

2020 Annual Program Review

Program Name: English

Program Review Author: Elisa Meyer and Eleni Hioureas

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, feel free to copy and paste from your last 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. 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 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 student success amidst AB705 legislation. We intend that our classrooms 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. As members of our department continue professional development and curriculum redesign, we are committed to reflection and actions that close racial equity gaps for our Black and Latinx students.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES/NEW OBJECTIVES ALSO NOTED BELOW)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Implement a well-defined, documented, and permanent orientation and mentorship program for new and recently new faculty, whether full- or part-time.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	The English Department created a new part-time hiring committee in August 2018, and the outline of a mentorship program was created and 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 (This was put on hold this spring because of Covid-19). In the end-of-summer/beginning fall of 2019, the

		department recruited full-time mentors to help on-board new part-time hires beginning late August. In addition, a proposal for funding was prepared and ready for presentation to the department in the spring of 2020; however, this was also put on hold due to Covid-19.
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.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	The English department continues to gather data on the effectiveness of the program at both the faculty and student levels. Unlike the previous year, this funding cycle will focus on recruiting new participants to participate in the community of practice gatherings throughout Fall 2020 and Spring 2021 year as well as reassigned time for two full-time faculty to support ENGL 1+28 in general. An increase in faculty desire to work with Instructional assistants rather than embedded tutors meant a reduction in our request for embedded tutoring. We have been told that although funding has been renewed for the 2020-2021 academic year, there will likely be no funding for subsequent years.
Develop an AD-T in English, possibly with multiple tracks	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	A workgroup created benchmarks for defining and mapping the various tracks in order to present them to the department in early Spring 2020; the presentation was postponed due to Covid-19. In the meantime, the workgroup revised course outlines so that the foundation course needed for the major could be fulfilled by taking a literature course that focuses on minoritized literature. These course outlines will likely be approved in early fall, and the department will submit them to curriculum when it is best for the committee since there is huge DE backlog of course outlines.
4. *New* Revise support course offerings to create non-credit options as well as a version of ENGL 20 that is less than 5 units.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Currently, we are in discussion with Dione Carter, Dean, Non-credit and External Programs, regarding creating non-credit English support courses for students. As of right now, the timeline is to discuss with the department and with its approval submit course outlines to the Curriculum Committee in the spring. At this time, it's unclear how many support courses will be created.
5. *New* Create a non-credit supervised tutoring option for students	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Currently, we are in discussion with Dione Carter, Dean, Non-credit and External Programs, and Wendi DeMorst, Director of Supplemental Instruction and Tutoring, regarding the creation of English non-credit supervised tutoring. As of right now the timeline is to discuss with the department and create a course outline by the end of Fall 2020. With department approval by late Fall 2020/early Spring 2021, we would submit to the Curriculum Committee in spring and hopefully begin offering it in Fall 2021. The benefits of non-credit supervised tutoring

		include sustained tutoring for students over the course of the semester, an increase in the use of the tutoring center in hopes of growing a vibrant learning community, and the ability for the college to collect apportionment.
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III. ACHIEVEMENTS

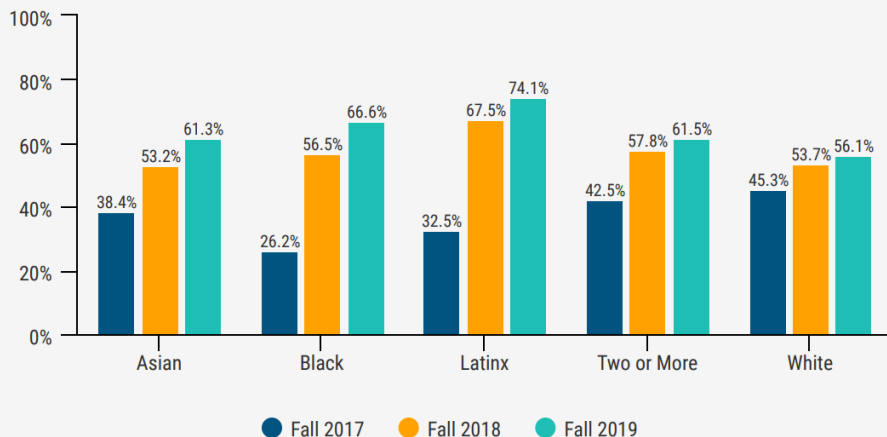
(Optional) List any notable achievements your program accomplished in the last year.

As stated in the two previous annual reviews, the English Department has fundamentally revised its core course sequence. AB705 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. This means that in 2020 and 2021, we can begin to problem solve for these changes in curriculum and as throughput of students succeeding in ENGL 1 increases, we can dig deeper and work to make sure the racial equity gaps do not increasingly widen. We're tremendously proud of the English faculty who continue to make adjustments to their practices and curriculum as a means of engaging students and revising policies that in the past made it more difficult for Black and Latinx students to succeed.

Recent data (which I will pull directly from Institutional Research's AB705 Fall Impact Report Draft) states the following:

"There is evidence to suggest that AB 705 has more positively improved access to English 1 (the introductory transfer-level course) for Black and Latinx students than other groups. Prior to AB 705 in Fall 2017, 26% and 33% of FTIC Black and Latinx students, respectively, enrolled in English 1 during their first term. The percentage more than doubled in Fall 2019 to 67% for Black and 74% for Latinx students. Pre-AB 705, these two groups had the lowest percentage of students who enrolled in English 1 in the initial term when compared with other ethnic/race groups; however, post-AB 705, these two groups experienced the highest rates of students who enrolled in English 1 (see Figure 3)."

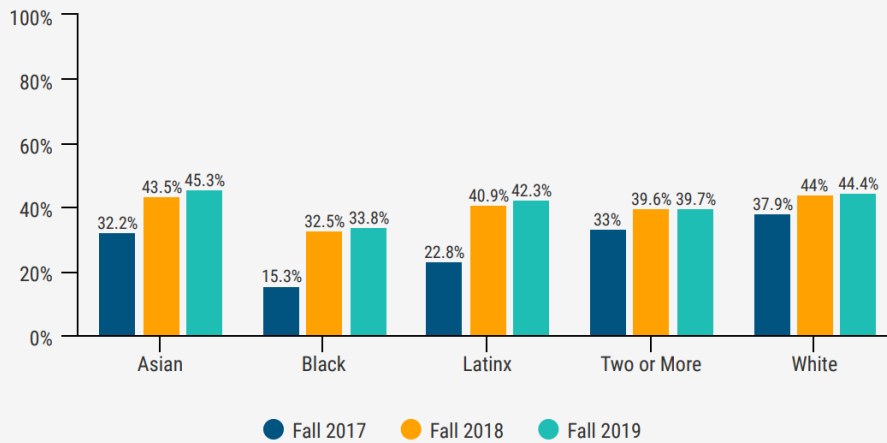
Figure 3. % of FTIC* Enrolled in English 1 in First Term by Ethnicity/Race**



*Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
Excludes international students

These numbers are promising, but we need to work on success rates, particularly for Black students:

Figure 8. % of FTIC* Successful in English 1 in First-Term by Ethnicity/Race**



*Note: Data for ethnic/racial groups with fewer than 10 students each term are suppressed and not included in the chart
*Excludes international students
**Includes enrollment in preceding summer term*

Currently, we are awaiting Spring 2020 data though given the circumstances, I'm not sure how much it can be used to gauge long term trends. However, we will use the data to generate discussions as remote teaching continues.

Part of championing our students and increasing success rates, particularly those from minoritized populations, means providing support services and courses that are versatile and do not consume unnecessary units. Last fall, we purposefully put through DE applications for ENGL 28, ENGL 20, and ENGL 23 which meant that students who wanted support courses no longer needed to take them on campus. This solved for the versatility issue; however, it still meant additional units, particularly for ENGL 23 and ENGL 20. With this in mind, we are working on creating non-credit support courses in reading and grammar that will give students the support they need without costing them additional money and/or units in financial aid. Working closely with Dione Carter and Wendi DeMorst, plans are underway to provide non-credit supervised tutoring starting in Fall of 2021. These are two significant ways 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. Furthermore, as a result of Covid-19, the department is working toward revising course outlines to gain DE approval for all English courses.

Last year, 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 revealed a desire for contemporary literature offerings such as science fiction and graphic novels. We will continue to collect data as a means of helping 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. Last fall, we held two successful department open houses, which gave students a chance to informally gather and ask questions. As perpetual book buyers, English professors are constantly giving away books to make room on their shelves. It was inspiring to see students walking away with several books that hopefully they read and/or shared with others.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

While the department was incredibly fortunate last year, Spring 2019, to have hired five new full-time faculty members, we will be requesting eight additional new full-time hires to start in the 2021-2022 academic year. This number is based on replenishing the six faculty we lost to retirement this year as well as the two full-time hires that made it to the

presidential interview but were denied that interview due to budgetary issues as well as Covid-related circumstances. If eight hires were achieved, the department will still not meet the state mandated 75/25 full- to part-time faculty ratio. However, it will help relieve some of the workload currently being placed on part-time faculty. There are still considerable adjustments being made by the department to meet the needs of our students, especially our Black and Latinx students. Closing racial equity gaps requires 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. This is why 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 past PLC, the English Department was developing an embedded tutoring and embedded counseling model that would have been sustained across all sections of English 1 with 28 and English 1. However, at this time, faculty prefer working with instructional assistants (IAs) rather than embedded tutors. This is one of the reasons we are requesting full-time IAs. In addition, the embedded counselor program that was piloted last fall was not repeated in the spring. Given the increased use of SMC GPS and lack of funding for fully embedded counselors, we need to rethink how it will be used in the future. For these practices to work, we will likely need additional Instructional Assistants and counseling hours. 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.

In V, I will elaborate on how Covid-19 adds to the department's level of need.

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 for next year.

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

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	Additional Full-Time Faculty and Additional Full-time Instructional Assistants	This resource links to all three of last year's 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. Obtain institutionalized funding for the

		<p>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>AND</p> <p>3. Develop an AD-T in English, possibly with multiple tracks.</p> <p>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.</p>
<p>Facilities (<i>info inputted here will be given to DPAC Facilitates Comm.</i>)</p>	<ul style="list-style-type: none"> - 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. - Switch the lab that isn't currently in Drescher 313 to Drescher 312 and turn the current lab into a classroom. 	<p>The resource links to two objectives:</p> <p>2. 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. In addition, the tutoring center would better serve students if it were located in DH 312, which is a larger room that can increase collaboration between tutors and students as well as increase computer access for students who may wish to work on their essays while having access to nearby tutors.</p> <p>AND</p> <p>5. Create a non-credit supervised tutoring option for students</p> <p>Moving the Humanities Tutoring Center to Drescher 312 would create more space for supervised non-credit tutoring.</p>
<p>Equipment, Technology, Supplies (<i>tech inputted here will be given to Technology Planning Committee</i>)</p>	<p>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>	<p>The resource links to the following objective:</p> <p>2. 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 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"> 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. <p>AND</p> <ol style="list-style-type: none"> 2. Implement a well-defined, documented, and permanent orientation and mentorship program for new and recently new faculty, whether full- or part-time. <p>AND</p> <ol style="list-style-type: none"> 4. Revise support course offerings to create non-credit options as well as a version of ENGL 20 that is fewer than 5 units. <p>AND</p> <ol style="list-style-type: none"> 5. Create a non-credit supervised tutoring option for students. <p>As support courses and non-credit courses/tutoring are created, faculty will need</p>

		training on how to integrate this type of support into their curriculum and pedagogy.
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V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also include your responses and solutions to this crisis.

In the last couple of years, we were already seeing an increase in affective issues when it comes to students' ability to succeed; this only increased (and rightfully so) amidst Covid-19. Right now, we are using department meetings, GPS and the PLC to deal with the affective issues. This only fractionally meets the needs of students and faculty. The cliché that in order to help others you have to help yourself rings true here in that the professional support offered to instructors transfers to our ability to help our students. This work – work that is measured by the state and is a source of funding for the college – needs institutional support. Given the lack of recent hires and number of retirees, the disproportionate amount of part-time instructors, and the indication of PLC (or potentially other support) not being funded in the future compounded with Covid-19, leaves the department with a deep concern about long term institutional support.

In addition, students and instructors did/do not have the necessary technology or internet access. In the spring we referred both instructors and students to the Chromebook loaner program which sustained participants but did not necessarily foster an innovative learning/teaching environment. For a while, we had no way to solve the internet issue, but the college eventually set up technology at the Bundy site to create access. As we move forward, the College needs to solve for the reality that some students cannot get to Bundy.

Also, a number of instructors were unfamiliar with most features in Canvas, which required a great deal of training. In response, the department informally paired technologically inexperienced faculty with experienced members of the department who could serve as mentors. A majority of our faculty worked tirelessly. Since then, many of our instructors have gone through SMC and/or @One online courses to strengthen their pedagogy. In the fall we are going to continue discussing best practices, utilizing the new DE mentors, and promoting professional development that fosters effective online pedagogy and equitable practices.

Lastly, for minoritized portions of the student population, there is a need for services and 1+28 instruction to be in-person. These students are primarily Black and Latinx and need face-to-face contact as one form of authentic care that would help to improve success rates and close equity gaps. We hope the college will work towards a plan that intentionally centers these students.

CONGRATULATIONS – that's it! Please save your document with your program's name and forward it to your area Vice President for review.

The following section will be completed by your program's area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications

- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program's annual report. Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_erica@smc.edu). If you have any questions, please contact us!

Thank you for your input!