

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: English Academic Year: 2023-2024

1. Has your program mission or primary function changed in the last year?

The English Department continues to align itself with the college's mission to "foster an educational culture that values equity and diversity" and to encourage students to "achieve personal, career, and academic goals." English faculty expose students to diverse perspectives and prepare students to critically read, write, and think: skills essential to many disciplines and careers. We teach a wide range of literature and composition courses, use a variety of diverse texts, and endorse a culturally responsive, equity-minded rigorous curriculum intended to foster student success.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Yes. In terms of major changes, we have streamlined our ENGL AA-T to offer one pathway for CSU and UC transfer, and we have had the new AA-T for ENGL approved by the local curriculum committee and by the Chancellor's Office. According to our Curriculum Specialist, Deborah Pirman, this change will be included in the 2024-2025 catalog.

Our six-year Program Review Action Plan from 2021-2022 recommended we develop more literature courses. Consequently, over the last two years, the following new literature and Ethnic Studies courses were submitted to and approved by AP&P: ENGL 117 Detective Fiction, ENGL 118 Women in Literature, ENGL 119 California Literature, ENGL/ES 150 Asian Pacific American Literature and Cultural Expression, ENGL/ES 151 Ethnic Studies in Black and African American Literature and Cultural Expression, ENGL/ES 152 Ethnic Studies in Latina/o Literature and Cultural Expression, ENGL/ES 153 Ethnic Studies in Native American Literature and Cultural Expression, and ENGL 180 Harry Potter.

We are offering ENGL 117 Detective Fiction for the first time this summer.

Next year we will pilot Concurrent Enrollment for English 101. We have approved seven high school instructors at the following institutions:

Ernest Righetti High School:

Roxanne Leasure, MA English
Witny Gill, MA English

Lompoc High School:

Jonathan Taylor, MA English
Pavel Tretyak, MA English

Orcutt Academy High School:

Ivan Culbara, MA English

Pioneer Valley High School:

Ben Rothstein, MA English

Santa Ynez High School:

Casey Reck, MA English

The pilot project will be facilitated for the 2024-2025 school year by English Department co-leads Tina Nuñez and Julia Raybould-Rodgers at .1 reassigned time each. The project was approved by the English Department and endorsed by Dean Patrick and VP Bob Curry and was launched in May, 2024 with a Concurrent Enrollment Meet and Greet Orientation hosted by the English Department and attended by all but one of our new Concurrent Enrollment high school faculty partners. We anticipate an engaging, productive project, the description of which follows:

English 101 Concurrent Enrollment Project 2024-2025

Instruction:

English 101 will be taught by qualified teachers with minimum qualifications for English hired by the English Department chair. The course will be taught face-to-face without a Distance Education component. This will be a year-long contract to create a model of collaboration that promotes and builds a long-term partnership between the AHC English Department and high school instructors who are approved to teach Concurrent Enrollment. Data will be gathered for improvement purposes, and it is hoped that the high schools will make their data available to AHC.

Instruction Highlights:

Instruction will ensure rigor by aligning with the AHC course outline of record (COR) and meeting student learning outcomes. This will allow for instruction to include the following:

1. Fulfill the expected number of lecture and out-side-of class hours (4 units).
2. Utilize appropriate rigorous, diverse texts.
3. Maintain 6,000 - 8,000 words of written work.
4. Integrate MLA documented essays, including a research paper.
5. Support the integration of the Carnegie unit (homework).

Collaborative Component:

An experienced faculty member (lead) will oversee the instruction of English 101 and work with the department chair to facilitate the following:

1. Provide an orientation and resources for high school teachers prior to the start of the course.
2. Maintain contact with high school teachers on a regular basis via check-in meetings to foster partnership.
3. Serve as a resource for high school teachers and provide training.

4. Maintain records of assignments and rubrics used in instruction as evidence of alignment with the ENGL 101 COR.
5. Conduct classroom observations of instruction, including one formal assessment observation.
6. Report monthly back to the English Department.

AHC Project Co-Leads:

Tina Nuñez: tnunez@hancockcollege.edu

Julia Raybould-Rodgers: jraybould-rodgers@hancockcollege.edu

Common Course Numbering will soon affect the college, with English being at the forefront of looming curriculum changes, as ENGL 101 Freshman Composition and ENGL 103 Critical Thinking and Composition are two courses, among the first few, that are included in Phase 1 of the CCN changes proposed by the state. Two English faculty, Nuñez and Romo, will be participating in the ASCCC Common Course Numbering Faculty Convening workshops this June as English Department representatives who will provide feedback on the proposed draft templates for the two relevant Course Outlines of Record: ENGL 101 and 103.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes. As previously mentioned, we have a newly approved ENGL AA-T with the intention of no longer offering the AA in English. Our goal is to prevent confusion on the part of students. Few students per year (five on average) complete the AA, and those who do also complete the AA-T, so it makes sense to only have one track.

Our most recently revised two-year course offering map includes our new ENGL literature classes: ENGL 117, 118, 119, 150, 151, 152, 153, and 180.

4. Were there any staffing changes?

Two English Department faculty were approved for sabbaticals this academic year: Julie Knight and Chellis Ying Hood.

As part of her semester-length sabbatical, Julie Knight has completed three requisite courses for the UC Berkeley Certificate Program in Writing (The Craft of Writing, The Craft of Reading, and Writing Skills Workshop) and is working on her fourth course, Creative Nonfiction Workshop. In addition to more traditional essays, she has produced works of fiction, poetry, investigative reporting, and creative nonfiction, all first-time experiences for her.

As part of her year-long sabbatical, Chellis Ying Hood graduated from two semesters of immersive Spanish at the Universidad Castilla La Mancha. She is also receiving her Post

Graduate Certificate in Ethnic Studies at San Francisco State University. Additionally, she received A's in the following eight courses:

UCLM:

Intermediate Spanish Language A
Intermediate Spanish Language B
Spanish Literature
Spanish Cinema and Multimedia

SFSU:

ETHS 710, Theories and Issues in Ethnic Studies
LTNS 560-1, Contemporary Latino/a Literature
AAS 512, Asian American Children's/Adolescent Literature
ETHS 750, Ethnic Studies Community Practicum

We did not, as anticipated this year and last given our number 1 urgent ranking, receive approval for a new ENGL hire for 2024-2025. We currently have sixteen English faculty, including one full-time librarian who cannot, given her library responsibilities, teach a full load in English.

We hired two adjunct faculty this year: Valanci Villa and Phillip Johnson. However, Villa intends to pursue her Ph.D., so she is not available to teach for us next year. Currently, we have seventeen adjunct faculty who are available to teach for us on a consistent basis. Recently, one of our adjuncts has moved out of the area, too far to teach face-to-face classes. Another has accepted a full-time position out of state. Two of our regular adjuncts teach high school, so they are only available to teach evening courses, though they may be interested in teaching College Now classes, which we hope to begin offering face-to-face on the local high school campuses beginning spring 2025.

Staffing continues to be a priority for English, as our 2021-2022 six-year Program Review data indicates English faculty teach tremendous overload. Our overload for 2021-2022 was 9.594. Meanwhile, our adjunct pool has decreased significantly, by a third: from 39 in 2016-2017 to 26 in 2021-2022. At the same time, the number of sections taught has remained relatively consistent: 219 in 2016-2017 and 216 in 2021-2022. Furthermore, both PT and FT faculty are teaching at load capacity, and we have maxed out our local adjunct pool. We will work on hiring several adjunct faculty this summer and may request a temporary full-time position, as, after thoroughly scheduling our full-time and part-time English faculty, we still have five unstaffed, fully enrolled sections on the fall 2024 schedule.

5. What were your program successes in your area of focus last year?

Our area of focus for 2023-2024 was Innovative Scheduling, led by Alina Romo. Please refer to that document, including program successes, here: [English Innovative Scheduling](#).

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

In fall of 2023, the ENGL Department assessed PLO 3: Create genre-specific, language-appropriate texts and/or documents for determined audiences, which is mapped to the following courses: English 102, 103, 104, 105, 106, 107, 108, 110, and 137. We assessed three courses using PLO 3: ENGL 102 Freshman Composition Literature, ENGL 103 Critical Thinking and Composition, and ENGL 106 Creative Writing. Six sections were included for a total of twelve data points. We used the M1 scale 1-2 to determine if students met the standard at 70% and above or did not meet the standard at 69% and below. The results follow:

1. ENGL 102 (1 section; 1 data point): +16.96
2. ENGL 103 (4 sections; 5 data points): -2.14, -3.33, +18.89, +6.47, +12.76
3. ENGL 106 (1 section; 6 data points): +24.74, +24.74, + 24.74, +24.74, +25.45, +30.0

In spring of 2024, the ENGL Department planned to assess PLO 4: Articulate the connections, relationships and/or enduring themes among culture, history, and language. This PLO is mapped to the following courses: English 105, 130, 131, 132, 137, 138, 139, 144, 145, 146, and 148. Unfortunately, due to circumstances beyond our control, courses for spring were not entered into SPOL so we could not upload any data. Hopefully, this will be rectified soon and we can continue gathering, uploading, and analyzing assessment data in fall 2024.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The English sections and courses assessed using PLO 3 in fall 2023 show a positive percentage for ten out of twelve data points, indicating students are, overall, meeting or exceeding standard expectations: at or above 70%. We have no data for spring 2024, so we will need to reconfigure when we are going to assess PLO 4 to make up for this data gap. Furthermore, we need to map our new English and Ethnic Studies courses (117, 118, 119, 150, 151, 152, 153, and 180) to the appropriate PLOs and include them in our assessment cycle, work we intend to pursue next year.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

In addition to addressing pressing issues, such as concurrent enrollment, AB 1705, Common Course Numbering, etc., at our monthly English Department meetings, which are held hybrid to encourage attendance and to accommodate face-to-face and Zoom participation, we would like to highlight the following English Department successes:

Program Review Plan of Action: Post Validation

One of the items on our 2021-2022 6-year Program Review Plan of Action is to improve student success by strengthening our partnership with other entities on campus. In our ongoing effort to do so and to connect students to support services on campus, English faculty regularly invite student services into our classrooms, especially ENGL 101 and ENGL 101/112 corequisite sections, for presentations: EOPS, Basic Needs, Student Health Services, LAP, Counseling,

Writing Center, AHC Library, etc. When necessary and appropriate, we invite other departments and entities to our department meetings to improve cross-campus communication and collaboration: Academic Senate, AP&P, ESL, etc. Furthermore, our vibrant learning communities, including Puente, Athletes, and Rising Scholars, enable us to work closely with counselling and community mentors to support student success and to share information and strategies for program improvement. The English Department's ongoing participation in outreach activities, such as Bow-WOW! and the spring Registration Rally, in tandem with our participation in special events, such as the annual Planning Retreat, the spring Career Expo, Hancock Hangout, the Foundation Scholarship Awards Night, and the annual graduation ceremony, serves not only to attract future students and to promote our programs, but to participate in the People, Cultures, and Languages Pathway activities, and to connect and engage with other AHC departments and entities.

Another item on our [2021-2022 6-year Program Review Plan of Action](#) is to recruit and retain more English majors. In our ongoing effort to do so, including our mission to offer new, diverse literature and Ethnic Studies courses, we participated in the fall 2023 and spring 2024 Bow-WOW! events, including having an English Department table with free books for students staffed by English instructors and Peer Mentors who answered questions about and otherwise promoted our programs. Additionally, we hosted, participated in, and/or promoted the following events:

Fall 2023

- The fall Día De Los Muertos Poetry Reading, hosted by the English Department and Poetry and Prose Club, emceed by English faculty, and including English faculty readers
- *Hemingway Country: A Staged Reading*, a one-act play adapted for the stage by Darren Sullivan, co-sponsored by the English and Drama Departments and including English faculty readers/performers

Spring 2024

- *Harvest Literary Journal* launch and reading, hosted by the English Department and including English faculty readers
- People, Cultures, and Languages Hancock Hangout, hosted by the English Department
- ARC Hancock Hangout, including volunteer English Department participants
- Dr. Kate Adams Poetry Symposium featuring spoken word artist Jakeel Harris, including opening and closing comments by English faculty Patty Estrada and Jim Read
- Ongoing Peer Mentorship Cohort meetings wherein full- and part-time English faculty meet to collaborate on best practice pedagogy and ways to enhance our programs, with a special emphasis in spring 2024 on retention

In fall of 2022, the English Department attempted to update and humanize our Internet presence by collecting photographs and biographies of full-time and adjunct faculty to showcase on the college website. Unfortunately, after we successfully compiled and formatted the information, we were informed by IT services that our vision was more costly and more time consuming than could be currently done. Therefore, we have since posted our bios and photos on the new portal with the intention, not only of humanizing our Web presence, but of providing more specific information about the wide range of English courses we teach and the diverse texts we use. Over the past five years, according to the [Program Review: Awards data dashboard](#), we have

experienced a slow, inconsistent trajectory of English degree growth: 14 degrees were awarded in 2019; 12 degrees were awarded in 2020; 22 degrees were awarded in 2021; and 19 degrees were awarded in both 2022 and 2023.

Moreover, our comprehensive Program Review Action Plan from 2021-2022 recommended we provide additional in-house corequisite training. AB 1705 CCC Equitable Placement and Completion Grant funds have enabled us to do so. Especially in ENGL 101 and 101/112, students require additional time with and attention from instructors, as well as just-in-time remediation and other affective domain interventions. Therefore, the English Department hosted the following professional development presentation/workshop at the beginning of the fall 2023 term: Window into Corequisite Instruction by Summer Serpas. This full-day event, attended by fifteen full-time and twelve adjunct ENGL faculty for a total of twenty-seven participants, included an interactive pedagogical presentation on making the case for corequisite instruction (data driven), measuring student success (throughput versus course success rates), addressing equity gaps, general principles of corequisite teaching, corequisite pedagogy (just-in-time remediation, low-stakes collaborative practice, etc.), building a collaborative classroom, model assignments, grading for equity, and more, all specifically targeted at improving instruction in ENGL 101 and ENGL 101/112, our corequisite course. The English Department also continued to work in Cohort Mentorship Groups to support one another with best practice sharing and problem solving with a focus on retention in ENGL 101 and ENGL 101/112.

In addition to the movement we have made on our Program Review Plan of Action this academic year, we have had many successes including, but not limited to, the following:

Ongoing DE Training:

The English Department continues to work on improving on our online instruction. In our Cohort Mentorship Groups, we regularly share best practice ideas for DE instruction, including working with other disciplines.

Beginning summer 2023, ENGL faculty participated in the new 30-hour DE pedagogy training. At last count, approximately 15 full- and part-time ENGL faculty have participated in the training with the goals of improving as DE instructors and becoming Peer Reviewers for the new Peer Review process for DE courses, further demonstrating our department's commitment to student success in the DE modality.

30-Hour DE Training:

At the time of this report, the following thirteen English faculty, full- and part-time, have completed the 30-hour Distance Education pedagogy training, demonstrating our ongoing commitment to quality DE instruction:

Susannah Kopecky
Elisabeth Harford-Nourse
Robert Senior

Julia Raybould-Rodgers
 Tina Nuñez
 Kacie Wills
 Tracy Scovil
 James Read
 Peter Huk
 Melanie Brunet
 Ryan Meza
 Sherry Loomis
 Chris Carroll

Diversity, Inclusion, and Equity:

In our ongoing efforts to promote diversity, equity, and inclusion, at the time of this report, eleven English faculty, both full-time and part-time, have completed the Culturally Responsive Curriculum training. Eight English faculty, both full-and part-time, have integrated curriculum modifications/improvements for eleven courses: see below.

| NAME OF FACULTY | DATES TRAINED | CURRICULUM MODIFICATIONS |
|------------------------|---|--------------------------|
| Adam Pasion | April 14 th -April 28 th 2023 | ENGL 150 |
| Alina Romo | April 14 th -April 28 th 2023 | ENGL 130 |
| Chellis Ying Hood | Sept. 2 nd – Feb. 3 rd 2023 | ENGL 102 & ENGL 150 |
| Christina Nunez | April 14 th -April 28 th 2023 | ENGL 103 & ENGL 152 |
| Janae Dimick | Sept. 2 nd – Feb. 3 rd 2023 | ENGL 103 |
| Julia Raybould-Rodgers | April 14 th -April 28 th 2023 | ENGL 103 |
| Melanie Guido Brunet | April 14 th -April 28 th 2023 | |
| Peter Huk | Sept. 2 nd – Feb. 3 rd 2023 | ENGL 101 |
| Ryan Meza | May 2 nd - May 22 nd 2023 | |
| Kacie Wills | Sept. 2 nd – Feb. 3 rd 2023 | ENGL 101 & ENGL 103 |
| Tracy Scovil | March 8 th – April 5 th 2024 | |

Our commitment to revising our new ES/ENGL courses for a second time, with the ultimate goal of CSU Area F GE approval, further demonstrates our dedication to DEI-focused curriculum and instruction.

Diversity Resource Specialist Training:

Chris Carroll and Sharaya Olmeda completed the Diversity Resource Specialist training in spring 2024, and at least one tenured English faculty has committed to the training in the fall, demonstrating our ongoing investment in diversity and equity in hiring.

Peer Mentor Integration in English Instruction:

Julia Raybould-Rodgers reports the following Peer Mentor data:

In fall 23 there were 22 peer mentors in 30 English classes.

In spring 24 there were 24 peer mentors in 30 English classes.

Learning Communities:

Puente:

Chris Carroll, Puente Program English instructor, reports the following:

During fall, Puente students attended a motivational transfer conference at UC Davis. Students also attended campus orientations and events at CSU Sacramento and CSU Monterey Bay. During spring semester, students visited UC Riverside, Cal Poly Pomona, and CSU Los Angeles. 25 out of 29 completed the full Puente course sequence with passing grades. All Puente students completed fully developed educational plans with specific courses of action to transfer. Multiple former Puente students will be attending universities, such as UCLA, UC Santa Barbara, and Cal Poly San Luis Obispo for fall 2024. Four English faculty, representing full-time and adjunct faculty--Kopecky, Nuñez, Romo, and Harford-Nourse--served as Puente Mentors and participated in the fall Puente Kick-Off, the winter PCPA dinner and theater event, and the spring Mock Interview Night.

Rising Scholars:

There is no update to report for this learning community.

Athlete Learning Community:

Robert Senior, instructor for the Athlete Learning Community, reports the following data:

Fall 2023

- English 101: 26 students enrolled; 25 completed the course; 19 passed with a C or higher
- English 112: 26 students enrolled; 25 completed the course; 20 passed with a C or higher

Spring 2024

- English 101: 18 students enrolled; 15 completed the course; 12 passed with a C or higher
- English 112: 18 students enrolled; 15 completed the course; 13 passed with a C or higher

Academic Integrity:

Artificial intelligence and AI-generated writing continue to complicate and undermine the work undertaken within the English Department. Faculty report a continued increase in plagiarized writing assignments (AI-generated) in all forms of assessments: formal writing assignments,

online discussion forums, midterm exams, online quizzes, and within a variety of low-stakes writing assignments completed outside the classroom. Several faculty have moved to in-class writing as a means to ensure student accountability and honesty. Most faculty rely on Turnitin's AI-detection software within Canvas, but it is not applicable to all types of assignments, Canvas Discussion Boards, for example. Recently, Turnitin has developed a "quick submit" option for scanning work suspected of AI. This was brought to faculty's attention at the end of spring and will be useful in subsequent semesters. The department has also piloted Harmonize, a Canvas plug-in, that scans Canvas Discussion Board posts for AI-generated writing. Thus far, the software has proven successful. One drawback of the Harmonize AI-detection software is that it requires posts of 300 words or more, which is fairly lengthy for low-stakes assignments. The department is continuing to use GPTZero as another alternative for upholding the integrity of our courses. One drawback of GPTZero is that uploads are limited to 5,000 characters unless a subscription is maintained. The department is advocating for the college to subscribe to GPTZero so that English faculty can more easily and thoroughly scan for plagiarized assignments. Because of the impact AI-generated writing has had on our classrooms, several English faculty helped resurrect the Academic Integrity Committee, an Academic Senate subcommittee. Melanie Brunet, Alina Romo, Elisabeth Harford-Nourse (Part-Time Faculty), Susie Kopecky, and Sharaya Olmeda (Library) have partnered with faculty in math and the social sciences, along with student representatives and representation from CSEA and administration, to review and revise AB/BP 5500 (Student Code of Conduct) updating the language to include AI-generated content and machine learning within the definitions of plagiarism and academic honesty. The review and revisions are complete and will be shared with our respective departments for feedback in the fall. The hope is that the committee will bring the revisions to Senate in October of 2024 for approval.

Guided Pathways:

The People, Language, and Culture Guided Pathway's English faculty representative, Professor Chad Kelly, met with this committee once a month over the course of the year to explore options related to innovative scheduling, learning communities, distance education offerings, course completion, faculty engagement, and the like. One outgrowth of these discussions culminated in the People, Language, and Culture Hancock Hangout on March 28th, which brought together faculty and staff across college departments to meet and share some in-person time to showcase their respective departments/programs. Currently in development is the creation of a questionnaire for students who have elected to drop/withdraw from a given course in the People, Language, and Culture areas.

AHC Foundation Scholarship Awards for English Majors This Year:

- Isaacson Literature: 1 @ \$1550
- Susan Farley Memorial 1 @ \$1,000
- Lynne Bland Burke 1 @ \$1,000
- Though not funded by the department or for an English major, The Dr. Kate Adams Memorial Scholarship was awarded, 1@ \$1,000
- Calista Freeland, 2024 AHC graduate with a 4.0 GPA, English major, and Peer Mentor, was awarded the prestigious Marian Hancock Scholarship. Calista intends to pursue her four-year degree and eventually become an English teacher.

Writing Center:

English faculty continue to be active in and supportive of the AHC Writing Center as evidenced, for one, by the following fall 2023 and spring 2024 workshops:

Fall 2023 Writing Center Workshops Sign-up

All workshops (unless noted otherwise) are now in person. Students may attend workshops via Zoom or in person. In person attendance will take place in the Writing Center's Harvest Room (Bldg. L-South, Rm. L116) at the Santa Maria Campus. Melissa from the Writing Center will be present in the Harvest Room to assist faculty with running the day-time workshops.

Please choose no more than two workshops until everyone has had a chance to sign up.

| WEEK | DAY & DATE | TIME | WORKSHOP | PRESENTER |
|--------|-----------------------|--------------|--|--|
| Week 3 | Wednesday, Aug. 30th | 1-2 p.m. | College Reading Strategies | Tina Nuñez |
| Week 3 | Thursday, Aug. 31st | 5-6 p.m. | Transition to College Writing | Michael McMahon |
| Week 4 | Wednesday, Sept. 6th | 1-2 p.m. | Paragraph Writing Basics | Elaine Healy |
| Week 5 | Tuesday, Sept. 12th | 12-1:30 p.m. | CSU/UC Transfer Application Workshop | UTC; Zoom only: 882.3125.2379 Kacie |
| Week 5 | Wednesday, Sept. 13th | 1-2 p.m. | Grammar & Punctuation: Four Traditional Sentence Types | Susie |
| Week 6 | Wednesday, Sept. 20th | 1-2 p.m. | Professionalizing Yourself as a Student | Susie |
| Week 7 | Wednesday, Sept. 27th | 1-2 p.m. | Steps to a Strong(er) Thesis | Kacie Wills |
| Week 8 | Tuesday, Oct. 3rd | 4:30-6 p.m. | CSU/UC Transfer Application Workshop | UTC; Zoom only: 882.3125.2379 Kacie |

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|---------|----------------------|----------------------|--|---|
| Week 8 | Wednesday, Oct. 4th | 1-2 p.m. | MLA Documentation | Adam Pasion |
| Week 9 | Wednesday, Oct. 11th | 1-2 p.m. | Quoting, Paraphrasing, & Summarizing | Tina Nuñez via Zoom |
| Week 10 | Wednesday, Oct. 18th | 1-2 p.m. | Grammar & Punctuation: Fixing Fragments, Run-ons, and Comma Splices | Kacie Wills |
| Week 10 | Thursday, Oct. 19th | 5-6 p.m. | Drafting Annotated Bibliographies | Ryan Meza |
| Week 11 | Wednesday, Oct. 25th | 1-2 p.m. | Writing a Research Paper | Ryan Meza |
| Week 12 | Wednesday, Nov. 1st | 1-2 p.m. | Editing Your Writing | Lizzy Harford-Nourse |
| Week 12 | Thursday, Nov. 2nd | 11 a.m. - 12:30 p.m. | CSU/UC Transfer Application Workshop | UTC; In person only Kacie Wills |
| Week 13 | Wednesday, Nov. 8th | 1-2 p.m. | Preparing for Essay Exams (In-Class Essays) | Elaine |
| Week 14 | Wednesday, Nov. 15th | 1-2 p.m. | <i>Topic TBD: What do students need at this stage of the semester?</i> | cancelled |

Spring 2024 Writing Center Workshops Sign-up

Please be prepared to deliver workshops in a hybrid format. Students may attend workshops via Zoom or in person. In-person attendance will be in the Writing Center's Harvest Room (Bldg. L-South, Rm. L116) at the Santa Maria Campus.

Please choose only ONE workshop until everyone has had a chance to sign up.

[s24 Workshop Attendance Tracker.xlsx](#)

| WEEK # | WORKSHOP TOPIC | DAY & DATE | TIME | PRESENTER |
|-------------------------------|--|--------------------------|----------|----------------------|
| 3 | Reading Strategies for College Students | Wednesday, February 7th | 5-6 p.m. | Tina Nunez |
| 5 | 10 Tips for Success in English Courses | Wednesday, February 21st | 2-3 p.m. | Andria |
| 5 | English Learners: A Smooth Transition into English 101 | Thursday, February 22nd | 5-6 p.m. | Michael |
| 7 | MLA: In-text Citations & Works Cited | Wednesday, March 6th | 1-2 p.m. | Alina |
| Spring Break 3/18-3/24 | | | | |
| 9 | Steps to a Strong Thesis | Wednesday, March 27th | 2-3 p.m. | Kacie Wills |
| 11 | Grammar & Punctuation: Comma Rules | Thursday, April 11th | 5-6 p.m. | Tina Nunez |
| 12 | Writing a Research Paper | Wednesday, April 17th | 2-3 p.m. | Susie Kopecky |
| 13 | Purposeful Paragraphs | Wednesday, April 24th | 1-2 p.m. | Michael |
| 15 | Resumes & Cover Letters | Wednesday, May 8th | 5-6 p.m. | Alicia |

Elaine Healy, Academic Resource Center Coordinator, reports the additional Writing Center updates:

- Writing Center visits increased in fall 2023 to a total of 6,000 attendance hours, which equates to double the number of attendance hours the WC received in fall 2022.

Increased usage is best explained by an increased in-person student presence, strong support from English faculty who encouraged student attendance, and the presence of the English Peer Mentor Program in the Writing Center.

- The Writing Center focused on student access by offering online weekend paper submissions, WC chat feature extended until 10 p.m., Zoom tutoring options, and online weekly writing-related workshops. These features gave students a variety of modes to access writing support.
- The Writing Center offered 25 workshops in fall 2023 and spring 2024.
- Writing Center student surveys showed that 90% of students who visited the Writing Center rated their experience as *excellent* or *good*.
- The Writing Center and the Peer Mentorship Program continue to partner to place Peer Mentors in the Writing Center to maximize student support and to extend WC chat hours to 10 p.m.
- The Writing Center offered events and workshops to promote its services: movie night during Study-a-Thon, makerspace, and pop-ups in the Student Center.

AP&P:

The following ENGL program and courses have been recommended for approval by the curriculum committee:

ENGL AA-T
ENGL 180 Harry Potter
ENGL/ES 153 Native American Literature

The following developmental English courses, particularly as a result of AB 705 and AB 1705 legislation, have been sunsetted this year according to department vote:

ENGL 511
ENGL 512
ENGL 513
ENGL 514

As a result of fairly recent legislation, AB 1460, which requires CSU students to take an Ethnic Studies course, the English Department created four new cross-listed ENGL/Ethnic Studies literature courses last year: ENGL 150 Asian American Literature, ENGL 151 African American Literature, ENGL 152 Latina/o Literature, and ENGL 153 Native American Literature. Although the courses were approved at the local level by AP&P, they were not approved by CSU for Area F, our ultimate goal. This past year, English faculty revised the CORs for the four courses, highlighting Ethnic Studies theory and frameworks, as advised, and including application of the Culturally Responsive Curriculum lens and toolkit, and resubmitted them for reconsideration as follows: ENGL/ES 150 Asian Pacific American Literature and Cultural Expression, ENGL/ES 151 Ethnic Studies in Black and African American Literature and Cultural Expression, ENGL/ES 152 Ethnic Studies in Latina/o Literature and Cultural Expression, and ENGL/ES 153 Ethnic Studies in Native American Literature and Cultural

Expression. Again, they were approved locally, but they were denied a second time for Area F approval by the state. We will reconvene to determine our next steps, as we are committed to bringing these DEI courses to our student body under both local and state.

Zero Textbook Cost:

English faculty continue to participate in OER training and are beginning to offer OER classes. This summer, Susie Kopecky is offering ENGL 110 Grammar for College and Career and ENGL 117 Detective Fiction as OER classes, and Richard Mahon is offering an OER version of ENGL 101 Freshman Composition in the fall. Darren Sullivan, in turn, is offering ENGL 101/112, our corequisite, as OER in the fall. We supported the Low Textbook Cost (\$40 cap) proposal that was recently endorsed by Academic Senate and hope to offer a wide array of courses in the future under the LTC designation.

English faculty have participated in the three-year US Department of Education OER grant and accessibility/inclusion endeavors in the following ways:

- Darren Sullivan, adjunct English faculty, created an OER Canvas course for [American Literature](#).
- Chellis Ying Hood and Janae Dimick, full-time English faculty, peer reviewed the American Literature course.
- Dawn Hamilton, former English adjunct, created an OER Canvas course for Critical Thinking with a Latinx focus.
- Tina Nuñez and Jennifer Jozwiak, full-time English faculty, peer reviewed the Critical Thinking course.

AB1705 Grant Proposal Approvals:

1. Textbooks for 101/112:

- *The House on Mango Street* by Sandra Cisneros
- *Spiritual Graffiti: Finding My True Path* by MC Yogi

2. Professional Development:

- [TESOL Training/Certification](#) at University of Anaheim [TESOL Institute](#) (three-unit, fifteen-week online course to be completed by 2025) for the following full- and part-time faculty: Nuñez, Harford-Nourse, Licoscas, Loomis, and Ying Hood.

Conferences: English faculty continue to participate in professional development conferences to maximize student success. This year, utilizing AB 1705 grant funds with a focus on pedagogy, corequisite implementation, evaluation, etc., full-and part-time faculty have or will participate in the following conferences:

- Teaching Professor Conference: “Addressing the Student Disengagement Crisis in Higher Education” (New Orleans: June 7-9, 2024)
- Online Teaching Conference: “Navigating the Digital Landscape: Setting the Course for Student Success” (Long Beach: June 26-28, 2024)
- National Organization for Student Success Conference: “Bet on Student Success” (Las Vegas: February 14-17, 2024)
- RP Group Conference: “Strengthening Student Success” (October 10-13, 2023)
- In-House Professional Development: “AB1705 Preparation for fall 2024” (April 10, 2024).
- Faculty Mentorship Cohorts on Effective Retention Practices: PD spring semester 2024

3. Instruction Materials:

- English 112 Essential Instructional Materials: for adjunct faculty and faculty who are teaching corequisite classes for the first time and for adjunct faculty and faculty looking for a refresher in corequisite instruction; activity includes a faculty conducted peer review of materials.

4. Research:

- On successful corequisite ESL freshman composition models at other community colleges.

Conference Presentations:

Kacie Wills and Alina Romo. "General Education and the Future of Eighteenth-Century Studies." Western Society of Eighteenth-Century Studies. San Francisco, February, 2024.

Wills and Romo. "Teaching Literature at Community Colleges Now: Ethnic Studies and the Literature Curriculum." Modern Language Association. Philadelphia, January, 2024.

Wills and Romo. "Inclusive Language, Action-Oriented Anti-Racism, and Academic Freedom." MLA. Philadelphia, January, 2024.

Ongoing Committee Participation and Representation:

Jim Read: Scholarship Committee

Robert Senior: Distance Education Committee

Jennifer Jozwiak: Sabbatical Committee

Chad Kelly: Guided Pathways/ Success Teams

Melanie Brunet: Academic Senator, Academic Integrity Committee

Alina Romo: Academic Senator, Academic Integrity Committee, and Student Success and Equity

Chris Carroll: Academic Senator

Kacie Wills: AP&P Representative

Julia Raybould-Rodgers: Student Learning Outcomes and PLOs, Student Success and Equity

Other:

Jennifer Jozwiak reports the following Hypothes.is update: “Over the past several semesters (since spring of 2022), I have been using the social annotation program Hypothes.is, which integrates into our Canvas LMS. Through social annotation assignments, I have been able to add engaging content to our discussions in both online and face-to-face classes. Students connect with each other, ask questions, and provide one another with support and camaraderie through social annotation. In the academic year 2023-2024, I used Hypothes.is in ENGL 101, 105, 110 (both face-to-face and online) and 100. The company Hypothes.is was interested in hearing students' feedback and wanted to share these stories of success with other faculty. Thus, they wrote a piece highlighting my work with Hypothes.is, which can be found on their website” and is linked here: [Empowering Student Success at Allan Hancock College with Hypothes.is](#).

In February 2024, English Professor **Marc García-Martínez**, gave a special presentation at the Santa María Unified School District’s semester faculty Ethnic and Gender Studies (EGS) meeting on Hancock College’s Latina/o Studies degree program. Dr. García-Martínez is the originator and curator of this program.

Dr. Kacie Wills reports the following book chapter publication: Kacie L. Wills and Christopher Hagan. “Tolkien’s Romantic Gusto,” *The Romantic Spirit in the Works of J.R.R. Tolkien*, ed. Will Sherwood and Julian Eilmann, Walking Tree Publishers, 2024, pp. 239-261.

Robert Senior, who successfully teaches the Athlete ENGL 101/112 corequisite learning community received, along with five others, the Impact Award at this year’s Athletic Department Awards Dinner. The Impact Award “recognizes special members of the Hancock community for their ongoing support of student-athletes and AHC Athletics.”

As ENGL 107 and 108 instructor and *Harvest* advisor, Professor **Chris Carroll** oversaw the production of *Harvest 2024*, Hancock’s student-led literary journal. The related two-sequence course, English 107 and 108, successfully made in fall 2023 and spring 2024 with healthy enrollments and generated solid pass rates, indicating a strong re-emergence of the program that was revived last year.

English Department Chair **Tina Nuñez** gave a faculty presentation on utilizing Peer Mentors and Canvas at the spring Title V meeting. She read original works of poetry at the Día de los Muertos Poetry event and the *Harvest* literary journal launch. She also read/performed in *Hemingway Country: a Staged Reading*. For the sixth year in a row, she successfully participated in NaNoWriMo, writing a total of 50,000 words in the month of November.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

Last year, we revised ENGL PLOs 3 and 4, both of which we intended to assess during the 2023-2024 academic year. However, our PLO 4 goal was thwarted by the fact that courses were not loaded into SPOL for spring 2024 data entry.

English PLOs: with Revisions

PLO 1: Analyze, interpret, and evaluate a diverse range of fiction and non-fiction texts and media. [English 102, 103, 105, 106, 107, 108, 110, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, 148]

PLO 2: Write, with college-level fluency and accuracy, appropriately documented essays using reasoning, rhetoric, and credible sources. [English 102, 103, 130, 131, 132, 133, 135, 138, 139, 144, 145, 146, 148]

~~PLO 3: Write genre-specific, language-appropriate texts for determined audiences.~~

PLO 3: Create genre-specific, language-appropriate texts and/or documents for determined audiences. [English 102,103, 104, 105, 106, 107, 108, 110, 137.]

~~PLO 4: Articulate the relations among culture, history, and texts.~~

PLO 4: Articulate the connections, relationships and/or enduring themes among culture, history, and language. [English 105, 130, 131, 132, 137, 138, 139, 144, 145, 146, 148]-

Now that our new ENGL AA-T has been approved locally and by the state, we will submit revised PLOs 3 and 4 to the curriculum committee in fall of 2024 for approval. We anticipate no issues.

Currently the department is piloting all four of the English PLOs in a two-year cycle. It is anticipated that some courses may need to be sampled more than once in a six-year cycle. We also need to add our recently approved literature and Ethnic Studies courses (ENGL 117, 118, 119, 150, 151, 152, 153, and 180) to the assessment cycle.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

The following courses were DE peer reviewed in fall 2023:

| Courses | Peer Reviewers |
|----------------|-----------------------|
| ENGL 130 | Melanie Brunet |
| ENGL 105 | Kacie Wills |
| ENGL 101 | Susie Kopecky |
| ENGL 107 | Tina Nuñez |

| | |
|----------|------------------------|
| ENGL 101 | Julia Raybould-Rodgers |
| ENGL 106 | Jim Read |

Peer reviewers have returned the corresponding rubrics to Kristi Brickey, English Department Administrative Assistant, who will keep them on file for future reference. Copies of the rubrics have also been sent to Mary Patrick via Ann Cardona for the dean's files.

The following courses were DE peer reviewed in spring 2024:

| Course | Instructor | Peer Reviewer |
|----------|------------------------|------------------------|
| ENGL 100 | Jennifer Jozwiak | Melanie Brunet |
| ENGL 103 | Julia Raybould-Rodgers | Tina Nuñez |
| ENGL 137 | Melanie Brunet | Jim Read |
| ENGL 131 | Tina Nuñez | Julia Raybould-Rodgers |
| ENGL 146 | Jim Read | Susie Kopecky |

b. What were some key findings regarding RSI

- Some strengths:

All courses reviewed in fall 2023 showed substantive interaction: clear evidence of engaging students in teaching, learning, and assessment. Examples include the following: Discussion Board interaction, announcements, audio/video announcements and instruction via Canvas Studio, Canvas messages, Hypothes.is and Perusall annotation, rubrics, in-line annotations, and other assignment feedback, etc.

All courses reviewed in fall 2023 provided evidence of direct instruction, including weekly lectures, video and PowerPoint presentations, feedback on writing assignments, Discussion Board instruction/feedback, Studio lectures, weekly module overviews including objectives, etc.

All courses reviewed in fall 2023 showed clear evidence of assessment and feedback on students' work. Examples include the following: Discussion Board rubrics and comments, Canvas Speedgrader annotations, graded quizzes with feedback, audio/video feedback on assignments, etc.

Furthermore, all ENGL courses/sections reviewed showed clear evidence of the following:

- Responses to students' questions
- Facilitating group discussions regarding course content/competencies
- Instructional activities
- Substantive interaction in predictable/scheduled manner
- Opportunities for student-to-student interaction
- Student engagement

Note: Spring 2024 data is still being collected, but so far all courses/sections reviewed have favorably met the rubric criteria for regular and substantive interaction on the part of the instructors and in terms of student-to-student contact.

- Some areas of possible improvement:

There is confusion about what “direct instruction” means on the rubric. Some peer reviewers mistakenly interpreted this to mean face-to-face instruction.

- c. What is the plan for improvement?

We suggest a specific professional development session on how to interpret DE rubric language and how to complete the rubric.

CTE two-year review of labor market data and pre-requisite review: not applicable to English.

- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

| New Program Planning Initiative (Objective) – Yearly Planning Only | |
|--|---|
| Title (including number: Planning years: | <i>ER Obj-2 Video Speeches for Student Learning and enhancement (The academic years this will take to complete) 2021-22 to 2024-25</i> |
| Description: | |
| <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills. | |
| What college plans are associated with this Objective? (Please select from the list below): | |
| <input type="checkbox"/> Ed Master Plan | <input type="checkbox"/> Student Equity Plan |
| <input type="checkbox"/> Technology Plan | <input type="checkbox"/> Facilities Plan |
| <input checked="" type="checkbox"/> Employment Opp. | <input type="checkbox"/> Strong Workforce |
| <input type="checkbox"/> Title V | <input type="checkbox"/> AB 705 |
| | <input type="checkbox"/> Equal |

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

| Dept | Program | Source | Year | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item |
|---------|------------------|--------------------------|-----------|----------------------------------|---------------|---|
| English | English Rhetoric | Yearly Planning and Core | 2022-2023 | ER OBJ-2 | Equipment | video cameras 5500 each |
| | | | | | | |
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Tabs: EQUIPMENT, SUPPLIES, STAFFING, TECHNOLOGY, FACILITIES

| New Program Planning Initiative (Objective) – Yearly Planning Only | |
|--|---|
| Title (including number): | Harmonize |
| Planning years: | (The academic years this will take to complete) 2024-2025 |
| Description: | |
| <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> | |
| Based on a successful spring 2024 pilot of Harmonize, an online Discussion Board alternative that nicely embeds in Canvas and that allows for more robust Discussion Board interaction and includes Turnitin and A.I features for Canvas Discussion Board assignments, the college is investing in an annual contract for 2024-2025: \$7,000 for 1,500 licenses. While this cost is to be absorbed by DE, we want it to be transparent for future purposes as we anticipate continued use. | |
| What college plans are associated with this Objective? (Please select from the list below): | |
| <input type="checkbox"/> Ed Master Plan 705/1705 | <input type="checkbox"/> Student Equity Plan |
| <input type="checkbox"/> Technology Plan Employment Opp. | <input type="checkbox"/> Facilities Plan |
| <input type="checkbox"/> Title V | <input type="checkbox"/> Guided Pathways AB |
| | <input type="checkbox"/> Strong Workforce Equal |

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

First, the department determined to identify and examine data for success and retention rates for scheduled times that English 101 and English 103 are offered. For example, do students who take Engl. 101 at 8 a.m. pass at the same rate as those who take Engl. 101 at 12:20 and so on? We also wanted modality disaggregated from that data to determine if modality affected the outcomes.

Second, the department wanted to identify and examine data for the success and retention rates for students who took Engl. 101 in the different modalities and then move on to English 103. For example, at what rate do students succeed and are retained in English 103 after having taken Engl. 101 DL vs. having taken Engl. 101 in person vs having taken an Engl. 101 hybrid? Asking these questions could help determine if one English 101 modality over others is helping students be more successful in subsequent English courses. Modality also includes the designation of “did not take at Allan Hancock.”

The following is data compiled and analyzed by Institutional Effectiveness:

What follows is a summary of the data on retention and success rates for English 101 and English 103 from fall 2021 through fall 2023, categorized by time of day and location.

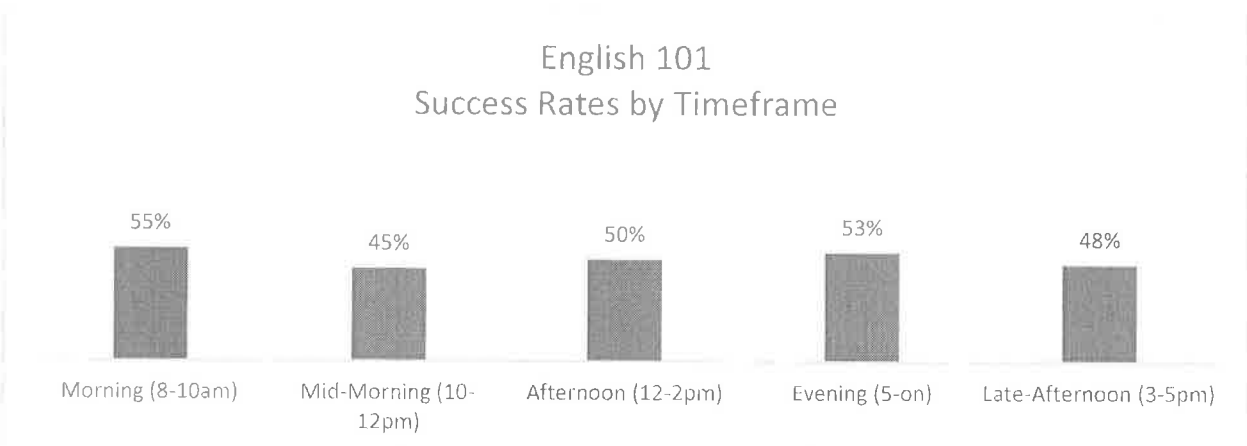
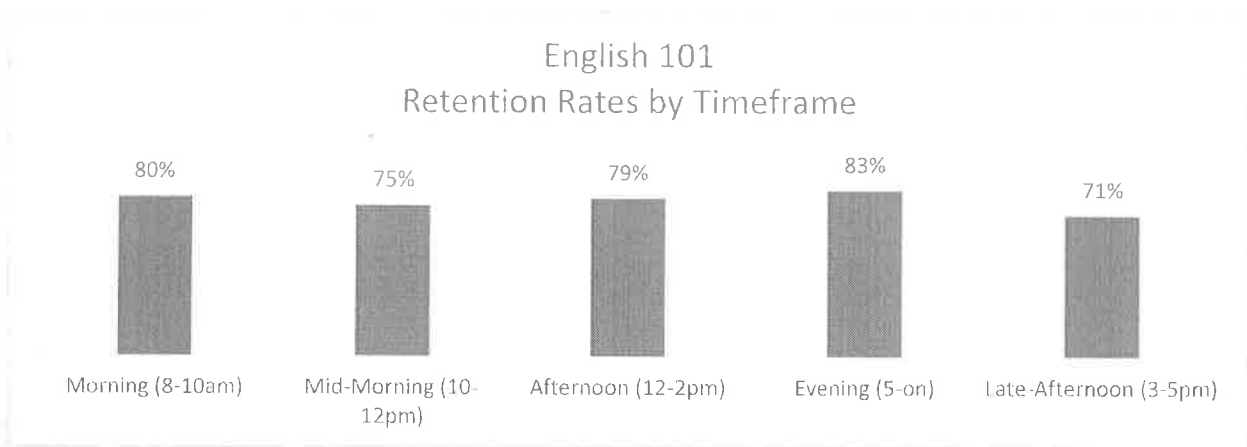
For English 101, retention rates varied across different times of day, with the highest rate in the evening (5-on) at 83% and the lowest in late-afternoon (3-5pm) at 71%. Success rates for English

101 also followed a similar pattern, with the highest success rate in the evening (5-on) at 53% and the lowest in mid-morning (10-12pm) at 45%.

Regarding English 103, retention rates differed across locations, with Lompoc Valley Center having the highest at 84% and Off Campus the lowest at 74%. Success rates for English 103 varied notably across locations as well, with Lompoc Valley Center having the highest success rate at 64% and Off Campus the lowest at 30%.

Given these variations, it is important to approach the interpretation of these results with caution, recognizing that instructor preferences for specific timeslots and locations may have a substantial impact on both retention and success rates for these courses.

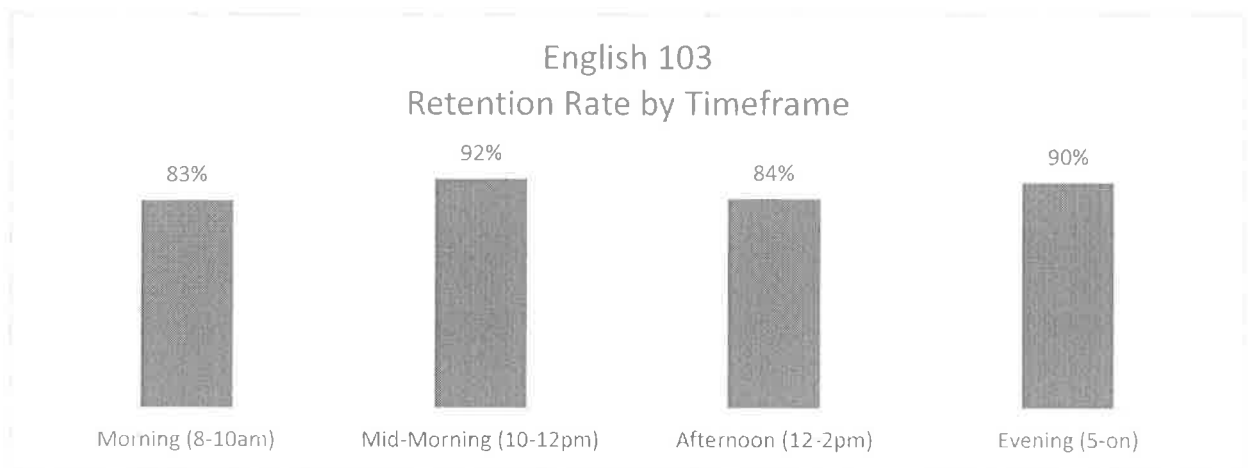
English 101 Success and Retention Data by Time



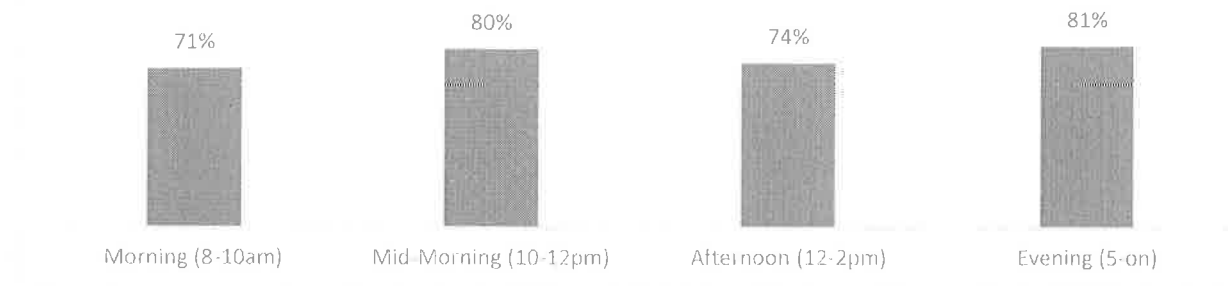
English 101 Success and Retention Data by Location



English 103 Success and Retention Data by Time

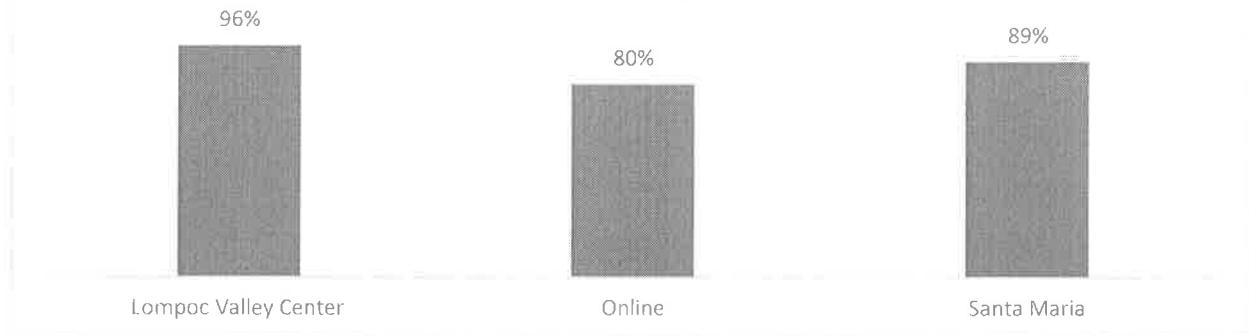


English 103 Success Rate by Timeframe



English 103 Success and Retention Data by Location

English 103 Retention Rate by Location



English 103 Success Rates by Location

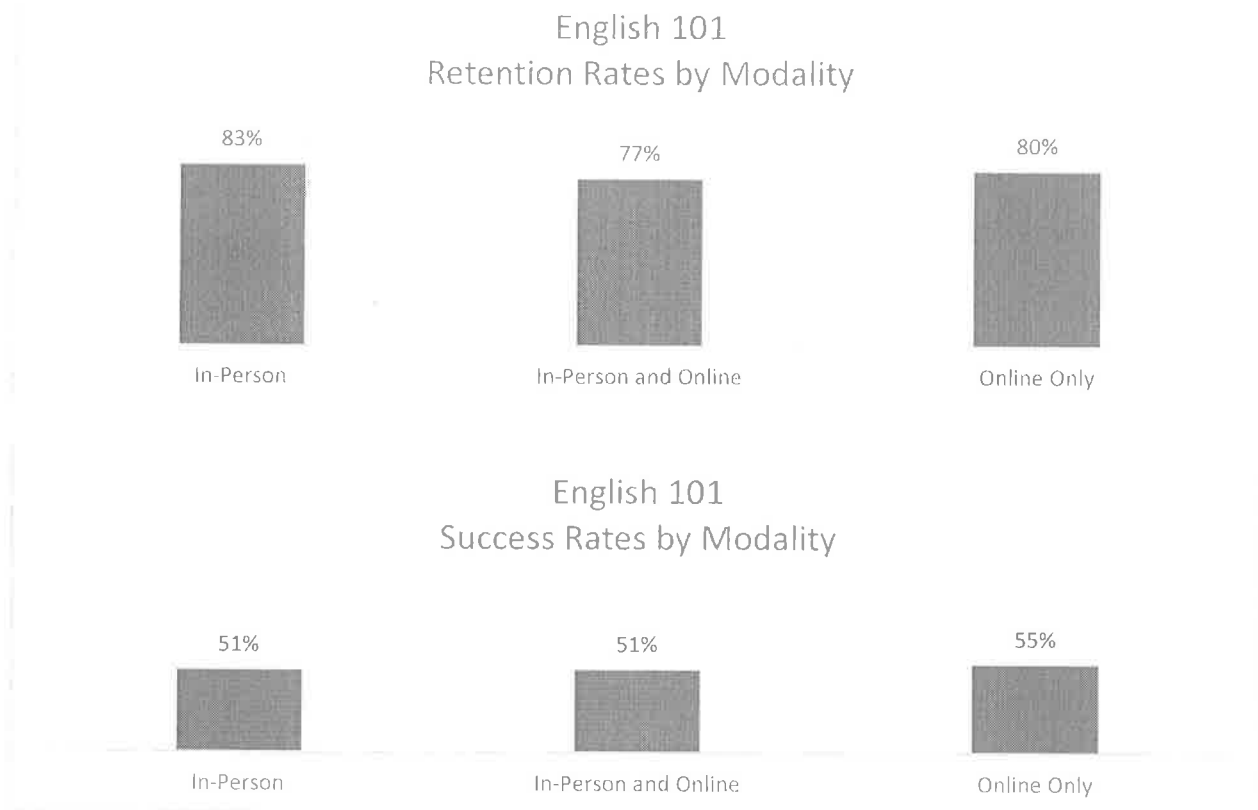


Success and Retention Rates in English 101 by modality, Fall 2021-Fall 2023

The retention rates for English 101 varied across different modalities. For students taking English 101 in-person, the retention rate was 83%, while for those in the in-person and online modality, it was slightly lower at 77%. Students who took English 101 online only had a retention rate of 80%.

Similarly, the success rates for English 101 showed variations based on modality. The success rate for in-person English 101 was 51%, the same as the in-person and online modality. For students in the online only modality, the success rate was slightly higher at 55%.

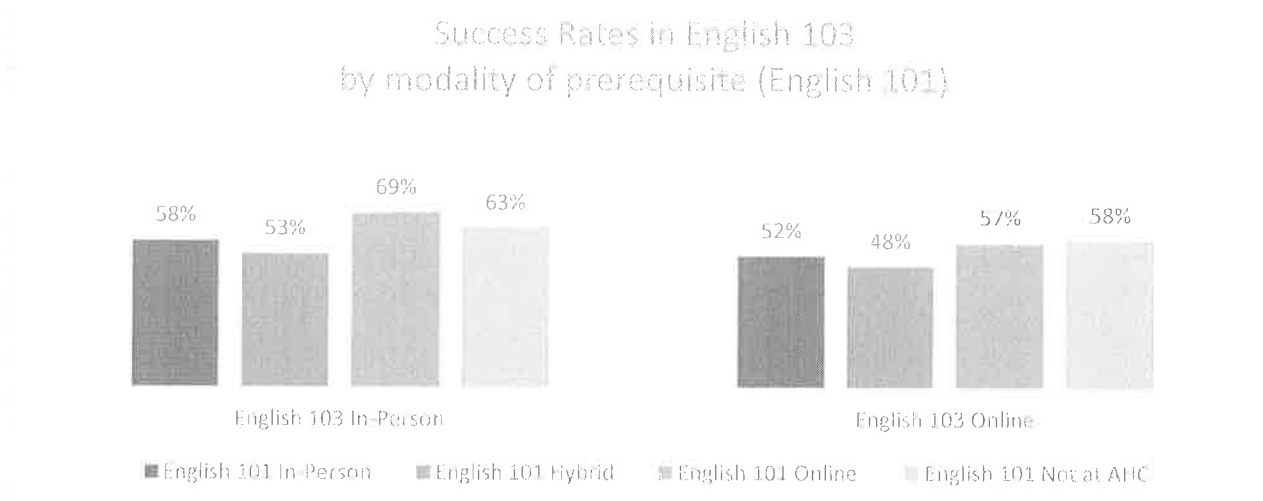
These results indicate that there are nuanced differences in both retention and success rates based on the modality of English 101, with online only students showing a slightly higher success rate compared to their counterparts in in-person and in-person and online modalities.



Success Rates in English 103 by Modality of prerequisite (English 101), Fall 2021-Fall 2023

The success rates in English 103 varied based on the modality of the prerequisite English 101 course. For students who took English 103 in-person, the success rates in English 103 were 58% if they took English 101 in-person, 53% if they took English 101 in hybrid modality, 69% if they took English 101 online, and 63% if they didn't take English 101 at AHC. On the other hand, for students who took English 103 online, the success rates in English 103 were 52% if they took English 101 in-person, 48% if they took English 101 hybrid modality, 57% if they took English 101 online, and 58% if they did not take English 101 at AHC.

This data suggests that the modality of the prerequisite English 101 course may have an influence on success rates in English 103, with variations observed across different combinations of course modalities.



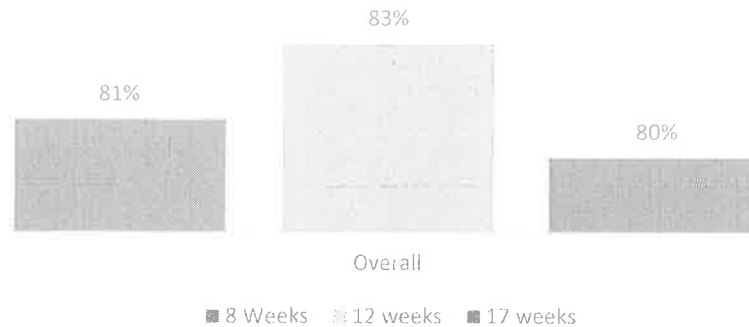
After receiving the first round of data from Institutional Effectiveness, the department requested follow-up data. We asked to have data further disaggregated for “did not take 101 at AHC” to identify where students took English 101. The department also wanted to further disaggregate the varying lengths of courses taught from the data presented above, including 8 week and 12 week 101 and 103 courses from data to see if that affects success and retention.

All but one student from the “did not take 101 at AHC” data took English 101 at another institution.

Retention Rates for English 101 of Varying Lengths (8, 12, and 17 Weeks)

The two charts below present the retention rates for English 101 courses of varying lengths (8, 12, and 17 weeks). The first table is the overall retention rate over two years, Spring 2022 to Fall 2023. The second chart is a breakdown by each term. For 8-week courses, retention rates were relatively stable, averaging 81% overall, though there was a decrease to 74% in Fall 2023. The 12-week courses saw improvement, starting at 50% in Spring 2022 and reaching 90% in Spring 2023, with an overall average of 83%. The 17-week courses also demonstrated an increase in retention, starting at 72% in Spring 2022 and maintaining around 83-84% in subsequent semesters, resulting in an overall average of 80%.

Overall
Retention by Course Length
Spring 2022 - Fall 2023



Retention by Course Length
Spring 2022 - Fall 2023



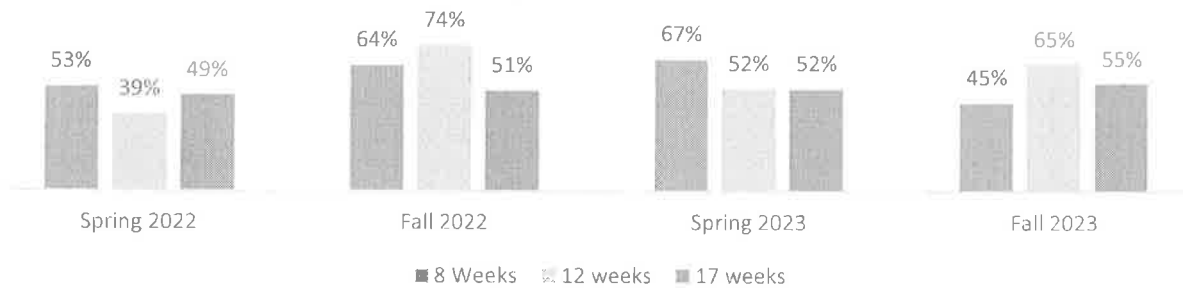
Success Rates for English 101 of Varying Lengths (8, 12, and 17 Weeks)

The two charts below present the success rates for English 101 courses of varying lengths (8, 12, and 17 weeks). The first table is the overall success rate over two years, Spring 2022 to Fall 2023. The second chart is a breakdown by each term. For 8-week courses, success rates fluctuated, starting at 53% in Spring 2022, peaking at 67% in Spring 2023, but dropping to 45% in Fall 2023, with an overall average of 56%. The 12-week courses demonstrated notable improvement, rising from 39% in Spring 2022 to 74% in Fall 2022, and maintaining a high of 65% in Fall 2023, averaging 60% overall. The 17-week courses had more consistent, but lower success rates, starting at 49% in Spring 2022 and varying modestly across semesters, with an overall average of 52%. As previously stated, it is likely that the instructor who teaches the course contributes to the fluctuating grades from term to term. The instructor effect can have a significant impact on both success and retention rates in the courses.

Overall
Success by Course Length
Spring 2022 - Fall 2023

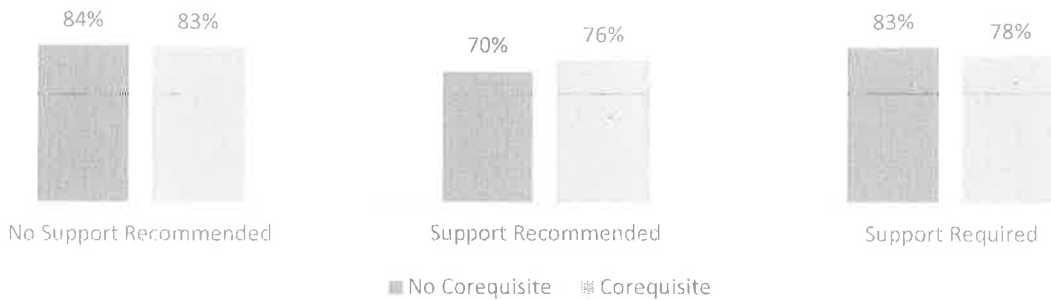


Success by Course Length
Spring 2022 - Fall 2023



The chart below summarizes student retention rates in relation to support recommendations by GPA bands and whether students took a corequisite course, Spring 2022 through Fall 2023. For students with no support recommended, retention rates were high and similar regardless of taking the corequisite course, at 84% without and 83% with the corequisite. Among students for whom support was recommended, retention rates were higher for those who took the corequisite course (76%) compared to those who did not (70%). For students who were required to have support, those without the corequisite had a retention rate of 83%, while those with the corequisite had a slightly lower retention rate of 78%. This suggests that while corequisite courses can positively impact retention for students recommended for support, their effect is less pronounced for those with no support recommendations or those required to have support.

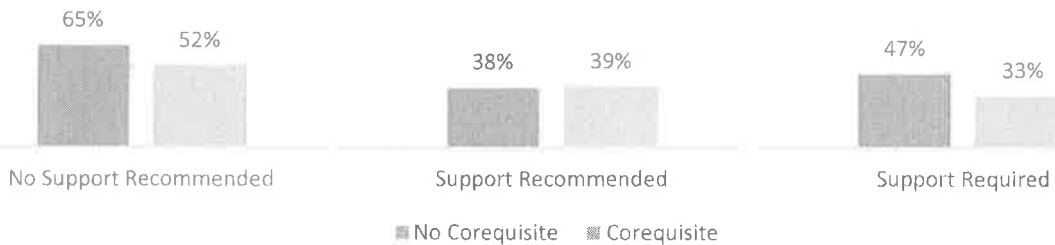
Retention Rates by GPA Recommendation and Support Spring 2022 - Fall 023



Student Retention Rates in Relation to Support Recommendations by GPA

The chart below provides success rates for students based on support recommendations by GPA bands and whether they took a corequisite course, Spring 2022 through Fall 2023. For students with no support recommended, success rates were higher for those who did not take the corequisite course (65%) compared to those who did (52%). Among students for whom support was recommended, success rates were nearly the same whether they took the corequisite course, at 38% without and 39% with the corequisite. For students required to have support, success rates were higher for those who did not take the corequisite course (47%) compared to those who did (33%). This indicates that taking a corequisite course does not always correlate with higher success rates and may even be associated with lower success rates for certain groups of students. As previously stated, the instructor effect can have a significant impact on both success and retention rates in the courses.

Success Rates by GPA Recommendation and Support Spring 2022 - Fall 2023



Conclusions:

- A. Determining the causality of student success and retention based on time of course is difficult to ascertain for several factors: faculty who consistently teach at that time may influence the success and retention rates; students who enroll earlier may fill more “optimal” time slots, leaving other less “optimal” timeslots for late enrollees i.e.,

potentially less prepared students and/or those who must retake a class and enroll later in the registration cycle.

- B. Determining the causality of success and retention based on location is difficult to ascertain for the same reasons as above. Some faculty teach at Lompoc while others do not, for example, so the correlation between place and success is probably more likely affected by faculty teaching the course. Online courses, on the other hand, may potentially draw from more proficient students to begin with, driven high school students or working professionals, for example. In other words, there may be a correlation among place, success, and retention, but a causal relationship is less clear.
- C. In terms of retaining Engl. 101 students based on modality, the in-person courses do the best, but retention does not translate to the highest success rates. In-person and hybrid even out with the same success rate although students in wholly in-person courses are retained at a higher rate. Online students, on the other hand, are retained at a lower rate but end up succeeding at a higher rate than both in-person and hybrid. Again, these statistics are impacted by factors other than modality: faculty who teach in the modalities and student types who take them.
- D. The same can be said for retention and success rates for course length, too.
- E. In terms of retention and success rates for Engl. 101 with a corequisite, students who were recommended but not required to take the corequisite course had high rates of both success and retention. In some ways, this makes sense: students who are required to take the corequisite course are already singled out as needing more help. These students may not succeed at a rate as high as those who were merely recommended to take it. If a student is struggling in terms of preparedness, i.e., “required,” the course will be more challenging for them. Moreover, those “required” students who do not take the corequisite course and succeed at higher rates than those who do take the corequisite may benefit from the workload decrease in a non-corequisite course, 4 units vs. 6 units, etc.

Additional Data Compiled at the Department Level

In addition to requesting data and analysis from Institutional Effectiveness, the department surveyed its members, both full time and part time, concerning a series of potential scheduling and course development opportunities. Faculty were asked about their level of interest in teaching themed courses, cohort courses, and an increase in fully in-person options for Engl. 101. Faculty were also given space to provide their own feedback and ideas for innovative scheduling options.

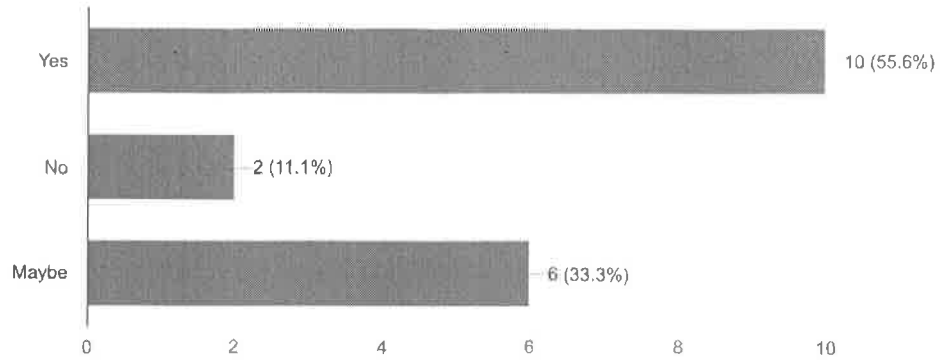
Taken together, there is significant interest from faculty about teaching themed courses and cohort courses, especially trying to schedule students to take Engl. 101 and Engl. 103 back-to-back with the same instructor, an idea that stems from data from K-12 that illustrates students who have the same teacher several years, generally perform better.

Below are the results from the department’s survey:

Would you be interested in developing a themed English 101 course that specifically caters to a field or discipline?

 Copy

18 responses

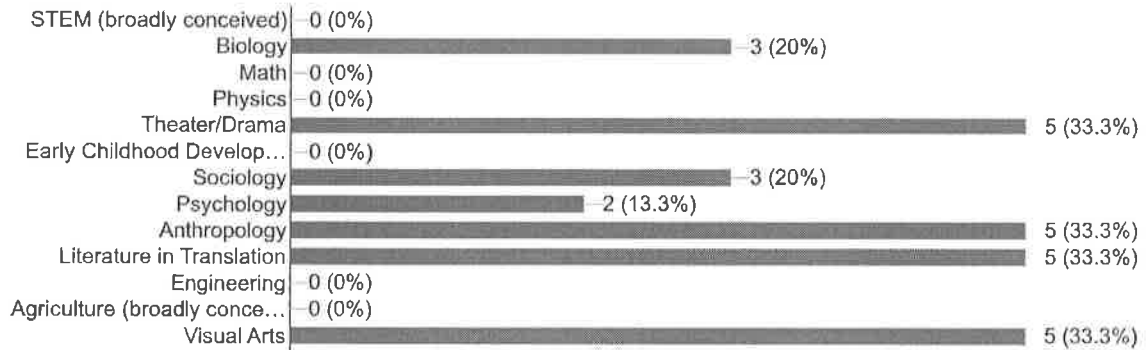


If yes, for which field or discipline would you be interested in developing Engl. 101?

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15 responses

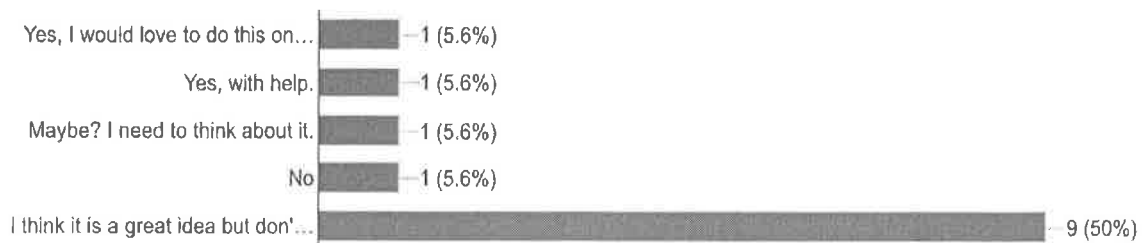
 Copy chart



Would you be interested in developing an athlete-focused Engl. 103 cohort?

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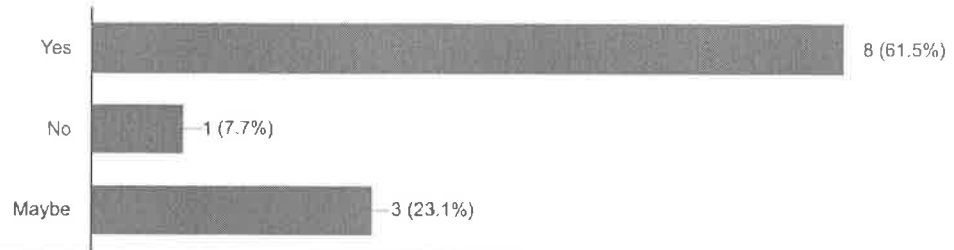
18 responses



Would you be interested in developing a year-long cohort for English 101 and English 103; by which I mean, students would sign up to take your Engl. 101 and 103, back-to-back in Fall and Spring semesters. (I ask because some interesting research I have been reading suggests that students who work with the same teacher for several courses/years have higher success outcomes.)

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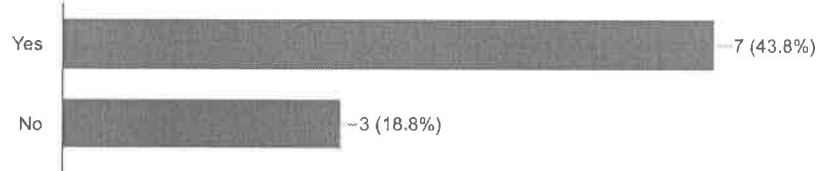
13 responses



If yes, would you be interested in developing this cohort model for a specific field or discipline?

 Copy

16 responses



If yes, which discipline?

7 responses

Biology, Theater Drama, Anthropology, Visual Arts

Psychology, sociology, technology

Biology, Art, Anthropology

psychology

Health

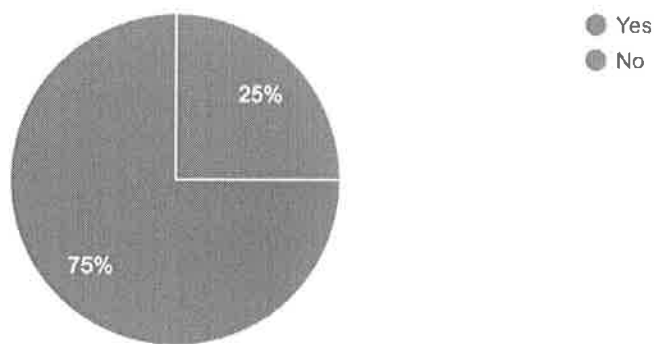
Sociology

Visual Arts

Retention and success data illustrates that our students generally both pass and are retained at a higher rate in the longer in-person Engl. 101s, especially over the last few years. The college, however, offers the bulk of its offerings for Engl. 101 in the hybrid modality. As a result, there are only a few sections of the fully in-person 101 offered.

If more sections of the fully in-person Engl. 101 were offered, would you be interested in teaching it?

12 responses



I think having students take the same instructor back to back is a wonderful idea.

Hi there! – I've considered structuring English 101 courses to significant disciplines where the work of one instructor relates to both courses but students produce different work entirely for both course.

Imagine this: a seamless pairing of English 101 with Psychology 101 and English 103 with Psychology 105. This concept mirrors the existing structure of courses like English 101/112, where two courses are harmoniously linked, akin to how the Puente program is coupled with a specific counseling course. [My reasoning for this comes from the observation that many students opt for psychology majors in many institutions. Therefore, aligning our courses with the trends of these highly sought-after majors—OR mainly focusing on the most impacted ones at Hancock—seems a tactful strategy.]

Additionally, I like the idea of creating a cohort that intertwines philosophy and ethics with English 101 because I like the idea of students discussing artificial intelligence as a core topic and comparing and contrasting the benefits and/or drawbacks.

Lit classes in person

Conclusions:

- A. There is significant interest in developing themed and/or discipline specific Engl. 101 courses. This endeavor should be undertaken with buy-in from both counselling and the respective department in question. It provides an opportunity for students to take freshman composition within a field in which they are already interested, potentially increasing both retention and success.
- B. Because of the success of the department's cohort partnership with athletics and speech, other models are viewed as potentially viable, including another cohort for student athletes taking Engl. 103.
- C. Because of the advent of AI-generative writing, providing more in-class time to complete writing assignments may be necessary as a means to circumvent the issue of plagiarism. Offering more wholly in-person Engl. 101s provides faculty with that option. Currently, there are far fewer fully in-person options offered than hybrid or online, both which are more likely to be impacted by AI plagiarism issues due to the online nature of the courses.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

One place in the department's area of focus where student access and equity are a concern is in the completion of Engl. 101, which is a prerequisite for many (most) subsequent college courses. This is why the focus of our department's inquiry rested on analyzing the various modalities, times, and lengths of Engl. 101, trying to determine patterns and places to implement change.

One of the most pressing challenges that faculty have identified is in student preparedness, which becomes an equity issue because our student body is heavily Hispanic/Latine, first-generation, and low-income. The English classroom has consequently become a space dedicated as much to onboarding new college students into college culture as it is to teaching academic writing conventions. We know that data shows students who don't complete Engl. 101 often do not return to college at all. Our time with them is, therefore, critical. Our largely low-income, Hispanic/Latine student body is particularly vulnerable to pressures stemming from outside the classroom. Ensuring our program is holistic in its approach—including peer mentors, EOPS, tutoring, the Writing Center, Food Share Because We Care, Basic Needs and more into our classrooms—is increasingly essential. Moreover, our corequisite students, many who are also language learners, are still struggling to pass Engl.101 at the same rates as non-corequisite students. One way that the department has attempted to mitigate these losses is by developing an ELL-specific corequisite course. Going forward, the English department must continue to develop a robust, wrap-around approach to Engl. 101 curriculum, folding into our courses not just the discipline-specific skills and content necessary for proficiency and completion, but also the support systems needed to offset the outside forces impacting our most vulnerable student populations.

3. What are your plans for change or *innovation*?

Based on the results and content of our faculty surveys, the department wants to move forward with developing both themed Engl. 101s and developing various cohort models. The next step in doing so is determining how to advertise the courses as themed within the confines of Banner. Once courses have been developed and are ready for inclusion in the course schedule, the department will need open communication with counselling and the related disciplines so that students know these courses are available to them.

Moreover, the department is discussing with administration the possibility of offering more English literature courses in-person rather than only online. In fall of 2024, English 130, Early American Literature, will be offered in-person for the first time in years. There has been a fear that an in-person literature course wouldn't make, but the course is already at 17 and it is only the end of May. The department believes that there is enough student buy-in and support to offer our core literature courses in person at least every other year, so that students who want an in-person learning experience can have one while still ensuring students who cannot be on campus can also complete their degrees and transfer-required courses.

Finally, the department has been in communication with administration about the desire to offer more wholly in-person Engl. 101s. Because of AI and the ensuing issue of maintaining the integrity of our courses and student work, providing more teaching options for faculty who wish to pursue in-class assessments are needed. As our survey shows, faculty interest is present, and student interest is too, as the wholly in-person courses fill routinely and have equal to or slightly better retention and success rates than the hybrid courses.

4. How will you *measure* the results of your plans to determine if they are successful?

We will work with Institutional Effectiveness to gather data to ascertain whether the department's changes and innovations have been successful in terms of student retention and success within Engl. 101 and subsequent English courses, like Engl. 103. Our goal is to increase both student retention and success in the following new course models:

- Themed and/or discipline-specific Engl. 101s
- Engl. 103 athlete cohort
- Year-long Engl. 101 and 103 cohort
- In-person core English literature courses
- Wholly in-person Engl. 101

At this point, the department has base-line data, both pre- and post-pandemic, to serve as a starting point for measuring subsequent outcomes.

Additionally, we plan on surveying our English majors about their experience taking in-person courses in terms of preparedness and satisfaction with the major. A concern that faculty have heard from English majors is they feel as though they do not get a "real" college experience since all their required, discipline-specific courses are taught only online. Our department wants to ensure that our students are leaving with the educations they want,

whether in-person or online.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*

Sample:

| New Program Planning Initiative (Objective) – Core Topic Only | | | |
|---|---|--|--|
| Title (including number): | <i>ER Obj-2 Video Speeches for Student Learning and enhancement</i> | | |
| Planning years: | <i>(The academic years this will take to complete) 2021-22 to 2024-25</i> | | |
| Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills. | | | |
| What college plans are associated with this Objective? (Please select from the list below): | | | |
| <input type="checkbox"/> Ed Master Plan | <input type="checkbox"/> Student Equity Plan | <input checked="" type="checkbox"/> Guided Pathways | <input type="checkbox"/> AB 705 |
| <input type="checkbox"/> Technology Plan | <input type="checkbox"/> Facilities Plan | <input checked="" type="checkbox"/> Strong Workforce | <input type="checkbox"/> Equal Employment Opp. |
| <input type="checkbox"/> Title V | | | |

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

| Dept | Program | Source | Year | Initiative (Objective) Reference | Resource Need | Requested Item(s) Please include per item |
|---------|------------------|--------------------------|-----------|----------------------------------|---------------|---|
| English | English Rhetoric | Yearly Planning and Core | 2022-2023 | ER OBJ - 2 | Equipment | Web cameras \$600 each |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705

Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

Title V

New Program Planning Initiative (Objective) – Core Topic Only

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Planning years: *(The academic years this will take to complete)*

Description:

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- Title V

Program Review Signature Page:

Christina Nunez

Jun 3, 2024

Program Review Lead

Date

Alina Romo
Alina Romo (Jun 3, 2024 11:52 PDT)

Jun 3, 2024



Program Dean



Vice President, Academic Affairs

Jun 3, 2024

Date

Jun 6, 2024

Date











English Yearly Planning and Innovative Scheduling (Core Topic) 2023-2024


Final Audit Report

2024-06-06

| | |
|-----------------|--|
| Created: | 2024-06-03 |
| By: | Kristine Brickey (kristine.brickey@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAyGy4G04tICKmzNGTHo0h8Nny5GjNN7V- |

"English Yearly Planning and Innovative Scheduling (Core Topic) 2023-2024" History

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2024-06-03 - 6:22:12 PM GMT- IP address: 209.129.94.61
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2024-06-03 - 6:27:04 PM GMT
-  Email viewed by Tina Nunez (tnunez@hancockcollege.edu)
2024-06-03 - 6:48:37 PM GMT- IP address: 75.218.135.252
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Signature Date: 2024-06-03 - 6:48:51 PM GMT - Time Source: server- IP address: 75.218.135.252
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2024-06-03 - 6:52:13 PM GMT- IP address: 104.47.70.126
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