiveness college-wide metrics including course success rates disaggregated by race and ethnicity. The department's outcomes are also assessed as part of the college's intermittent equity planning cycles (Equity Plans 2.0 and 3.0), and the SCFF Reports in budget updates include numbers of students who successfully complete math and English courses in their first year. Both Equity Plan 2.0 and 3.0 intentionally included English-specific goals, including most recently revamping embedded counseling and revising the English 28 COR. This dual accountability to IE metrics and equity plan goals ensures the department's work is continuously evaluated against institutional standards, demonstrating the department's visibility in college-level assessment.

External Equity Audit

As referenced in Sections 5b and 7d, the Hotep Consultants SMC Equity Audit Report (February 2023) provided an external lens on the department's equity practices, as the department was specifically cited for its intentional equity-minded hiring. The report stated English was the only department to explicitly state equity expectations in its job description. These findings reinforced the department's commitment to diversifying faculty.

Department-Generated Surveys

The department has a history of generating internal data through faculty surveys that inform program planning and improvement. In 2019, a workgroup sign-up survey provided the opportunity for faculty to select areas of interest and need, which created opportunity for department members to collaborate on department-specific work. In 2021, a Professional Development Faculty survey during pandemic recovery revealed that the Professional Learning Community (PLC) was the most consistently valued resource, which is why there has been ongoing advocacy for PLC funding. The survey also reinforced the longstanding need for reading instruction support and part-time faculty inclusion, both of which are addressed in this review. More recently, a 2023 Mission Statement Brainstorming Survey asked faculty to select elements of the department's values and goals. In fact, 100% of faculty who participated (26 faculty) selected critical thinking as an important tenet, and 70% (18 faculty) selected closing of racial equity gaps as essential. These findings reflect a shared faculty understanding of critical thinking and equity work as core priorities at that time, priorities that are also reflected in the five core pillars articulated in Section 1 of this review. Lastly, as the department works on revising the English 28 COR, an anonymous survey, reviewed by Institutional Research prior to distribution, was sent to past and present English C1000 + 28 instructors. Sessions were offered to deliver results to those faculty and findings are being used to inform the COR revision. Department-level assessments are an important component to engaging in participatory, evidence-informed planning and are a practice that will continue even more intentionally now that the department has undergone a comprehensive program review.

Future Assessment Plans

Work on the comprehensive program review identified several future assessments to improve department-level work and student success. Section 7c identified the need for a part-time faculty survey to explore addressing the need for part-time support and inclusion, especially of minoritized faculty. Section 7d highlighted the opportunity for IR-supported data engagement sessions, and Section 14d included the role of student mid-semester check-in and exit survey as sources for improving English 28 course success. These planned efforts reflect the department's commitment to more systematic and inclusive data collection going forward.

F. Your Program's Past and Future

Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program's last review.

Action #1: Develop the AA-T/AD-T English:

The AA-T committee started its work close to a decade ago with the intention of centering initial literary study in minoritized literature. This meant that the introductory literature course (C-ID 120) would have several options rather than the standard Introduction to Literature course that is often a survey course. This process proved to be lengthy and complex, requiring

multiple iterations through the state's C-ID approval process. Nevertheless, the committee persisted, and the [English AA-T](#) will be available starting Fall 2026. This is a huge milestone for the department, one that clarifies a path for English majors while also fortifying the department's literature and creative writing offerings. By including a foundation of minoritized literature, the degree equips students to view the discipline from a lens distinct from the traditional predominantly white, male European canon.

Action #2: Advocate for department specific professional development funding, particularly a professional learning community:

Following the creation of the English C1000 co-requisite course model curriculum and its first offering in the Summer of 2018, the department has maintained a concerted effort to provide consistent support for department specific professional development. In the process, a professional learning community (PLC) has gone through several iterations based on funding and larger college-wide equity initiatives. Initially, the PLC took the form of a year-long community of practice to train and support instructors in teaching strategies shown to improve learning and successful course completion rates for Black and Latinx students. The PLC ran for several cycles before being paused to support English faculty participation in the college-wide Equitizing Gateway Courses. While English faculty participated in EGC learning communities, the department held two to three discipline-specific workshops per semester. After several cohorts engaged in EGC, the department pursued restoring the PLC with a focus on UDL 3.0, which incorporates culturally responsive pedagogy as a core element of effective teaching. However, the UDL 3.0-specific PLC could not be funded due to depleted AB705/1705 funds and the inability to move funding to Fund 1. The restoration of the PLC remains a departmental priority and is identified as an ongoing goal in Section 19.

Action #3: Explore non-credit tutoring and potential non-credit support courses to best meet the needs of English C1000+28 students:

The department in collaboration with Wendi DeMorst, Associate Dean of Student Instructional Support, explored non-credit tutoring options. However, through inquiry, including conversations with other colleges that have non-credit tutoring, it became clear that the structural changes needed would require navigating possible tensions between the faculty role and Personnel Commission as a faculty position would need to be created and the job duty for the faculty lead would overlap with that of the classified coordinator. There was insufficient buy-in from Academic Affairs leadership, and in order for the move to make sense, Math would also need to be on board. These factors ultimately led to the abandonment of this goal.

Non-credit support has been a recurring topic since the last CPR. Reading and grammar support, English 23 and English 24, courses were explored as potential non-credit offerings. Department support was mixed as some faculty expressed concern that non-credit options might be over-prescribed as the first step rather than an offramp for students who need additional support. There was also some feedback regarding the need to create fresh support courses that directly respond to English C1000+28 needs. Ultimately, the work was paused as the nearing reality of Common Course Numbering meant English 1 and English 2 would be revised and therefore necessitate the revision of English 28. The growing adult-learner population in community colleges coupled with the revision of English C1000 and English 28 have reopened the possibility of non-credit course creation. A revision of this goal will be included in Section 19.

Future Action Plan:

19a. Considering your program's past plan and this review's findings, what challenges and concerns need to be addressed in the next review period?

The past action plan and the current review findings reinforce several persistent and interconnected challenges the require continued actions in the next CPR period (2026-2032):

- Equity gaps for Black and Latine/x students in C1000+28
- Staffing constraints and part-time faculty support
- Curriculum revision of English 28 and support courses
- Wraparound support gaps
- Professional development funding

The goals identified below reflect the department's commitment to addressing these equity-focused systemic challenges.

19b. Identify 1 – 5 goals for your next review period's Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

- (Ongoing) Advocacy for department specific professional development funding, particularly a professional learning community;
- (Revised) Creation of non-credit support courses to best meet the needs of English C1000+28 students;
- (New) Revision of the English 28 Course Outline of Record using a race-conscious, culturally responsive framework, and professional development to support curricular changes.
- (New) Wraparound support for English C1000+28 students, including embedded counseling and institutionally funded peer tutoring.

The department will identify a fifth goal related to department-level cultural and equity work upon completion of the part-time faculty survey and related equity work currently underway.

G. Resources and Budget

20. What are the most critical resources needed to implement your program's Action Plan in the next review period?

To fully implement the work listed in the Future Action Plans, the department requires the following in order of priority:

1. Institutionalized English PLC Funding moved to Fund 1: This is most critical because it underpins all other action plan goals since faculty need sustained, compensated PD to implement the English 28 COR revision, non-credit course creation, and wraparound support.
2. Full-Time Faculty Hiring: Without additional FT faculty, the bandwidth to implement any of the action plan goals is severely limited.
3. Embedded Wraparound Support: Embedded counseling designated for C1000+28 and institutionally funded peer tutoring automatically assigned to C1000+28.
4. Faculty Time and Compensation for English 28 COR Revision: Curriculum revision work requires compensated faculty time. Once created, professional development is essential to support implementation.
5. Non-Credit Course Creation Support: Faculty time and compensation for course development.
6. Funding for IR research and faculty data engagement sessions: This supports evidence-informed decision making across all action plan goals. Given current reductions in IR staffing, additional resources are needed for follow-up data collection once revised COR is implemented.

The rationale for each of these requests is documented in detail in Sections 7c and 7d.

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

The department is pursuing multiple funding strategies simultaneously while advocating for sustained institutionalized support. The department is actively advocating for professional development funding and wraparound support for English C1000+28 students to be moved to Fund 1, recognizing that sustained institutional commitment requires deliberate budget decisions rather than reliance on one-time funding streams. This need is particularly evident since implementation of AB705/1705 changes. Condensing a multi-level composition sequence into a single course was intended as an equitable legislative pursuit; it must be matched with the institutional support needed to help students succeed in that compressed pathway. This legislative decision was made prior to the pandemic's lasting effects, especially on the students who spent important K-12 milestones through remote learning. The need for institutional commitment was apparent in 2018, and yet that need is now exponentially greater in 2026.

The department deliberately aligned its program review focus with Equity Plan 3.0 goals per a conversation with the Dean of Institutional Research. Her foresight for weaving siloed planning documents led to the decision to overlap the action plans for the comprehensive program review with those English specific goals in the Equity Plan 3.0. Doing so created a natural funding pathway for English-specific goals. Embedded counseling and English 28 COR revision are supported through this alignment. Currently, the English 28 COR is being revised with a request for professional development funding to assist faculty in implementing changes to their courses. However, to date, the embedded counseling goal is not being pursued. The department is receiving updates from Counseling regarding next steps. Given current budget constraints and the effects on services and programs, the department will revisit this goal in Fall 2026.

In the interim, the department will continue to leverage available one-time funding to meet the needs of students, particularly those who are minoritized. However, sustained, institutionalized funding remains the priority to ensure successful practices are formalized rather than dependent on one-time allocations. A program integral to first-year student success deserves to be funded in the same manner as disciplines that have embedded infrastructural support.

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