

English

**I. PROGRAM DESCRIPTION:** In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

*Note: If no changes have occurred, copy and paste from last year's review.  
If it exists, feel free to copy the brief description of your program from the college catalog:  
<http://www.smc.edu/CollegeCatalog/Pages/default.aspx>*

The English department offers course sequences in grammar and composition, reading, and literature. In general, the department has three program levels: transfer, developmental, and basic skills. Composition classes dominate our course offerings. English 1 and now also English 1 with 28 are consistently the highest demand class on campus, with English 2 close behind. Both courses are required in IGETC and GE Breadth patterns. English 1, required for the AA degree, is now a prerequisite for a life science course and an advisory for courses across disciplines, including Early Childhood Education, Economics, History, Philosophy, Psychology, and Political Science. Successful completion of English 1 is mandatory for nursing school admission and supportive of other College career technical education programs. Indeed, reading, writing, and critical thinking skills are essential to the college's core mission as they contribute to workforce development, transfer, global citizenship, and lifelong learning.

The department plays a critical role in supporting institutional learning outcomes (ILOs). The first two are fundamental to all courses we teach; the majority of our courses support all. An evaluation of student learning outcomes in our pipeline courses finds that we scaffold assignments through the course sequence to develop effective communication, critical thinking, and problem solving skills. Our literature, reading, and writing curricula are core to a strong humanities program and essential to the development of ethical, responsible, deep-thinking, and articulate citizens, aware of the potential impacts of their actions and choices on others and the larger environment. The department has demonstrated an "innovative and responsive academic environment" through the continual improvement of its developmental-to-transfer pathway and students' course improvement rate. We intend that our classrooms across all levels 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 community.

**II. PARTNERSHIPS: NOT APPLICABLE AT THIS TIME**

**(CTE only):**

**Part 1:**

Industry advisory meeting dates and attendance for 2018-2019. Insert additional rows as needed:

Date of meeting	# of SMC attendees	# of non-SMC attendees

**Part 2:**

Employer partnerships/collaborations in 2018-2019 (insert additional rows as needed):

Employer Name	Type of partnership or collaboration: <ul style="list-style-type: none"> <li>● Advisory attendance</li> <li>● Internship site</li> <li>● Donations</li> <li>● Job placement</li> <li>● Other</li> </ul>	Optional: Additional information about partnership or collaboration
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**III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):**

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status  (Completed, in progress, not started, no longer pursuing)	Status Explanation
Arrive at department consensus regarding the next set of revisions, if any, to the sequence of remedial English courses	Completed	On Dec. 1, 2017, English faculty voted to adopt a placement framework and remedial course sequence that eliminates, for all but 6% of students, any pre-requisite remedial English course. Instead, going forward as of Summer 2018, 94% of incoming students will place into English 1, either the standalone version or the co-requisite format, which pairs English 1 with English 28.
Create faculty teams to lead professional development and discussion around course-level best practices and reading strategies.	Completed	The English Redesign Team, supported with BSSOT funds, responded to the mandate for a new course sequence with an incredible burst of work to develop new curriculum and train faculty for the new co-requisite class. The redesign team has included the

		<p>following faculty: Diane Arieff, Nichole Blackwell, Susan Caggiano, Andrew Espinosa, Walker Griffy, Eleni Hioureas, Jessica Krug, Jean Paik-Schoenberg, Lee Pritchard, Kayli Weatherford, Jason Beardsley, and, as of Spring 2018, Joelle Adams. The team led or will have led three days of professional development, in what we call the "Faculty Retreat." The department hopes for ongoing support from the college for this team.</p>
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#### IV. ACHIEVEMENTS:

**(Optional)** List any notable achievements your program accomplished in the last year.

The department's most notable achievement is the English Sequence Redesign over the last year, with remarkable support from many departments across campus. The English Department has fundamentally revised its core course sequence in anticipation of Assembly Bill 705. The new law has required California community colleges to establish English and Math course sequences that saddle new students with no more than one semester of remedial coursework before their first transfer-level course. Even before the law was fully ratified, by working diligently--and, again, with many hours of help from deans, managers, counselors, and programmers--the English faculty have created a course sequence, including a co-requisite model of English 1, that is AB705 compliant. Moreover, they accomplished this feat a year ahead of the Fall 2019 deadline for state-mandated compliance with the new law.

After a department-wide vote on Dec. 1, 2017, eleven faculty members gathered to develop a co-requisite course, which they successfully completed during the Winter 2018 intersession. From December through the present, those team members, particularly the department chair, have been working with Dean Esau Tovar, Dean Jenny Merlic, Coordinator Stacy Jones, Welcome Center lead counselors Vicente Arrizon and Jose Hernandez, and MIS programming specialist Jane Yon, to roll out the new placement framework for new and continuing students enrolling Summer 2018 and beyond. In other words, in a matter of months, though following years of study and reflection on student success data, the English department has launched a placement framework and course sequence that will boost English 1 enrollment for first-time students from 52% to 94%. The aim of this initiative is to close achievement gaps all along racial lines; the English department intends to improve student retention and success rates such that African American and Latinx students complete English 1 as regularly as do their White and Asian counterparts. Another set of changes the department has made is to remove barriers to transfer-level courses through its placement procedures, including terminating the use of placement exams, reducing GPA cut-off points for eligibility in English 1, introducing a new Guided Self-Placement system for incoming students who do not have a high school GPA or have been out of high school for more than 10 years. These changes have enabled the department to work toward increasing the success rates for Black and Latinx students and other groups experiencing equity gaps, as well as addressing SMC's Strategic Initiative of decreasing the number of units accumulated by CCC students earning associate's degrees.

In addition, a workgroup was formed to develop a student survey intended to help gauge student interest in the various literature courses offered by the department. The survey should help the department improve course offerings. This workgroup will also focus on promoting literature courses and communicating the incentives students may have to major in English, including links to career paths.

**V. ASSESSMENT AND EVALUATION**  
**Part 1: Outcomes and Evaluation Results**

- A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded **notable** or **actionable** findings. Insert additional rows as needed.

*Note: It is not required that you mention every outcome assessed in your program. \*Given the changes in the department as a result of AB705, we are continuing to focus on the SLO(s) for English 1, including English 1 + 28.*

<b>What outcome were you assessing?</b>	<b>How was the outcome assessed?</b>	<b>What were the results of the assessments?</b>	<b>Describe any changes that are planned or in progress to address the results</b>
<i>The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking</i>	Success and Retention Data for English 1 and English 1+28, SLO Reports	Assessments revealed an increase in English 1 completion; however, the equity gaps for Black students remained roughly the same, and the equity gap increased for Latinx students.	Additional data has been requested to disaggregate the data so we can look at activity patterns in the students who did not succeed, such as attendance, submission of assignments, etc.
<i>After defining a topic and using any combination of library, web-based, or field research, the student will write a research paper that appropriately uses carefully evaluated and well-documented research material to support a clearly articulated thesis.</i>	Success and Retention Data for English 1 and English 1 + 28, SLO Reports	Assessments revealed an increase in English 1 completion; however, the equity gaps for Black students remained roughly the same, and the equity gap increased for Latinx students.	Additional data has been requested to disaggregate the data so we can look at activity patterns in the students who did not succeed, such as attendance, submission of assignments, etc.

- B. Reflect on other effectiveness data you collected and analyzed for the program this year.

**1a: Course Success and Retention (Instructional Depts Only)**

After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

The department’s move toward granting greater access to transfer-level courses has also helped the college work toward improving student equity. In Fall 2017, when the department was still using the older course sequence 2,428 students out of 3,561 total students passed English 1. Beginning with the Summer 2018 term, no sections of English 21A, 21B, or 85 were scheduled. Under the new sequence 3,387 out of 5,268 students passed English 1 in Fall 2018. Though the department was excited to see an increase in the number of students entering and passing English 1, the decline in the success rate from 68.2% in Fall 2017 to 64.3% in Fall 2018 was concerning. In Fall 2019, the department will continue having conversations related to assessment and other changes necessary to improve success and retention rates. The department has formed several workgroups that will be instrumental in driving the conversation and following through to make the necessary changes: the Support Courses Workgroup, the Professional Development Workgroup, the High Impact Practices Workgroup, and the Distance Education Workgroup.

**1b: Racial and Other Equity Gaps for Course Success (Instructional Depts Only)**

After reviewing the course success rates by ethnicity/race and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable).

*Access data in Tableau (<http://tableau.smc.edu>)*

Again, looking at our English 1 data, our racial equity gaps either maintained or increased. The department is enrolling more students in English 1, and overall, there is a throughput of more students. However, additional work is needed to better support the students that would traditionally have been placed into Basic Skills courses. A greater effort is also needed to close racial equity gaps, specifically for Latinx and Black students. When compared to Asian and White students, the higher performing groups, the equity gap for Black students is roughly 23.5%, which is close to the percentage from Fall 2017. However, for Latinx students, the racial equity gap increased from 14% in Fall 2017 to 22% in Fall 2018. The department sees this data as one of the most crucial issues to address. The addition of more equity-minded full-time hires is ideal for significantly moving the needle in order to build a critical mass of instructors who have the time to commit to this goal. The department has also formed several workgroups that will be instrumental in driving the conversation and following through to make the necessary changes: the Support Courses Workgroup, the Professional Development Workgroup, the High Impact Practices Workgroup, and the Equity Workgroup.

**Fall 2017 versus Fall 2018 Course Success and Retention Rates in English 1 for First-Time Students (First Enrollment in English 1 That Term Only)**

	Fall 2017	Fall 2018
<b>Asian</b>	79.30%	78.00%
<b>Black</b>	56.80%	56.00%
<b>Hispanic (Latinx)</b>	65.20%	57.40%
<b>Native Am.</b>	0.00%	66.70%
<b>Two or More</b>	72.60%	64.70%
<b>White</b>	79.20%	79.50%

<b>Unreported</b>	81.70%	83.10%
<b>Total</b>	71.50%	65.80%

For students seeking additional preparation before taking, or re-taking, English 1 or English 1 with English 28, the department will continue to offer auxiliary courses such as English 23, a reading support course; English 24, a grammar support course; and English 20, a reading and writing support course. Over the next few months, the department will be considering a decision to offer English 21A, a three-unit writing support course, starting Spring 2020, rather than the five-unit English 20, in order to reduce the number of units of support courses that students desiring additional assistance would take. Any support offered will be for students to self-select into since guiding students into those courses would potentially perpetuate these gaps.

**2: Degrees and Certificates (Instructional Depts Only)**

After reviewing the numbers of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). *Access data in Tableau (<http://tableau.smc.edu>)*

Not applicable.

**3: Additional Data Demonstrating Effectiveness (If applicable)**

If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

*Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates*

Data is currently being collected in the form of observations, document reviews, and surveys, which we will be able to report on in our next program review.

**Part 2: Analyses of Results**

*This question is designed to bridge the results of your evaluation and outcomes assessment with next year’s objectives (VI).*

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

As we continue to adjust to AB705 changes, and given the college’s Vision for Success goals, the department will continue to center Black and Latinx students in all of our efforts, especially regarding how to decrease equity gaps. In several departmental conversations, we have been looking at our data (see above), and thinking about how researching and implementing best practices will lead to greater student success. This is especially the case in the Professional Learning Community, where a focused cohort is working through the inquiry process and presenting their tested ideas to other faculty members. As the data discussed above indicates, though we have increased the number of students who complete English 1 in their first semester, racial equity gaps remain. During the Spring 2019 Department Flex Day, we

discussed equity by reflecting on concepts addressed at the Equity Summit, knowing that doing so forms the foundation for larger equity work, but there is much more work to be done.

**VI. NEXT YEAR’S OBJECTIVES:**

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

<b>Objective</b>	<b>Rationale for Setting Objective (<i>data, if applicable</i>).</b>
Implement a well-defined, documented, and permanent orientation and mentorship program for new and recently new faculty, whether full- or part-time.	The English Department created a new part-time hiring committee in August 2018, and the outline of a mentorship program was created and will be presented May 2019 to the department chairs during the Instructional Chairs meeting. As a result of these advancements, the English Department has identified a need for the development of a hiring rubric. The rubric traits will be tied to a framework for orienting and mentoring new part-time faculty hires. The department will review mentorship program milestones during Summer 2019 for the Fall 2019 rollout. Recruit full-time mentors in the summer so that they are ready to work with new part-time hires beginning late August.
Obtain institutionalized funding for the Professional Learning Community (PLC), a community of practice to support the development of faculty teaching English 1 with 28 and regular English 1 sections.	The English department will gather data on the effectiveness of the program at both the faculty and student levels. This data would be used to develop a campaign to get the college to move the PLC from categorical grant funding to district funding. The department will submit the new funding request in Fall 2019. Part of this funding will include allocations for embedded tutoring and counseling. Conduct regular community of practice gatherings throughout Fall 2019 and Spring 2020.
Develop an AD-T in English, possibly with multiple tracks	A workgroup has already been formed and will be gathering data via the student survey and evaluating institutional research data. The workgroup will then create benchmarks for defining and mapping the various tracks in order to present them to the department by the end Fall 2019 or early Spring 2020.

**VII. CURRENT PLANNING AND RESOURCE NEEDS:**

**Part 1: Narrative**

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

Since Summer 2018, the English department has been implementing a radically new course sequence and placement framework. While the department has been incredibly fortunate this semester, Spring 2019, to have hired four new full-time faculty members, we have requested fourteen additional new full-time hires to start in the 2020-2021 academic year. By doing so, the department would achieve the state mandated 75/25 full- to part-time faculty ratio, precisely when local and state-level changes call for intense deliberation, collaboration, and reflection on policies, curriculum, and pedagogy—actions best served by faculty whose employment contract actually includes such activities. In light of the fact that part-time faculty continue to hold the majority in English, the department asks for continued support from the institution for sufficient, and legislatively mandated, full-time hires, as well as faculty development activities around the new English 1 with 28 (co-requisite) and English 1 curriculum. These activities include additional research and application of best practices, casual observations by colleagues to refine approaches, training on how to integrate tutoring support into the classroom, and mentorship of students as authentic care.

The department's objective is to sustain a community of practice titled the Professional Learning Community (PLC) for instructors in the English 1 with 28 and English 1 classrooms. This cannot be achieved without funds for faculty reassignment and stipends for part-time instructors. Nearly every initiative around basic skills improvement over the last decade has indicated "high expectations, high support" as a strategy for greater student success, and that concept almost always includes additional efforts from instructors to continuously revise pedagogy and some form of tutoring. As part of the PLC, the English Department is developing an embedded tutoring and embedded counseling model that it would like to sustain across all sections of English 1 with 28 and English 1. For these practices to work, we will likely need additional Instructional Assistants or student tutors. In addition, the English department continues to need new full-time faculty to perform critical department duties and support student success in its transfer-level and support courses. The department asks for continued support with funds from the Student Equity and Achievement Program (SEAP), with the understanding that all of these efforts work to close equity gaps, especially for our Latinx and Black students.

**Part 2: List of Resources Needed**

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

*While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.*

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Resources	Additional full-time faculty	This resource links to two of our objectives: 1. Implement a well-defined, documented, and permanent orientation and mentorship program for new and recently new faculty, whether full- or part-time  AND  2. Develop an AD-T in English, possibly with multiple tracks.



		Additional faculty are needed to fulfill the department's goal of increasing leadership and professional development within the English faculty while maintaining its current commitment to campus leadership.
Facilities ( <i>information inputted here will be provided to DPAC Facilitates</i> )	Replace the stationary desks in the Drescher Hall classrooms currently allocated to the English department with movable desks and chairs. The furniture would be similar to what's currently used in the Center for Teaching Excellence.	<p>The resource links to the following objective: Obtain institutionalized funding for the Professional Learning Community (PLC), a community of practice to support the development of faculty teaching English 1 with 28 and regular English 1 sections.</p> <p>As the PLC devises new strategies to improve effectiveness of instructors in English 1 + 28 and English 1, the classroom set-up will need to be reimagined to enable more collaborative work.</p>
Equipment, Technology, Supplies ( <i>information inputted here will be provided to TPC</i> )	Increase number of computer labs (like those in DH 203, 204, and 312), where students can read, compose, and revise their writing in a fashion authentic to their wired and cloud-based future work environment.	<p>The resource links to the following objective: Obtain institutionalized funding for the Professional Learning Community (PLC), a community of practice to support the development of faculty teaching English 1 with 28 and regular English 1 sections.</p> <p>As the PLC devises new strategies to improve effectiveness of instructors in English 1 + 28 and English 1, technology will need to be improved and updated to enable more collaborative and engaging work.</p> <p>In addition, too many of our students avoid purchasing laptop computers or tablets, settling instead for their mobile smartphones as the tool of their</p>

		<p>educational trade. Often small, if not cracked, the screens on those mobile phones are inadequate to the task of supporting long hours of reading, critical thinking, and composition required in a college English class. Instructor demand for computer-based classrooms (like DH 203) has consistently outstripped supply, and instructors often find that the limited availability of Library 192 leaves them wanting greater access to a computer lab to support students' developing research skills.</p>
<p>Professional Development</p>	<p>Continued professional development focused on equity and best classroom practices.</p>	<p>This resource links to two of our objectives:</p> <ol style="list-style-type: none"> <li>1. Obtain institutionalized funding for the Professional Learning Community (PLC), a community of practice to support the development of faculty teaching English 1 with 28 and regular English 1 sections</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2. Implement a well-defined, documented, and permanent orientation and mentorship program for new and recently new faculty, whether full- or part-time.</li> </ol>

**VII. CHALLENGES:**

**(Optional)** List significant challenges your program faced in the past year (optional)

- Having equity framed conversations and interventions given the college's Vision for Success goals.
- The challenge of maintaining course-level standards while meeting student need.
- Differentiating instruction in 1+28, 1, and 2 given the broad range of students entering the composition classrooms.
- Involving faculty in professional development, especially full-time instructors.
- Increasing our literature and creative writing course enrollment.