



**Fullerton College Program Review and Planning  
Self-Study for Instructional Programs  
Fall 2021**

**English Department  
Humanities Division**

**Statement of collaboration**

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

**Participants in the self-study**

Janna Anderson	Mary Bogan	Joe Carrithers
Darren Chiang-Schultheiss	Jeanne Costello	Sheilah Dobyns
Pamela Dunsmore	Doug Eisner	Elli England
Ron Farol	Brandon Floerke	Christy Flores
Danielle Fouquette	Cynthia Guardado	Heidi Guss
Angela Henderson	John Ison	Katie King
Bridget Kominek	Samantha Krag	Richard Levesque
Annie Liu	Mike Mangan	Phil Mayfield
Stefani Okonyan	Kim Orlijan	Meg O'Rourke
Deb Paige	Roger Perez	Stephanie Piazza
Miguel Powers	Rosalinda Ruiz	Bianca Sabau
Adriana Sanchez	Daniel Scarpa	Michael Schulze
Ryan Shiroma	Geoff Smith	Blythe Tellefsen
Tamara Trujillo	Kim Vandervort	

### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

<u>Bridget Kominek</u>	<u>11/11/2021</u>	<u>Bridget Kominek</u>
Printed name of principal author		Signature
<u>Mike Mangan</u>	<u>11/11/2021</u>	<u>Mike Mangan</u>
Printed name of department coordinator		Signature
<u>Dan Willoughby</u>	<u>11/23/2021</u>	<u>Dan Willoughby</u>
Printed name of Dean	Date	Signature

### 1.0 Executive Summary

The last several years have been a time of massive changes for our department, but we anticipated many of them. For example, the changes to our composition sequence and placement procedures that align with AB 705 have roots that stretch back years, to our department's involvement with the Basic Skills Initiative, California

Acceleration Project, and the Basic Skills Student Outcomes Transformation grant. The move away from using standardized tests to place students in basic skills courses toward guided self-placement directly into college writing courses has been a major paradigm shift in our discipline, and we've been leaders statewide in adapting to this new way of organizing our program. As a result, we've seen incredible increases in throughput, with close to 75% of new students completing their college writing within their first year at Fullerton College, a 30 point increase. We've also seen gaps closing for Black and Latinx students. Before these changes, 35% of Black students completed college writing in their first year; that number has increased to 63%. Likewise, throughput for Latinx students was 43%. It is now 69%.

Other changes, such as Guided Pathways, have underscored how central English is to the experience of Fullerton College students, other programs, and the mission of our college. Two of the "Golden Four" courses are offered by our program, and for most students, these courses serve as important momentum points in the critical, early semesters of college. Our department has embraced the promise of Guided Pathways, working to create program maps, meaningful program SLOs, and rethinking our committee structure to support the work happening to streamline the student experience. English faculty have taken leadership roles as workgroup co-chairs and members of the campus steering committee, allowing for us to deeply understand and engage with Guided Pathways work.

And then there's the pandemic. As all of our campus colleagues have experienced, the last 21 months have stretched our department. Pivoting to remote teaching and learning has been exhausting. Maintaining critical department functions and continuing with quality improvement projects has been challenging. Faculty and students in our department have been ill, lost family members and friends, and struggled financially. None of this is unique to English, of course. But we are proud that despite the incredible challenges we've all faced, our department has continued to provide our students with a high-quality learning experience, going beyond the survival mode of the early days of the pandemic and enhancing our skills as online teachers through professional learning and collaboration. We have learned ways to be flexible with and supportive of the students who valiantly pursue their education despite the challenges they face. And, on top of it, faculty in our department have served in pivotal roles on campus, training colleagues in online pedagogy through the Online Teaching Certificate and supporting distance education.

All of these changes have brought into sharp relief the ways in which our department must continue to improve. While we succeeded in reaching the goals we set in our last program review self-study, we have identified more areas for growth and improvement. Our short term goals are to pilot hybrid classes and develop an option for English majors to complete all of their major preparation online. These goals

have grown directly out of what we've experienced during the pandemic and reflect our students' and our own interest in and capacity for online and hybrid modes of learning that, before March 2020, were boutique offerings in our department, if they were available at all. Our goal to revise our degree requirements to make queer and ethnic literature central requirements, the creation of a queer literature class, and the revitalization of several ethnic literature classes reflects our understanding that creating equitable outcomes for students has roots in culturally responsive curriculum and relevant program requirements, so that our pursuit of equity is structural and institutional, not simply philosophical. Our work with Guided Pathways inspires our goal to increase the number and diversity of our majors, as the self-reflection invited by pathways work has helped us see anew the value of an English degree at this precarious time in American culture and history.

Finally, our self-study has reminded us of the ways in which we are a part of a larger community at Fullerton College. English faculty are among the most involved on our campus, serving in key roles on campus initiatives and committees. We believe deeply in collaboration and shared governance, and we put those beliefs into action. Likewise, we know our success depends in large part on the support of the campus. Academic support for students like that provided by Hornets Tutoring, support for students' basic needs, and programs serving special populations are critical for the success of students in our program. Ongoing investment by the campus in these programs is critical as well.

We are committed to building on the successes of the past and the challenges of the present, with the singular focus of serving our students--all of our students--the absolute best we can.

## **2.0 Mission**

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

Fullerton College's Mission Statement emphasizes, among other things, a "supportive and inclusive environment for students." The English Department strives to create similar learning conditions inside our classrooms, both physical and virtual. Over the past several years, we have paid increased attention to various aspects of culturally responsive teaching, specifically creating curriculum that not only reflects our students' diverse cultures but also validates them. We have sought to diversify the authors students read, the topics they engage with, and the viewpoints they respond to. For example, as analysis below will show, we have created new classes in ethnic and queer literature so that the content of our courses more closely reflects the students who enroll in them. We have revised the curriculum of core classes such as English 103 and English 104 in such a way that students' cultures are contextualized within the learning that takes place in these "Golden 4" courses.

Fullerton College's Vision attempts to animate its mission statement when it emphasizes "transform[ing] lives and inspir[ing] positive change in the world." At the core of English's program is the belief that the written word, both read and composed, can transform a student's life by not only improving their thinking, reading, and writing abilities, but also by enabling them to do better in other classes, due to what they have learned in such gateway courses as English 100/101 and our critical thinking classes, English 103/104. In these courses, students engage with such topics as climate change, police brutality, racism, public health, income inequality, love and sex, music, food, and politics. That said, a central tenet of our program's pedagogy is that social justice and democracy, as societal goals, are intrinsically linked to the teaching and learning that takes place inside a classroom, especially a college classroom. In other words, students in our program do not just read about salient issues like climate change in and of itself, but learn about it in such a way that they discover the ability to make the positive changes necessary to combat such a threat. They learn to see how the written word--both read and composed--can be a powerful tool for improving the world they live in.

Fullerton College has numerous Core Values, many of which are embodied by our program's commitment to culturally responsive teaching outlined above. But two others stand out as particularly relevant to the English Department: Partnership and Innovation. English continues to stand out as leaders and partners across the college; members of our department help constitute the faculty leadership of Faculty Senate, Guided Pathways, Staff Development, Hornets Tutoring, Mindful Growth, Associated Students, and Accreditation. We have continued our longstanding partnership with Counseling by staffing two different Puentes cohorts every semester. We strengthen the campus community by annually publishing *Live Wire*, the college's literary journal founded in 2013 (on the occasion of Fullerton College's centennial celebration). The founding of such a journal also reflects a culture of

innovation, something that has continued to thrive in our program, as evidenced by English 209, Intermediate Creative Writing, which was created so students could learn about editing and publishing and then apply that knowledge to the publication of *Live Wire*. Additionally, since our last program review, we have created another brand new course--English 101--to help meet the needs of students and demands on recent legislation (AB 705; see section 5.2), in addition to the new courses in ethnic and queer literature currently in curriculum review and slated for approval in the next year or two. We have expanded our distance education offerings (pre-COVID), and have recently sought ways to institutionalize and expand our use of OER materials and other low-cost textbook options in all our courses.

In sum, the English Department recognizes two things: 1) the lives of our students are constantly changing, and the students themselves continue to face socioeconomic and sociocultural challenges (pre- and post-pandemic) that can threaten their educational goals; 2) the English Department is uniquely situated within Fullerton College to help students face these challenges and, in the words of our mission, maximize their capacity to be “successful learners, responsible leaders, and engaged community members.”

### **3.0 Students**

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

#### **3.1 Enrollment demographics**

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Over the last five years, our enrollment has decreased significantly. Our enrollment is down 27.8% and our headcount is down 25.3%. This is, in large part, due to changes in our program related to AB 705. We no longer offer any basic skills classes in English; these are English 39, 59, 60, and 99, which comprised 31% of our enrollments in 2016/2017. Students who would have in the past started in our basic skills sequence and taken one, two, or three semester-long courses in our department to get to college level now enter at college level, and most only take one course to meet their college writing requirement. Between 2013 and 2020, our college writing courses maintained a 73.5% success rate. The combined impact of fewer classes required for students to complete college writing with a relatively high success rate in college writing is a major factor in the significant decrease we see in

enrollment. These trends are concrete evidence of the success of placement reform and reimagining our composition sequence.

The pandemic has also had a powerful impact on our enrollment. From 2019/2020 to 2020/2021, our enrollments are down 7.4% and headcount is down 7.1%. In both cases, our department's enrollment has decreased by twice as much as all other programs on campus. Because our department serves younger students than the campus average, we believe our enrollment is disproportionately affected by students choosing to delay starting college immediately after high school graduation as a result of the pandemic, or it may reflect lower graduation rates for local high school students during the pandemic. Campus-wide, 31% of students are under 20 years old, but in English, 52% of our students fall into this age category. English students are also more likely to be full-time, with 48% of our students attempting 24+ units in 2020/2021 compared to 22% in other programs. As the college has seen a decrease in enrollment in younger, full-time students during the pandemic, our program's enrollment has been affected more than the campus at large. Likewise, since the courses we offer the most sections of--English 100, 101, and 103--are generally part of the educational plan for students who seek a degree or transfer, we think a decrease in this group of students (down 2,733 in Fall 2021 from Fall 2020) has impacted our enrollment.

**2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.**

Students served by the English program tend to be younger, are more likely to be full-time, are more likely to be pursuing a degree or transfer, and are more likely to be special admit students. Students enrolled in English classes are also more likely to be Latinx, with 61.7% of our students belonging to this group compared to 57.4% of students in other programs; additionally, students in our program are slightly more likely to be female. Students in English classes are slightly less likely to be white and Asian.

Identifying majors tends to be difficult in our program because our composition courses--English 100, 101, 103 and 104--meet IGETC and CSU transfer requirements for English composition, written communication, and critical thinking that students must take to earn a degree and transfer. Therefore, enrollment in any of these classes does not mean a student is an English major. Majors may take English 104: Critical Thinking and Writing About Literature to meet their critical thinking requirement, though most still take English 103: Critical Reasoning and Writing. Our new program map guides English majors to take English 104, so our hope is that in coming years that class will serve as a gateway course into the major,

making it easier to identify our majors early in the college career. Likewise, many English majors take English 102: Introduction to Literature, but it is not universally true that our majors take this course or take it early in their progress toward the degree or transfer.

Looking at students who have declared an English major, most are under age 24, with 29% of our majors being under 20 and 51% of our majors being age 20-24. A third of our majors took three or more program courses in 2020/2021. Forty percent of our majors took 24+ units in 2020-2021, which means they are less likely to be full-time than the (mostly) non-majors who take English classes.

English majors are more likely to be white and less likely to be Latinx and Asian than our non-majors. Specifically, 24.3% of English majors are white compared to 13.9% of our non-majors. Latinx majors are 55.8% of the students in the program whereas they are 62% of our non-majors. Finally, Asian students are 6.3% of our majors and 9.5% of our non-majors; Filipino students are 2.6% of our non-majors but we do not have any Filipino majors.

We believe these data show that we are attracting or retaining young, white students at a higher rate than that group is represented in either our other English classes or the campus as a whole. Our department's goal to diversity our majors in section 6.2 is inspired by this observation.

Additionally, LGBTQ+ students make up a larger percentage of our majors, with 21% of our majors identifying as LGBTQ+ compared to 11% of non-majors. This observation is one motivating factor in the creation of a Queer Literature class, also described in section 6.2.

**3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.**

The two courses in the Composition portion of our program with the highest demand are English 100/100H (College Writing) and English 103/103H (Critical Reasoning and Writing), and the reason for this is simple: They both are part of the "Golden Four" requirements for graduation and transfer to a UC or CSU.

In the case of English 100, the college offers virtually no other options for meeting IGETC Area 1A, which explains why, when combined with the enhanced version of English 100 (English 101), nearly 30% of students enrolled in a given year register for College Writing.

In the case of English 103, the fact that it is a core requirement also helps explain the strong enrollment, but here the numbers point to the fact there are additional courses that fulfill the same graduation and, in a more limited way, transfer requirements. However, a survey of recent enrollment practices of students eligible for English 103 reveals that a majority of students may be enrolling in alternative courses that don't provide the widest transfer options; they may, for instance, meet CSU but not IGETC transfer requirements. In other words, English 103 is the second-highest enrolled course in the department, but its unique position in meeting critical thinking and writing requirements for both CSU and IGETC indicates enrollment could be even higher.

All of our composition courses are offered every semester at various times and days. English 100 and 103 are currently offered both face-to-face and online due to COVID-19. Going forward, we expect to continue offering 100 and 103 in all formats. We expect that online offerings will be more extensive than they were before the start of the pandemic, even as the college works to bring students back to campus face-to-face.

Of the courses in the literature portion of our program, English 102: Introduction to Literature has the highest demand. Currently, this course is the primary way English majors fulfill a core requirement for the English AA and the AA-T, which likely accounts for its strong enrollment even during the pandemic. The course is offered every semester at various times; going forward, we expect to continue offering an online section of the course.

One of our courses, English 104: Critical Thinking and Writing About Literature, is a blend of Composition and Literature, and it plays a unique role in our program as it fulfills both the graduation/transfer critical thinking requirement and the Introduction to Literature that our degrees require. On our two-year and three-year pathway, English 104 will be the recommended course for majors, and we anticipate demand for it will rise over the next few years as a result of the new, central position it will occupy in our program.

#### 4. Please describe how course offerings match students' preparation and goals.

In terms of our composition program, we schedule more English 100 and English 101 in the fall semester, simply because more first-time college students enroll in the fall, a trend that is increasing as Fullerton College aligns itself with Guided Pathways. Thus, we offer more sections of English 103 in the spring and summer semesters because there is a larger pool of students who have completed their college writing requirement and are ready to fulfill their critical thinking requirement.

It must be noted that regardless of enrollment trends, there are always lots of offerings every semester of English 100, 101, and 103 because of their critical role in the college's mission, but we are intentional about how and when we offer them. These courses are always offered at all times, in all modalities, and on Fridays and Saturdays, so that all students can complete these essential transfer and graduation requirements as early in their college career as possible. We offer Honors sections of English 100 every fall, and Honors sections of English 103 every semester.

We are similarly intentional with our literature offerings, though decisions are less dependent on enrollment and more dependent on our majors' needs and trends. For example, we schedule English 211: British Literature to 1800 every fall and then English 234, our Shakespeare seminar, every spring, in hopes that exposure to early British Literature in the fall can prime students' interest in and skills to study Shakespeare and other Elizabethan literature the following semester. Similarly, because we schedule English 224, our early world literature course, every fall, we complement that by scheduling English 225, our later world literature, in the spring. Fully enrolling these courses is challenging, but we make them more viable by pairing them in this way, so that we can take advantage of students' preparation and interest.

Staples of our literature program--English 102, 104, 212, 222, et al--are offered every semester, so that students can fulfill the core of their degree pattern in a timely, predictable fashion. Both of our degrees require that students take one early literature survey (211, 221, 224), so we always offer at least one of these classes every semester. Also, we schedule at least one literature class in the evening so that students who must take night classes can still earn a degree in 2-3 years, and every semester several literature classes are scheduled as online classes. Finally, one literature class every semester is offered as an Honors class.

In sum, we offer multiple options across our degree pattern every semester: courses for the required core, List A, List B, and List C are always included in any given semester's slate of classes.

**5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.**

As noted above, enrollment varies by semester, but course offerings are scheduled in a consistent, predictable way to respond to students' needs, preparation, and interests.

For composition courses, the highest demand for a College Writing course (English 100 and 101) is in fall semester and the highest demand for Critical Thinking courses

(primarily English 103), for which College Writing is a prerequisite, is in spring. To accommodate the higher number of students eligible for a Critical Thinking course in spring, the ratio of College Writing to Critical Thinking sections shifts to include more of the latter, so much so that in recent spring semesters, we have offered more sections of English 103 than English 100. It should be noted that both English 104 and English 201 also satisfy the critical thinking requirement, but they occupy a much smaller role in our program (though that may soon be changing for 104 as described in #3 above).

For literature courses, enrollment is more stable, though we have seen a small uptick the last several years, which stands in stark contrast to the college overall. The reason for increased demand of literature classes: more students passing their college writing requirement (a prerequisite for almost all of our literature classes) early on in their college careers, due the pedagogical reforms noted above. Five years ago, we were offering roughly 10 200-level literature classes every semester; we now routinely offer 11-12 per semester due to this increase in enrollment. The highest demand is for Introduction to Literature (English 102) and the six survey of literature courses (English 211/212, English 221/222, and English 224/225) as these fulfill restricted categories in the major. In any given semester, there is a fairly consistent number of students who will enroll in whichever of the survey courses are offered, and--as noted above--the department works to make sure they are offered at various times and in various modalities to meet students' scheduling needs. The same is true for English 102; however, the approved two-year and three-year pathways will replace English 104 as the recommended course to complete the requirement that Introduction to Literature currently fulfills, so enrollment patterns for that course are expected to shift. We anticipate slightly fewer English 102 offerings every year, with a corresponding increase in offerings of English 104.

### 3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

#### Composition Courses

A first, superficial look at course completion and success rates show both completion and success rates have dropped steadily in the past five years, from 83.4% completion in 2016/17 to 75.9% in 2020/21. A similar decline is shown in success rates: 69.1% in 2016/17 to 62.4% in 2020/21.

While a similar decline in completion rates are observed in college statistics, the department has experienced a greater decline in success rates than the college as a whole, which might--again, at first glance--appear to be concerning.

One factor that complicates this initial story is that prior to 2019/2020, three basic skills courses were offered, and these courses had high enrollments relative to the overall enrollment in the department. For example, in 2017/2018, these three courses were the third, fourth, and fifth highest enrolled courses and collectively accounted for 27% of all department enrollments. The success rates for these courses were relatively high as students received a lot of support from faculty and embedded tutors, and students were strongly encouraged to work with Writing Center tutors to develop their composition skills.

However--and most importantly--while individual success rates for basic skills courses were strong, the throughput rate for students completing the prerequisite sequence and then completing college writing was dismal. In 2016, slightly more than half of students who began our composition sequence successfully completed it by passing English 100, and the rate of completion for Black and Latinx students was even lower.

To address the inequities inherent in a system that required students to complete up to three lower-level courses before even attempting college writing, the department took a series of steps to improve throughput data. These include no longer offering basic skills courses, creating English 101: Enhanced College Writing, and partnering with Hornets Tutoring to place embedded tutors in more sections of college writing. As of Fall 2019, all students begin their English composition journey in college writing. The institutional barriers to accessing college writing have been, in large part, removed.

Now that students are enrolling directly into transfer-level college writing, the overall course retention and success numbers no longer get the arguably meaningless boost from below-transfer courses. Likewise, more students are making it in the door to a college writing course, no longer lost to the exit points created by a long basic skills sequence. Our department has experienced what statewide research has shown: when access to college-level courses is opened, course retention and success dip.

However, the number that tells the story that matters the most to students, the department, and the college is the increase in throughput rates over the past five years. Throughput data show the English Department has made real and meaningful changes: in 2020, nearly three-quarters of students who enrolled in English 100

successfully completed it. This is the case even in the face of lower-than-normal success rates associated with the pandemic.

Most importantly, the equity gap has shrunk or disappeared for our most disproportionately impacted students. For example, in 2015-2016, only 43% of our Latinx students completed their college writing requirement within two semesters of first enrolling; in 2019-2020, this rose to 69%--a 60% increase. For Black/African American students, only 35% of them completed their college writing requirement within one year; in 2019-2020, 63%--an 80% increase.

#### Equity Analysis for Composition Course Outcomes:

As mentioned above, the changes to the department's composition sequence were motivated primarily by clear and troubling equity gaps in throughput data. While we have made progress on closing those gaps in the composition sequence, there are still gaps overall in the program that we need to address.

Persistent gaps remain in course success rates for Latinx, Black/African American, and Native Hawaiian/Pacific Islander students in English 100, 101, and 103. While the department is optimistic that efforts to close those gaps can be effective, the timing of specific steps taken to increase completion and success make looking at five-year totals less helpful.

When broken down by year, course, and race we see that Latinx students have benefitted in one sense--more students are enrolling directly into English 100--and the percentage of those students who are successful has stayed relatively constant. In 2016, 64.5% of Latinx students were successful in English 100. In 2020, that number was 63%.

For English 103, the success rate for Latinx students experienced a decline, from a high of nearly 76% in 2018-2019 to 63.2% in 2020-2021. On the other hand, the number of Latinx students enrolled in the course increased from 1,740 in 2016-2017 to 1,971 in 2020-2021 despite an overall decline in enrollments across campus and in the department.

#### Literature Program

The department has enjoyed steady growth overall in awarding degrees and preparing students for transfer to four-year colleges. In 2015, 37 students earned a degree and a total of 54 students transferred as English majors to a four-year college. In 2020, those numbers had grown to 58 and 88—strong evidence that changes made to the program have helped students achieve their educational goals. Although we are pleased by this increase in the number of degrees awarded and students transferring to universities as English majors, one of our strategic action

plans is to increase the number of English majors, discussed in more detail in section 6.2.

#### Equity Analysis for Literature Program Outcomes:

The equity picture for the literature program includes two elements. When looking at our English major enrollments compared to degrees awarded, we show a higher degree completion rate for White students (24% of enrollment/29% of degrees) with lower degree completion rates for Asian American students (8%/6%) and Latinx students (57%/53%). For Black/African American students, the enrollment and degree completion are the same: 2%/2%.

Another way the department looks at equity is how well our majors reflect the college demographics. While this information is not provided in Appendix A, enrollment data from 2020 show that our majors unevenly reflect the overall demographic of the college. For example, while Latinx students account for majors (57%) in approximate proportion to their enrollment at the college (59%), White students account for a higher proportion of English majors (24%) than in the larger student population (16%). Asian American students (15% of the college population) are underrepresented in the major (8%) as are Black/African American students (2% of our majors and 3% of the student population).

These data tell us that we need to first investigate the causes of the gaps that we observe. Looking at enrollments tells us something, but it does not give us the full picture. It may be that our program needs to do more to make the major relevant and meaningful to a wider variety of students, as we are working to do with our goal in section 6.2 to create new courses, revise existing ones, and make ethnic and queer literature courses more central to our degree. We can likely also do more to support Latinx and Asian American students as they work to complete their degrees. Barriers to the success of students in these groups may be embedded within our program; however, it is important to identify and remedy barriers beyond our program, at the college, district, and community level.

#### Other Programmatic Patterns

In addition to the patterns described above, when looking at our composition and literature courses, we also see that there is a meaningful gap in success for foster youth in our program, with a 66.5% completion rate for students who are foster youth compared to an 80.7% completion rate for students who are not foster youth; success rates for foster youth are likewise lower, with 50.7% of foster youth successfully completing our courses compared to 67.3% of non-foster youth. This group of students is served by campus programs, but our department does not currently look specifically at how to support foster youth in English classes. Moving

forward, we can more strategically partner with campus programs for foster youth to develop strategies to support the unique needs of this group of students and reduce the gaps we see. This also shows the importance of campus support for programs like the Foster Youth Success Initiative.

Another important gap we find is for low-income students. Low income students are retained at 80% compared to non-low income students at 83.3%. In course success, low-income students achieve a 65.9% success rate compared to non-low income students' success rate of 73.1%. This gap amounts to 3,502 students. As with foster youth, FC offers programs to support low-income students. One step our department can take is to connect low income students more systematically with programs to support them. These data also point to structural issues on our campus, in our district, and in our community that need to be addressed so students can achieve their educational goals.

**3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.**

Conversations around equitable grading, attendance, late work, extra credit policies, and other strategies for supporting students' success happen in several places in our department. A prominent place for these conversations is during our department's standing committee meetings; each full-time faculty member is expected to serve on at least one, and quite a few serve on multiple committees. These committees attend to our literature and composition programs, online teaching, and Guided Pathways work.

As a whole department, we devote one meeting per semester to a mini-conference format where the department selects a focus, and we take turns leading sessions for our colleagues. Recent mini-conferences have focused on equitable grading practices such as contract grading, selecting and using Open Educational Resource textbooks, making online classes accessible, and supporting students' mental health. Members of our department have also participated in campus and district-wide work including the Anti-racism task forces that Faculty Senate convened in Spring 2021 and the district equity collaborative.

Our department also has semesterly mini-conferences for adjunct instructors, similar to those held at department meetings but facilitated by adjuncts and focused on their unique working conditions. While adjuncts are always welcome to attend department meetings, these adjunct-specific meetings are scheduled at times that are more

convenient for their schedules. Topics at these meetings mirror those in the department mini-conferences. More information is included in section 6.1.

While we have these regular opportunities in our existing committee and department meeting structure and many of us connect department work to the campus and district, there is room for improvement. Some barriers to student success are institutional and structural. Others likely exist within our program. Continuing to spend time learning about how teaching practices and policies and grading can impact student success and lead to equitable or inequitable outcomes will be important in the coming years, particularly as the dust settles on the changes caused by AB 705 and the pandemic. We recognize that teaching practices in face-to-face, online, and hybrid classes may vary and will incorporate this knowledge in our work moving forward. Standing committees such as our Teaching English Composition and Literature committee and our Composition Committee are currently engaged in work to identify these areas for improvement.

**4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?**

One important step we will take in the near future to provide our students with the most equitable, supportive education possible is to work with the Instructional Success Teams (ISTs) that are currently forming through campus Guided Pathways. Standing committees are developing research questions now that we hope to explore with our division's IST. Our department was particularly active in the equitable grading professional learning session that Staff Development brought to campus in recent years, and work around equitable grading is gaining interest and enthusiasm in our department. This is likely to be an early focus of our work with our IST.

In addition, members of our department have explored innovative ways to support student populations who are disproportionately impacted. One recent example is a planned learning community for Asian Pacific Islander Desi-American (APIDA) students. Members of our department applied for a grant from the Department of Education to support the creation of this program. While this grant was not awarded, our department is committed to exploring opportunities like this in the future.

Many of our Strategic Action Plans in section 6.2 and long term plans in section 6.3 work toward making our program more equitable as well. Our goals to revise our degree, create a new Queer Literature course, revise and centralize African American/Black, Native American, Asian American, and Chicano/a literature courses are all concrete steps to better serve our diverse population of students.

Our plan to develop a fully online English AA is an attempt to make our program work for students who work full-time, who have significant family or community responsibilities, or for whom online classes are more accessible. Likewise, our plan to pilot hybrid classes strives to make our courses work well for a wider variety of students. The communities of practices that we plan to create around these goals will be a place for rich discussions of equity.

Finally, our long-term goals to attend to our post-AB 705 composition sequence and attract and retain more diverse faculty are all aimed at making sure our department is working toward eliminating gaps in student achievement associated with race, gender, sexual orientation, income, or disability.

### 3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

As described in detail in section 3.2, one of the most significant changes affecting how students have moved through our program is the restructuring of our composition sequence. We no longer offer pre-college level composition classes, so all students now have access to college writing through guided self-placement. As a result of this move, more students are completing college writing successfully early in their college career, and are more quickly eligible for English 103, which has English 100 or 101 as a prerequisite and is one of the “Golden Four” courses for students seeking to fulfill IGETC requirements.

One number that captures this impact is the proportion of students in our composition courses enrolled in English 103. While students have always had other classes they could take to complete the critical reasoning GE requirement, English 103 is the single most popular choice. In 2016-2017, English 103 enrollments accounted for 24% of all composition course enrollments. Three years later (2019-2020), the first year when all students could enroll directly into English 100 or the five-unit equivalent of English 101, English 103 accounted for 34% of all composition course enrollments, and in 2020-2021, the distribution was 36% of enrollments in English 103 and 63% in English 100/101.

The increase in students eligible for English 103 is reflected in course enrollments representing a greater portion of students taking composition classes. (While beyond the scope of data provided for the English Departments program review, English 100 and 101 is also a prerequisite for several other courses that fulfill IGETC area 1B, so

presumably those courses have also experienced an increase in enrollments as more students are now eligible to enroll.)

While percentages are the best way to show the impact that removing barriers downstream from English 103 has had on course enrollments, the actual numbers during a time of declining enrollment at the college also show the success this move has had: In 2016, a year of peak enrollment at the college, 3,022 students enrolled in English 103. In 2020, a year of declining enrollment, 3,248 students enrolled.

Beyond English 103, students are also more quickly eligible for the majority of courses of the department, which prior to Fall of 2019 were only available to most students in their third, fourth, or even fifth semester of college. Without the one to three developmental writing classes needed to complete college writing before they could register for the composition and creative writing classes required for the major and fulfilling General Education requirements, more students can now register for these courses in their second semester. Data from the last two years covered in this program review reflect this: For the first time, the top five courses in popularity include one literature class (English 102) and one creative writing class (English 105), which are both gateway courses for the major.

**2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.**

The English AA and ADT. degrees are currently in line with the Transfer Model Curriculum. In 2017/2018, to prepare for implementation of AB 705, the department reviewed success and retention data for transfer and pre-transfer level composition courses and elected to no longer offer basic skills courses, allowing all future incoming Fullerton College students direct access to college writing. By the end of Spring 2019, English 59, English 60, and English 99 were no longer offered. This decision, paired with guided self-placement, permits students not only to progress toward graduation more quickly, it also allows them to enroll sooner in literature courses, for which a passing grade in English 100 or English 101 is usually a prerequisite.

During this time, Basic Skills Student Outcomes and Transformations grant money--referred to on our campus as the Pathways Transformation Initiative--was also used to develop Growth Mindset materials, such as a video where students spoke to their experiences taking on challenging courses with a growth mindset. These supportive materials were shared with students paired with the guided self-placement process to support students' affective domain.

In addition to reducing semesters needed to complete the composition sequence, the program also removed the college writing prerequisite from English 105: Introduction to Creative Writing and English 239: Children's Literature in Fall 2020, opening these courses for students to complete earlier in their educational plan and potentially attracting new majors to the English program. Preliminary data indicates we have an increased number of students enrolling in these specific courses, despite the impact of the ongoing pandemic and its overall influence on enrollment patterns. While we have not yet seen the increase in the number of English majors that we are hoping for from these changes alone, we do believe that as we move beyond the pandemic enrollment patterns, we may see these changes pay off with more students enrolling in these literature courses and exploring the English major. This is one of the reasons why we are making increasing the number and diversity of our majors a strategic action plan in section 6.2.

Finally, the requirement to take two subsequent sections (early and late) of the same survey course (e.g. English 224 and English 225) was lifted; students currently have the flexibility to "mix and match" survey courses from different time periods, literary traditions, and civilizations, as long as they still take one early survey course and one late. This change may provide more flexible scheduling for students while maintaining compliance with transfer requirements.

3. **Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?**

In response to AB 705 and the implementation of Guided Pathways at Fullerton College, the English department formed a standing Guided Pathways department committee in Spring 2017 to complete the work of mapping the AA and ADT degrees and revising the current Program Student Learning Outcomes based on the new guiding principles developed by Guided Pathways workgroup #4.

With the guidance of Counseling, data coaches, and Guided Pathways campus leadership, the department successfully crafted two two-year maps for the Associate of Arts in English degree, one mapped to IGETC requirements and the other to CSU requirements. Based on current course offerings, a student can easily complete a degree following the two-year plans provided they pass all of their courses and do not need to retake a course for a withdrawal or non-passing grade.

The department has maintained robust enrollment in literature and creative writing courses despite declining enrollment during the pandemic and continues to offer

multiple sections of each in Fall, Spring, and Summer sessions. To better accommodate the diverse needs and interests of our students, the department has also recently proposed new and revised existing ethnic and queer literature courses and revised the AA/ADT to make these courses a central requirement of the degree instead of an elective.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain. (reference section 3.2)

The English Department offers two degrees: the AA and the ADT, and the differences in requirements are minimal. The main difference is that the ADT currently has more options for fulfilling the Required Core than the AA does, but the department is revising the AA to match the expanded offerings for the ADT in this area. When the revised AA goes into effect in 2023, there will be no difference between the two awards.

Appendix A does not provide a breakdown in program awards; however, based on KPI data, a significant majority earn the ADT.

### 3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Because of the increased throughput referred to in section 3.2 and others, in addition to the general decline in enrollment occasioned by the pandemic and its effects on the community we serve, our program has shrunk noticeably. For example, in 2016/2017, we offered 560 sections; in 2020/2021, we offered 393, roughly a 30% decline. Not surprisingly, our FTEF declined as well from 146 to 105 (again, roughly a 30% decline). Additionally, within the last few years four full-time Reading instructors have been reassigned to the English department (one of whom has been on 100% reassigned time since 2018 as the college’s distance education coordinator). Whereas in 2017, we had 39 full time faculty, last year we had 42. One byproduct of these developments: our program is now taught to a much greater extent by full-time faculty as opposed to adjunct faculty. Four years ago, adjunct faculty taught over half of our program; last year they taught less than a quarter of it. Our WSCH rate has remained relatively stable; relatedly, our average class size and fill rate have both remained relatively stable as well. All of this means that our

program has shrunk by 30% but we *added* full-time faculty. This presents unique opportunities and challenges, which are discussed more fully in section 5.2.

**2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.**

At this point, we have no plans to hire additional full-time faculty. It is quite possible that one or two additional Reading faculty will be reassigned to the English department in the near future, and if enrollment patterns persist, it is possible ESL faculty may be reassigned to English as well. The timing of the pandemic has also made it difficult to ascertain exactly how much our program might be permanently smaller due to the increased throughput in our composition sequence. In other words, it is difficult to separate college-wide attrition caused by the pandemic from improved throughput percentages (which have persisted even in the face of the Covid-19 crisis). With this much uncertainty surrounding our program, and with the percentage of our program being taught by full-time faculty increasing, it is wiser to wait for more stability to emerge before deciding to hire more faculty. Hiring more diverse faculty is, however, a high priority for us. So, we have included hiring goals as part of our long-term goals in section 6.3.

### 3.5 Covid-19

**Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?**

When the Covid-19 pandemic began, the majority of faculty in our department had not taught in an online environment; only a portion had received any training in teaching online. However, our response as a department was to develop and implement new systems of support for faculty and new communities of practice.

Before the move to emergency remote online teaching in March 2020:

- Only 8 full-time faculty were OTC certified and experienced asynchronous online instructors.
- In fall 2019 we offered 5 sections of English 100 in an asynchronous format (taught by four full-time and one adjunct faculty) and two sections of 103 (both taught by full-time faculty).
- In Spring 2020, there were 8 sections of English 103 and 3 sections of English 103 (all but one taught by full-time faculty).

After the move to remote course delivery...

- 32 English faculty (full-time and adjunct) completed online teacher training to meet the college's emergency requirements in summer of 2020.
- 21 faculty completed the Title V training by the end of fall 2020.
- 40 faculty completed the online course survey in spring of 2021, per the senate-approved college policy.

These numbers show that our department has, in the last 20 months, made massive steps forward to gain the necessary training to teach online effectively in a way that is accessible and with thoughtful, self-reflective practice. We are also going beyond responding to the current crisis and preparing ourselves to be effective online educators who meet campus expectations for online certification in a post-pandemic world. This positions us to meet our plans described in section 6.2 to create an online English degree and pilot hybrid courses.

### New Systems of Support

Faculty who, prior to the pandemic, had used Canvas only as file storage and a gradebook became adept at using it as a teaching tool, developing student-centered assignments such as peer review, collaborations for group assignments, and discussion boards designed to build community in the online environment. They took advantage of the staff development offered in summer 2020 and at flex days. Many English faculty also attended various online teaching conferences funded by Staff Development. In an effort to create a collaborative and supportive environment for faculty new to asynchronous teaching, our department Teaching English and Literature Online committee partnered experienced online English 103 teachers with novice ones. These partnerships provided mentoring and an opportunity for sharing materials. Several English faculty also presented at and participated in the Grading for Equity workshops during the January 2021 Flex Day.

Not only did English faculty work diligently to support each other in the transition, we also worked hard to support our students by adopting an equitable response to the slow-moving, traumatic event that is the pandemic. Faculty adapted their attendance policies to allow for students to continue in courses when the pandemic affected them personally or when work or home responsibilities were affected. Faculty developed low-stakes discussion board topics that focused on building community in addition to assessing content and learning outcomes. We have also connected our work to campus programs such as Mindfulness, guiding students toward resources to support their mental health. Students need a safe environment to respond to this trauma as well as to process all of the changes the pandemic has had on their lives. Our faculty responded by seeking to use the Canvas tools and Zoom environment to create such a space.

### New Communities of Practice

Our Distance Education Division Representative (DEDR) worked with adjunct faculty to support them as they transitioned to using Canvas. She created several of the templates to support students and give faculty a resource to direct them to in Canvas. These varied sources of support--some of which are institutional and others that are improvisational--combine together to create a robust and responsive community of teachers working to maintain our high-quality services during this crisis. The English Instructors with OTC certification and experience teaching asynchronously offered to mentor faculty who requested further support. This was above and beyond the support provided to the department through the Division Distance Education Representative. More experienced distance education faculty utilized Pronto to respond to faculty questions and technological issues, creating a robust, real-time support network.

The department's Teaching English and Literature Online committee, which was just a year old when the pandemic started, offered Tuesday Tips that included Canvas shortcuts or suggestions for designing engaging lessons. They also developed a handbook that gave more resources to faculty to design lessons. This group of dedicated faculty shared their expertise and interest in teaching online with their novice colleagues so make sure we were all prepared and supported.

As a result of this work in response to unfolding events, our department has changed in meaningful ways. In the future, we expect to offer more online and hybrid classes than we did prior to the pandemic. We now have a vision for developing an online version of our transfer degree, described in section 6.2. We believe there is both the student interest in and faculty and institutional capacity to support these changes that may not have existed before the pandemic. The pandemic magnified issues of access to technology, accessibility for disabled students, and many other problems that existed before but that were not central to our department's agenda. We are committed to learning from the pandemic and its fallout and creating a department that is better at serving all of our students.

### **3.6 What has not been asked?**

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Program Review by necessity asks us to focus only on our program, but it is also important to think ecologically; our division, campus, district, and community are important factors that shape the work we do and, ultimately, the experience our students have. A healthy campus and district environment is necessary for us to thrive as a program.

We have benefited from many of our department members participating actively in shared governance on our campus. In the coming spring 2022 semester, for instance, English faculty members serve in roles that account for 79 units of reassigned time. Over the last four years, members of the English Department have served the college in the following capacities:

- Faculty Senate President
- Accreditation Chair and members of the accreditation writing team
- Professional Learning Committee Chair
- Acting Curriculum Chair and Technical Review Chair
- Guided Pathways Campus-wide Workgroup Co-chairs
- Distance Education Faculty Coordinator
- Hornets Tutoring Coordinator
- Online Teaching Certificate Facilitators
- Institutional Integrity Committee Chair
- Mindful Growth
- SEAC Co-Chair
- Associated Students Faculty Advisor
- Study Abroad Coordinator

In the face of massive changes to our discipline as well as the field of higher education, we have continued to be an engaged department. This only continued with the pandemic. We are proud to have a department of dedicated teachers who support their students and one another. We are also proud to be active members of the campus community.

## 4.0 Outcomes

### 4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

In May of 2021, the department voted to revise our PSLOs so that they now read:

- PSLO #1: Explain how context contributes to a text's meaning.
- PSLO #2: Analyze the rhetorical and stylistic elements of a text.
- PSLO #3: Write ethically and clearly in a variety of rhetorical situations.

This change was made to align our department with the larger goals of Guided Pathways as well as to allow us to assess student work from our critical thinking courses within the context of our program, as opposed to just literature courses, which is what the previous SLOs were geared towards.

#### 4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

As mentioned above, our new PSLOs were not approved until late spring 2021, which means they have yet to be approved in Curricunet. Once this approval takes place, and once the pandemic has subsided to allow for a more normal workflow, we plan on assessing our PSLOs immediately to establish some baseline data for these new outcomes. A method for how we will do this has yet to be decided, but we anticipate a plan being in place by the end of spring 2022, so that PSLO assessment can take place in 2022/2023.

#### 4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The English department assesses CSLOs on a three-year cycle. This means that during the period of this self-study, all CSLOs in all of our courses have been assessed at least once with the exception of English 101: Enhanced College Writing. This course was offered for the first time in fall 2019 and was slated to be assessed in spring 2020. When the campus moved to remote instruction that semester, the department voted to delay the assessment. We anticipated being able to assess the class the following school year, but the ongoing pandemic interrupted that plan. After department discussion, we have decided that we will assess English 101 at the end of fall 2021 to be in compliance with campus expectations and to look closely at how the class is working for students.

Our CSLO data from Elumen also illustrates the ways in which our department's process for assessing CSLOs has changed over the past several years. When the period of this self-study began, our department assessed collectively, meeting once a year to norm, assess a representative sampling of student work, and reflect on

data, a process led by our department's level committees and SLO committee. We have over time shifted to doing individual assessments, in part because the design of Elumen does not support our previous practice and in part due to changes in our department committee structure. While individual assessment of CSLOs at the end of every semester done by the faculty teaching the course is reliable, more convenient, and more aligned with how data is expected to be collected in Elumen, our department is still investing in working collaboratively to discuss our CSLO data, norm our expectations, and make plans to better serve students in meeting our CSLOs.

Our department Composition Committee is in the early stages of discussing ways to maximize the convenience and compliance of our current method while making sure that we prioritize engaging in meaningful, ongoing reflection about our CSLO data that leads to concrete plans for improvement.

#### 4.4 SLO Equity Analysis

1. **Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?**

Looking at CSLO data, we do see differences by race, illustrated in Chart A. While CSLO attainment is in the mid- to upper-80% range for American Indian/Alaskan Native, Asian, Filipino, and Hispanic/Latinx students, it is lower for Black/African American students at 77.92%. It is highest for Pacific Islander and White Non-Hispanic students at 92% and 90.59% respectively, though the number of Pacific Islander students is small (only 25 total), which may affect the accuracy.

The brief Equity Action Plan described in section 3.2, the new strategic action plans described in section 6.2, and the long-term plans in section 6.3 are intended to help us close the gaps we see in CSLO attainment, just as we hope they will address gaps we see in course completion and success. Specifically, we believe our plans to work with the Instructional Success Teams on issues like equitable grading and faculty inquiry groups exploring best practices in online and hybrid learning environments will address these issues within the next few years. In the longer term, the creation of new courses, revision of old courses, and centering of queer and ethnic literature in our program will hopefully reduce or eliminate these gaps. Offering a more flexible online degree and diversifying our faculty are also aimed at better supporting the diverse students in our program, which includes closing gaps in CSLO attainment.

An important caveat to this analysis and our plans to address gaps is acknowledging that we believe CSLO attainment is one important measure of student success but that it is not the same as course success. As we've been assessing, CSLOA measures a student's proficiency in a specific skill at a specific time. A course grade is based on often dozens of separate assignments over the course of 16 weeks. While we strive to reduce gaps and create equitable grading policies so that students who demonstrate meeting course outcomes and objectives earn a passing grade, nuance is necessary to understand what these different measures mean.

With that said, the limitations in how data is presented in eLumen creates several challenges for us. CSLO attainment cannot be easily disaggregated by course in eLumen, so drilling down to specific courses and populations is difficult. We see large patterns--such as CSLO attainment data for all Black/African American students in all English classes--but we cannot identify courses where the gaps are largest or most persistent, which makes it difficult to focus our efforts. Are these gaps most prominent in our composition courses or literature courses? Are there specific courses in which gaps are reduced that we can look to as models? The sheer size of the report from eLumen also makes this work challenging. With the help of our division's SLOA committee representative, we produced an eLumen report that was 654 pages long. We also were not able to disaggregate eLumen data by gender, one of the demographics we are asked to consider in this self-study. In the future, this type of important CSLO analysis will be easier to do if it is presented to departments in a user-friendly format like Appendix A.

Chart A: Overall by Demographic Element for Demographic Category, Ethnicity

	Meets Expectations	Does Not Meet Expectations
Black/African American	(120) 77.92%	(34) 22.08%
American Indian/Alaskan Native	(40) 86.96%	(6) 13.04%
Asian	(855) 88.14%	(115) 11.86%
Filipino	(307) 85.52%	(52) 14.48%
Hispanic/Latinx	(3875) 83.46%	(768) 16.54%
Native Hawaiian/Pacific Islander	(23) 92%	(2) 8%
White Non-Hispanic	(1531) 90.59%	(159) 9.14%

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Across the board, we see that students generally are more likely to meet CSLO expectations than pass classes in our program. Chart B compares CSLOA attainment data gathered for all English classes during the period of the self study from eLumen with course success data from Appendix A provided to our department. The far right column lists the difference, and in all cases, course success rate is lower than CSLO attainment rate by double digits. The gap is largest for Native Hawaiian/Pacific Islander, Hispanic/Latinx, and Black/African American students.

While the limitations to the data described above make it difficult to drill down and see specifically where these gaps are happening in our courses, we can make some guesses about the causes and possible solutions. It is likely, as the question states, that students may demonstrate learning by meeting CSLO expectations but fail to pass the class for a variety of reasons. From an instructional point of view, our department can continue to reflect on our grading practices and classroom policies such as attendance and late work policies. Making sure these practices and policies allow for students' grades to reflect their learning and knowledge and not their adherence to rules is important. We also suspect that many students who know the course material may not successfully complete the course for a variety of reasons outside of the classroom. We know that many of our students struggle with housing and food insecurity, difficult work schedules, demanding family responsibilities, and a host of other challenges. Addressing these large-scale, community issues is critical and requires ongoing attention and investment by the entire campus community.

Chart B: CSLO Attainment Rates Compared to Course Success Rates

	Meets Expectations in CSLO	Course Success Rate	Difference
Black/African American	77.92%	59.2%	-18.72

American Indian/Alaskan Native	86.96%	74.4%	-12.56
Asian	88.14%	78.1%	-10.04
Filipino	85.52%	74.7%	-10.82
Hispanic/Latinx	83.46%	63.5%	-19.96
Native Hawaiian/Pacific Islander	92%	58.1	-33.9
White Non-Hispanic	90.59%	74.2%	-16.39

## 5.0 Other Areas of Program Effectiveness

### 5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

English is, of course, an integral program in Fullerton College's GE Pathway since we offer English 100/101/110, all of which fulfill the college writing requirement for all transfer/degree patterns (FC, CSU, IGETC), as well as English 103/104/201, all of which fulfill the critical thinking requirement for all above patterns. Specifically, English 103 is the only such class across the college that has numerous offerings, with dozens of sections every semester (and many in the summer too). Not surprisingly, the students who take our GE courses are analogous to the general student profile at Fullerton College. Very few programs can truly claim "gateway" status at Fullerton College; English can, and we take that responsibility very seriously, as evidenced by how we schedule our GE classes.

Great care is taken to schedule the above classes in a way that maximizes students' opportunity to enroll and succeed in them. We routinely schedule a large amount of

sections at “primetime” (start time between early morning and early afternoon), but we also schedule during late afternoons, evenings, and weekends (Friday AM/PM, Saturday AM). Generally, evening offerings include several once-a-week sections. Finally, before the pandemic forced us into offering an entirely remote program, we had already begun scaling up our online offerings. In the fall of 2017, for example, we offered only two sections of English 100 online and no sections of English 103 online. By spring of 2020 (pre-pandemic), we were offering 10 sections of English 100 online and three sections of English 103 online. It is our prediction that once the pandemic subsides, we will be offering a much larger percentage of our GE program online and/or in hybrid format, as discussed in section 3.5.

During the pandemic, we have stressed a flexible approach to remote scheduling. Our GE classes have been offered in a variety of formats: asynchronous online, synchronous online, and hybrid. Clearly, threading the needle between what works best for both students and faculty during a massive public health crisis has been difficult. The core value in scheduling, however, has been “flexibility”: a variety of formats, a variety of times, a variety of modalities. To reiterate, we believe that this flexibility will continue—in modified form—beyond the pandemic.

## 5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College’s GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

In 2017, our department offered a large number of basic skills composition classes. While we were a leader statewide in implementing acceleration four years ago, we also saw that though our accelerated pre-college writing class (English 99) was leading to an increase in throughput, this increase was not sufficient and, relatedly, we continued to see persistent gaps in throughput for students of color, particularly Black and Latinx students. Our realization that acceleration wasn’t enough dovetailed with the corequisite movement happening statewide, which argued that we can best serve students with open access college-level classes supplemented by

corequisite support. Many members of our department participated in this movement with organizations statewide like 3CSN and the California Acceleration Project. When AB 705 took effect, we were already using state grant money to reimagine our composition program by piloting what became our English 101: Enhanced College Writing course, to collaborate with Counseling on guided self-placement, and to fund communities of practice, building our capacity to teach students effectively in this entirely new approach. When AB 705 was signed into law, our department was ready to act because we had anticipated both the law and its ramifications. As discussed in section 3.2, we no longer offer any pre-college remedial or basic skills classes. All students enter into college writing, choosing the level of support they need as they take this course between our traditional English 100 and newly-created English 101. As a result, we have seen a significant and meaningful increase in throughput, as described in sections 3.2 and 3.3. As a result, over the last five years our one-year throughput rate for transfer-level college writing (English 100 and 101) has risen from 53% to 73% (a 38% increase); our *one-term* throughput rate has increased from 35% to 69%. Students are now much more likely to successfully complete this critical momentum-point class than they were in the past. We eliminated the gap in throughput for Black students in the fall of 2019, while the gap for Latinx students shrunk noticeably.

While we anticipated AB 705 and have adjusted well to it, we have also experienced effects that have presented challenges that we continue to grapple with. Likewise, we have new opportunities that we are working to capitalize on. Our department-wide enrollment has decreased significantly as students are now able to meet their college writing requirement in one semester as opposed to two, three, or even four, as was the case before 2017; these enrollment decreases are disproportionately higher than the campus decreases associated with the pandemic and are likely related to AB 705. To illustrate this point, two of the five English courses with the most enrollments in the last five years are basic skills courses we no longer even offer. Other programs in our division have struggled with enrollment in a post-AB 705/post-COVID world, and as a result four full-time faculty members from the Reading department have been reassigned to the English department. The first joined our department in spring 2019 and additional full-time faculty members from Reading joined English as recently as fall 2020. As of this current year, two additional Reading faculty are taking graduate courses in English in order to meet the qualifications for English instructors as part of a district re-training plan. It is likely they will join the English department in the near future.

Increasing the number of full-time faculty along with decreasing the number of sections we offer in our composition program require innovation and flexibility in program planning and scheduling. These changes have implications for our ability to hire both adjunct and full-time faculty for several years to come, which affects our

long-term plan of diversifying our faculty. These changes also provide opportunities, such as the chance for cross-training and new perspectives. Maximizing these opportunities is a high priority for our department.

We also acknowledge that the effects of AB 705 on our department do not happen in a vacuum. Guided Pathways work, the ongoing pandemic, and the choices of other departments, such as Math, have a profound effect on how likely it is that our work redesigning our composition program will truly increase the amount of students who successfully complete college-level English and math requirements and achieve their goal of earning a degree or transferring.

### 5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

#### **Livewire**

*LiveWire*, our department's literary magazine, founded in 2013, offers 7-10 student positions as part of the publications staff. These leadership opportunities are unique on campus because students gain an internship experience in publishing. Students working on the *LiveWire* staff gain invaluable publishing experience that can be highlighted on their resumes and transfer applications. It has served to launch students into careers in the publication industry. Students taking English 209: Intermediate Creative Writing also work on *LiveWire* and have the opportunity to be mentored by English faculty, including those who are published authors and poets.

The *LiveWire* publication also offers students an avenue to publish their work, exploring careers in creative writing and building their own portfolio as writers. Students work on drafts of their writing with faculty or in the Writing Center to prepare for submission. English department faculty identify outstanding student work and actively encourage students to submit their work to *LiveWire*. Working on the *LiveWire* staff, students learn the publishing process, editing, marketing, and graphics. Students work in teams to collaborate on the publishing process.

#### **Puente**

Puente's cohort model, which lasts for the entire first year of college, enables students to deepen their knowledge because Puente instructors can plan to work on

skills and topics over the course of two semesters rather than just one. Furthermore, Puente students' opportunities to apply their learning abound; because of in-person trips, online conferences, and online panels put on by the Puente state office or individual Puente instructors, students can apply what they're learning in English and Counseling classes to engaging events. For instance, after reading *A Dream Called Home* by Reyna Grande, Fullerton College Puente students were able to hear Grande speak and ask her questions over Zoom because of a meet-the-author event put on by Cypress College's Puente team in October of 2020.

### **Study Abroad Program**

The English department actively promotes the Study Abroad program in all sections of English 100 and 103 and many of our literature courses. The Study Abroad program has shown to eliminate the achievement gap. Students participating in study abroad take Fullerton College Courses and deepen their knowledge from the instruction in the location. Students become familiar with an entirely new way of learning.

English courses are regularly taught as part of Study Abroad, with English department faculty leading programs offered in fall 2017, spring 2019, summer 2019, fall 2019 and winter 2020. Future programs in fall 2023 and spring 2024 will also be led by English faculty. Since 2012, an English faculty member has also served as the coordinator to Study Abroad. Because of our department's deep commitment to Study Abroad, our students are in a position to benefit from it in meaningful ways. Faculty leading study abroad programs adapt their courses to the location, with cultural awareness and global issues regularly addressed in the teaching of these programs. Rather than rely on only European destinations for such programs, English faculty pioneered study abroad courses in Asia (Kyoto), South America (Buenos Aires), and Africa (Cape Town), as a way to diversify our students' global awareness. Additionally, several English faculty applied for upcoming programs, demonstrating our ongoing commitment to this student success initiative.

### **Writing Center and Hornets Tutoring**

Students in the English Department have the opportunity to serve as embedded tutors in many of our classes, including English 100, 101, and 103, through the campus-wide embedded tutoring program Hornets Tutoring. The goal of Hornets Tutoring is to put a tutor in every section of English 100 or 101. In the current fall 2021 semester, 60% of English 100 classes have an embedded tutor and 95% of English 101 classes do. Students are recruited to be tutors by faculty based on academic achievement and interpersonal skills, and after training, they are placed in a class to work with students in small groups and individually. This program offers

students a chance to apply concepts learned in English 100, 101, and 103 by supporting students in those courses as they learn material.

Another tutoring opportunity offered our students is through the Writing Center. While taking English 280: Language Arts Tutor Practicum, peer tutors pair up with faculty mentors who supervise their one-on-one peer tutoring. This provides students with the opportunity to partner with English faculty to deepen their understanding of writing concepts and English composition pedagogy. This mentoring process is invaluable and provides an opportunity for the student to not only receive feedback, but to comprehend the philosophy behind the action of tutoring. The English 280 student finishes the course with tutoring knowledge and experience, and they are CRLA certified to tutor. This certification qualifies them to tutor elsewhere, providing an opportunity to step into paid work in education.

All tutors, regardless of if they were with Hornets Tutoring or the Writing Center, are trained to make tutoring sessions an active and collaborative process, developing transferable skills that will serve them well in any profession. In addition, both opportunities include apprenticeship into the field of teaching, where our students can learn from professional educators about the field. The tutor to teacher pipeline is how many of the faculty members in our department entered into this work, and we are committed to supporting the programs at Fullerton College that bring the next generations of English teachers into the classroom.

**2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.**

### ***LiveWire***

***LiveWire*** offers students staff positions, but they are unpaid. This may limit access to this opportunity for low income students and other students who must use their time for paid work. Faculty are not compensated for the time to mentor students or to edit the publication and oversee the publication process beyond the instructor assigned to teach English 209. This may limit the pool of instructors who are able to be involved because the time commitment is significantly higher than the units for the class, and only one advisor may teach 209 during any given semester.

### **Puente**

A couple institutional barriers still prevent the Puente program from being as successful as it could be. First, due to scheduling delays, no Puente students were able to take honors English 103 in Spring 2021, so at least one student left the

program in order to take an honors English 103 course. Second, even though the Memorandum of Understanding between the Puente state office, Puente instructors, and administrators overseeing the program specifies that English instructors receive reassigned time equivalent to the units that they are teaching that semester, English instructors in our department only receive three units of reassigned time when they teach a four-unit class.

Another institutional barrier is the fact that the Puente Program has not had two full-time counselors for some years, even though the Memorandum of Understanding between the Puente state office, Puente instructors, and administrators overseeing the program specifies that the program should be co-coordinated by two full-time counselors and two full-time English instructors. These barriers limit the faculty who may teach the course to those who are willing or able to do this work without full compensation as described in the MOU.

### **Study Abroad**

Barriers for Study Abroad have been largely related to the pandemic. The year 2020 was the first that Study Abroad had scheduled a full calendar year's worth of programs, with their first winter program in Cape Town in January 2020. English students were among those Study Abroad sent to London in spring 2020. Of course, their experience was cut short when they returned home in March 2020. The ongoing pandemic presents a barrier to planning, offering, and recruiting for future programs. A major component of the recruitment for study abroad programs occurs in the English 100 and 103 courses. They have all been postponed until 2023 affecting student and faculty participation. Ongoing institutional support is necessary; without it, our students will face barriers to accessing this important program that our department invests heavily in. This is not a current barrier but something that may arise in the future.

### **Writing Center and Hornets Tutoring**

Ongoing financial investment in both the Writing Center and Hornets Tutoring are vital for the success of these programs. We have more English faculty who would like to work with embedded tutors than there are tutors available. For instance, Hornets Tutoring has made strategic choices to prioritize placing tutors in English 100 and 101, leaving fewer tutors available to be placed in our English 103 classes. Perhaps with additional funding and institutional support, the program may be able to meet the demand for embedded tutors in our program. As with Study Abroad, an ongoing commitment to invest in these programs is necessary. Making the funding source and budget permanent for programs like Hornets Tutoring can give our department—and all of the others across campus that rely on these vital programs—confidence that they will continue to exist.

## 6.0 Planning

### 6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

1. Our first strategic action plan from our last program review was: "Maximize the possibility that students will enter and complete English 100 in a one-year timeframe." This goal to increase throughput has been achieved. We have eliminated all pre-100 offerings from our program, we have successfully implemented English 101: Enhanced College Writing, and we have worked with Counseling to implement a guided self-placement process for students to help them choose which of our two college writing courses is a better "fit" for them. We worked closely with the Entering Scholars Program and now Hornets Tutoring to staff all English 101 classes with embedded tutors and have scaled up the use of tutors in many sections of English 100 as well. Our department has increased our use of Open Educational Resources (OER) materials or other low cost options for textbooks as a way to help remove potential financial barriers to success. As a result, over the last five years our one-year throughput rate for transfer-level college writing (English 100 and 101) has risen from 53% to 73% (a 38% increase); our *one-term* throughput rate has increased from 35% to 69%. Equity gaps have decreased for Latinx students and have been eliminated for African American students. We want to emphasize that the money the college allocated to Hornets Tutoring in order to support embedded tutors in these classes was vital in helping us attain this goal; maintaining and building on our success requires ongoing investment in embedded tutoring.
2. Our second strategic action plan was to "strengthen the professional development of our adjunct faculty." With money provided by Staff Development, we have expanded our Adjunct Professional Learning Days from one per year--in May--to two per year, in May and now January. Subjects at these "mini-conferences" have included "Equity in Grading," "Best Practices in Online Pedagogy," "Creating Community in Synchronous Classrooms," and other exigent topics. Our department's Adjunct Resource Committee has routinely surveyed our adjunct faculty to gauge what types of support they need and what opportunities for development they're most interested in. As a result we have seen more participation in department committees and

workgroups, such as our Guided Pathways Committee, Teaching English and Literature Online Committee, as well as several adjunct faculty helping out with SLO Assessment and curriculum development.

3. Our third strategic action plan was to “continue to evaluate the effectiveness and viability of online instruction, and to expand course offerings.” Even before the pandemic hit, we achieved this goal. We had already expanded offerings of online English 100 from two sections in fall of 2017 to eight in spring of 2020 (with intentions to raise that to 12 in fall of 2020, before the pandemic forced our entire program into remote delivery). In the fall of 2017, we offered no sections of English 103 online before successfully piloting two sections in the fall of 2019, expanding to three in spring of 2020 (with intentions to increase that to 6 in fall of 2020). During this time, we also revised the curriculum for all of our other courses to enable them to be taught online. This paid dividends in the fall of 2019, when we offered our first 200-level literature classes online. Our department approved the creation of a new standing committee--the Teaching English and Literature Online (TELO)--in order to institutionalize regular pedagogical discussions of online learning within our department. Even before the pandemic, this committee was working to support online education, and during the last three semesters, they have been instrumental in supporting their colleagues to the pivot to remote learning.
4. Our fourth strategic action plan was to “revise the course curriculum of English 209—Intermediate Creative Writing—in order to make it dovetail with the editing, publishing, and promoting of *LiveWire*, in addition to increasing the study of creative writing and the workshopping of student work.” We achieved this goal. Creative Writing faculty began working on curriculum revision in the spring of 2018. The course was approved and offered for the first time in spring of 2020. English 209 has been offered twice now; it serves students either working on the editing and publishing of *LiveWire* (our literary magazine that we have published annually since our centennial year of 2013) and/or students interested in both the editing and publishing of fiction, prose, and poetry.
5. Our fifth strategic action plan was to “hire additional full-time faculty.” This is a goal that we achieved, though by untraditional means. In the fall of 2018, we welcomed three Reading instructors into our department, all of whom were reassigned to English as described in section 5.2. We added one additional Reading instructor one year later for the same reasons. Additionally, we were approved to hire one additional English instructor for the fall of 2019. As noted above, full-time faculty now constitute a greater percentage of our program than ever. Thus, we are not requesting any additional full-time faculty as a strategic action plan this time. Our long-term plans include hiring with an emphasis on diversifying our faculty.

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help to keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

1. We will revise both our Associate of Arts degree and our Associate of Arts for Transfer degree in the following ways:
  - Remove the requirement to take a genre class (either a course in the short story, poetry, drama, the novel, or creative writing).
  - Replace the genre requirement with one that requires students to take one of the following classes instead: Chicano/a Literature, African American Literature, Native American Literature, Asian American Literature, or Queer Literature. All courses above, aside from Chicano/a Literature, are currently in curriculum review

As indicated by the data above, our majors are more likely to be white and more likely to be female than our composition program and the campus at large. We hope that these degree revisions will strengthen our program's appeal to students of color and to students from marginalized, oppressed backgrounds, so they can see themselves and their communities in the English degree. We also hope that these classes will validate our students' experiences and appeal to their interests. For the students in our program who are not members of marginalized or oppressed groups, we hope that these courses allow them to develop a broad view of the world around them and cultivate an appreciation for the diversity of English literature and empathy for their fellow human beings. This change is thus fulfilling the college's goal to "cultivate a culture of equity," specifically by "increas[ing] outreach to and recruitment of students from underserved populations."

This action plan requires no funding. Its success depends on a philosophical and ethical commitment from faculty to understand how the English major needs to change in order to inspire our community college students.

Describe Strategic Action Plan.	<p>We will revise both our Associate of Arts degree and our Associate of Arts for Transfer degree in the following ways:</p> <ul style="list-style-type: none"> <li>○ Remove the requirement to take a genre class (either a course in the short story, poetry, drama, the novel, or creative writing).</li> <li>○ Replace the genre requirement with one that requires students to take one of the following classes instead: Chicano/a Literature, African American Literature, Native American Literature, Asian American Literature, or Queer Literature. All courses above, aside from Chicano/a Literature, are currently in curriculum review</li> </ul>
List College goal/objective the plan meets.	Goal 2. Objective 3: Cultivate a Culture of Equity, by “increas[ing] outreach to and recruitment of students from underserved populations.”
Explain how the request helps the College attain student equity.	See analysis above.
What measurable outcome do you anticipate for this SAP?	See analysis above.
What specific aspects of this SAP can you accomplish without additional financial resources?	All of it.

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for**

**resources must follow logically from the information provided in this self-study.**

<b>Type of resource</b>	<b>Requested dollar amount</b>	<b>Potential funding source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	N/A	

2. We will increase the number of English majors and diversify them, so that the makeup of our majors aligns more with the demographics of our campus community.

In the last five years, 415 unique students have earned Associate degrees in English or transferred as English majors. While we have seen the number of students earning the degree increase annually--from 36 unique students in 2016/2017 to 57 in 2020/2021--we believe that many more students would be interested in and benefit from majoring in English than currently choose this course of study. In fact, the number of English majors has decreased each year from a high of 686 in 2017 to 410 in 2021. A degree in English can be a pathway to a wide variety of careers in teaching, publishing, law, and other areas. Studying English at Fullerton College also allows students the opportunity to develop several of the career readiness core competencies described by the National Association of Colleges and Employers, which our college has used extensively in our Guided Pathways work. English majors

develop communication and critical thinking skills, they practice with teamwork and leadership, and they study materials that allow them to understand and value equity and inclusion. Therefore, we will work to increase the number of English majors. As we increase the number of majors, we plan to diversify them as well, particularly in regards to race. Currently, our majors are more likely to be white and female than the general population of Fullerton College. We plan to work specifically to retain as majors and increase the percentage of Black and Latinx students who earn degrees in English. The revision of our courses, described above, is part of that plan, as is our long-term plan to diversify our faculty and increase the number and diversity of students who successfully complete college writing, which is a prerequisite for many of our major classes.

To accomplish this goal, we will need funds to create marketing materials, including videos that may be embedded on our program website and any pathway materials. To grow our majors--and grow strategically with an eye to both diversity and equity--we can leverage the Guided Pathways work happening both in our department and campus-wide. As we monitor our success at reaching this goal, funds may be needed to invest in professional learning specific to our discipline. We expect we will need answers to questions about how to make our program attractive to the students who would be well-served by it, how to make the pathway clear, and how to serve and retain our majors so that those who enter with an English degree in mind reach that goal. We anticipate a cost of \$10,000 to accomplish this goal.

Describe Strategic Action Plan.	We will increase the number of English majors and diversify them, so that the makeup of our majors aligns more with the demographics of our campus community.
List College goal/objective the plan meets.	Goal 2. Objectives 1, 3 & 4: Cultivate a Culture of Equity, by “remov[ing] institutional barriers to student equity and success,” “increas[ing] outreach to and recruitment of students from underserved populations,” and “foster[ing] a sense of belonging where all are welcome and students’ basic needs are addressed”

Explain how the request helps the College attain student equity.	See analysis above.
What measurable outcome do you anticipate for this SAP?	See analysis above.
What specific aspects of this SAP can you accomplish without additional financial resources?	Departmental conversations about pedagogical reform.

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	\$6,000	Staff Development
Marketing Materials	\$4,000	Pathways
<b>TOTAL requested amount</b>	<b>\$10,000</b>	(See rationale above)

3. We will develop an option to earn an English degree by completing the major preparation requirements by taking only online classes.

Based on the internal survey completed in our English department in November 2020, a majority of asynchronous online students indicated that they would prefer to take some combination of online and in-person classes when allowed to return to campus, while some indicated they would prefer to take all classes online. When asked which factors influenced these answers, many indicated that they need a flexible schedule; this remained true in a second survey administered in February, 2021. This data indicates that our students are likely to continue to choose some online courses to complete their degrees and that they value the flexibility online courses offer, particularly when they have varying work hours and/or family obligations that make attendance difficult.

The creation of this opportunity for students to earn an AA/ADT by enrolling only in online major preparation courses supports the Fullerton College Mission to develop flexible pathways for students. The program also reflects our values of equity, community, flexibility, innovation and excellence. As many California Community Colleges still do not offer an opportunity to complete an English degree online, offering one at FC may support our concurrent goal to increase the number and diversity of English majors at our college. Offering this option could potentially draw new degree-seeking students to Fullerton College from across the state, increasing overall enrollment as well.

This option will require us to schedule classes in an intentional way so every semester degree-specific classes are available in an online modality. To be specific, at least one class from each degree category--List A, List B, List C-- must be scheduled online in order for a student to be able to earn an online degree. Five years ago, this would not have been possible because hardly any of our classes were approved for online delivery and hardly any faculty were experienced online educators. Now, every class is approved for online delivery and the majority of our department can teach online classes. Finally, this degree pathway will need to be published on both the college's and department's website and shared with Counseling in order to publicize its availability.

To achieve this goal, funding is necessary for personnel and training. On the global level, the department would highly benefit from the guidance and support of a professional Instructional Designer who would help with the overall design of the program to create continuity for our students. This position has already been requested by Fullerton College.

To achieve this goal, the department requests \$20,000 of professional expert pay for faculty to participate in a Faculty Interest Group (FIG) to collaborate on student-centered learning strategies that increase student motivation and achievement online as we transition out of pandemic online teaching, the condition for which most of us developed our classes and learned how to teach online. Specifically, we need support for a FIG for the faculty teaching literature courses that will be offered in the first two years of the online degree program. To achieve this goal, our faculty would seek ongoing professional development for full and part-time faculty interested in and those assigned to teach online courses. Training should include but is not limited to Canvas and LMS training, @ONE and other courses designed to increase equity and collaboration, use of OER materials, etc. We would seek Staff Development funds for participation in online teaching conferences and request to use our department allocated time on Flex day(s) for sharing our innovative teaching strategies in Canvas with the department.

Describe Strategic Action Plan.	We will develop an option to earn an English degree by completing the major preparation requirements by taking only online classes.
List College goal/objective the plan meets.	Goal 1, Objective 1: Promote success for every student by “creat[ing] clear pathways.” It also fulfills the College’s mission to create “flexible pathways.”
Explain how the request helps the College attain student equity.	See analysis above.
What measurable outcome do you anticipate for this SAP?	See analysis above.
What specific aspects of this SAP can you accomplish without additional financial resources?	Departmental conversations about online pedagogy and course scheduling.

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	\$18,000	Staff Development
Marketing Materials	\$2,000	General Fund or Pathways
<b>TOTAL requested amount</b>	<b>\$20,000</b>	See rationale above

4. We will pilot hybrid courses in a traditional, post-COVID environment.

Prior to pivoting to remote instruction in March 2020, our department had not offered hybrid classes in over a decade. After our experience in the last year and a half, we plan to revisit hybrids and will pilot hybrid college writing courses and critical thinking courses in the next four years. We hypothesize that our faculty and students are much better prepared to succeed in a hybrid environment now. We now have Canvas, a much more user-friendly course management system, and both faculty and students are more comfortable with and knowledgeable about learning online. In intra-department surveys, students have also expressed interest in having a mix of face-to-face and online learning experiences in the future, and we believe hybrid classes might meet this need.

We plan to pilot hybrid classes first in our college writing and critical thinking classes for a few reasons. First, these classes are requirements for degree attainment and transfer. A large number of students take these classes every

semester. Being able to offer the class in modalities that work for the lives of a wide variety of students is important for our department to equitably serve our students. Hybrid classes can also make our department more flexible in terms of our use of space. In creating a department post-pandemic that is responsive to students and flexible in the face of future challenges, hybrid classes may prove to be a useful component.

We will need funding to support this plan to engage in professional learning. Faculty who pilot hybrid classes will participate in a Faculty Inquiry Group-- which should be compensated and scheduled when adjunct faculty can participate--to share best practices and analyze data to assess the success of the pilot and adjust as needed. If the pilot is successful and we decide to scale up hybrid offerings, either by offering more sections or different classes, we will need professional learning funding for training or to support an ongoing community of practice, as our department has in the past with new courses like English 99 and 101. We anticipate a cost of \$20,000 to accomplish this goal.

Describe Strategic Action Plan.	We will pilot hybrid English courses in a traditional, post-COVID environment.
List College goal/objective the plan meets.	Goal 1, Objective 1: Promote success for every student by “creat[ing] clear pathways.” It also fulfills the College’s mission to create “flexible pathways.”
Explain how the request helps the College attain student equity.	See analysis above.
What measurable outcome do you anticipate for this SAP?	See analysis above.
What specific aspects of this SAP can you accomplish without additional financial resources?	Departmental conversations about online pedagogy.

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for**

resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	\$20,000	Staff Development
Marketing Materials		
<b>TOTAL requested amount</b>	\$20,000	See rationale above

### 6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

The goals in our strategic action plan in section 6.2 are goals we plan to accomplish in the next four years, but they are also steps toward our long-term plans.

Our first long-term plan is to continue to increase throughput in our college writing classes, English 100 and English 101. Alongside that goal, we will continue to work to reduce gaps in success between groups based on demographic factors with a priority on reducing gaps for Latinx students. As discussed in section 6.1, we have seen significant increases in the number of students who complete the college

writing requirement within their first year at Fullerton College over the last four years. We are, however, still in the early stages of seeing the impacts of AB 705, placement reform, and the reorganization of our composition program. We plan to have ongoing, thoughtful analysis of our retention, success, and throughput data and continue to strive to increase the number of students who successfully complete college writing in their first year. We also plan to continue to disaggregate data, to ensure that this new system is serving all groups of students equitably. Where we find gaps, we will research their cause and implement solutions to refine the work that has been done up to this point. With that said, even if 100% of English students completed college writing in their first semester, they still cannot earn a degree or transfer without meeting their college math requirement. Therefore, as part of this long-term plan, we hope to collaborate more closely with our colleagues in Math. Students don't experience their education separated into departments, and we shouldn't work in silos as our goal is the same and can only be achieved through collaboration.

Our second long-term plan is to diversify the faculty in our department. In Spring 2021, the district Office of Diversity and Compliance shared data with us that showed the demographics of our department faculty did not reflect the district's commitment to diversity. Our department discussed this reality and made plans to move toward fostering, hiring, and retaining faculty from marginalized groups, particularly Black and Latinx faculty. Some of the goals in our strategic plan work toward this goal, such as the creation of Ethnic Literature and Queer Literature courses and the revision of our degree to make these courses central to our program. Other projects, like applications for grants to serve specific populations of students also work toward this goal. Likewise, exploring hybrid classes and an online English degree program are ways that we can make our program more attractive to a wider range of potential faculty members.

Another aspect of reaching this long-term goal is continuing our department's close work with the Writing Center, Hornets Tutoring, and the NOCCCD Future Instructors Program to mentor diverse groups of students into our profession. When we are able to hire for full-time positions again, we plan to work strategically as a department to rethink minimum and desired qualifications as well as other aspects of the interview process to make it more equitable. In the meantime, our department is committed to taking on the hard work of examining our culture to see the ways in which our department is and is not welcoming and supportive to faculty from marginalized groups. This is critical for us to not only retain the faculty we have and create an environment in which they can thrive but also to make sure we can attract and retain future faculty. While this is a pressing issue now, it is a long-term plan because many of the steps in our strategic plans are necessary to achieve the goal of diversifying our faculty. In addition, as the number of full-time faculty in our

department has grown in recent years, we anticipate that we will not be likely to hire additional full-time faculty members in the near future.

## 7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

See Section 1.0 above.

## 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto:lmcpheron@fullcoll.edu).

[Live Wire](#): the Literary Arts Journal of Fullerton College.

The Fullerton College [English Department's](#) web page.

2. If you find an inaccurate publication, please explain how you will make corrections.

N/A

3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

Fullerton College has several social media pages. Both Live Wire and our Literature Committee have pages on Instagram and Facebook. These pages are overseen by

Live Wire's faculty advisor and the chair of our department's literature committee, respectively.

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

N/A.