

## YEARLY PLANNING DISCUSSION TEMPLATE

### General Questions

**Program Name: English Academic Year: 2024-2025**

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

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

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

Yes. In terms of major changes, last year we streamlined our ENGL AA-T to offer one pathway for CSU and UC transfer, and we had the new AA-T for ENGL approved by the local curriculum committee and by the Chancellor's Office. This degree change is included in the [2024-2025 catalog](#).

Our [six-year Program Review Action Plan](#) from 2021-2022 recommended we develop more literature courses. Consequently, over the last several years, the following new literature and Ethnic Studies courses were submitted to and approved by AP&P: ENGL 117 Detective Fiction, ENGL 118 Women in Literature, ENGL 119 California Literature, ENGL/ES 135 Introduction to Poetry: Ethnic Studies, Social Movements, and Activism, ENGL 139 Ideas of Difference: Ethnic Studies Literature and Advocacy Composition, ENGL/ES 150 Introduction to Asian Pacific American Studies Through Literature, ENGL/ES 151 Ethnic Studies in Black and African American Literature and Cultural Expression, ENGL/ES 152 Introduction to Ethnic Latina/o Studies Through Literature, ENGL/ES 153 Introduction to Native American Literature and Indigenous Studies Through Literature, and ENGL 180 Harry Potter and the Realms of the Fantastic. While we have had difficulty getting our ENGL/Ethnic Studies courses approved for Cal-GETC, we are not institutionally alone in this experience and will continue to revise our course outlines of record, as suggested, until they are approved for Area F, Ethnic Studies.

We successfully offered ENGL 117 Detective Fiction for the first time summer 2024, and we are offering ENGL 180 Harry Potter, which, at the time of this report, is enrolled at 24 students, summer 2025.

This school year we also piloted Concurrent Enrollment for English 101. For 2024-2025 we approved seven high school instructors at the following institutions:

Ernest Righetti High School:

Roxanne Leasure, MA English

Witny Gill, MA English (did not teach CE this year)

Lompoc High School:

Jonathan Taylor, MA English  
Pavel Tretyak, MA English (also taught for us as an adjunct at the Lompoc Prison)

Orcutt Academy High School:  
Ivan (Graham) Culbara, MA English

Pioneer Valley High School:  
Ben Rothstein, MA English

Santa Ynez High School:  
Casey Reck, MA English

In fall 2024, we offered a total of six ENGL 101 Concurrent Enrollment sections at local high schools. We offered three sections of ENGL 101 CE at Orcutt Academy High School with Graham Culbara as instructor, and we offered three sections of ENGL 101 CE at Santa Ynez High School with Casey Reck as instructor.

#### **Concurrent Enrollment Fall 2024:**

3 sections ENGL 101 Orcutt Academy High School (Culbara): 97 total students  
3 sections ENGL 101 Santa Ynez High School (Reck): 70 total students

In sum, there were 167 English 101 Concurrent Enrollment students in fall 2024, up from zero the previous year.

In turn, in spring of 2025, we more than doubled our fall 2024 Concurrent Enrollment offerings, as we offered a total of fourteen ENGL 101 Concurrent Enrollment sections at our partner high schools. Six sections of ENGL 101 CE were offered at Righetti High School with Roxanne Leasure as instructor. Three sections of ENGL 101 CE were taught at Lompoc High School under the instruction of Jonathan Taylor, and five sections of ENGL 101 CE were offered at Pioneer Valley High School with Ben Rothstein as instructor.

#### **Concurrent Enrollment Spring 2025:**

6 sections ENGL 101 Righetti High School (Leasure): 152 total students  
3 sections ENGL 101 Lompoc High School (Taylor): 62 total students  
5 sections ENGL 101 Pioneer Valley High School (Rothstein): 199 total students

In sum, there were 333 English 101 Concurrent Enrollment students in spring 2025, up from zero the previous year. **For the entire year 2024-2025, we served 500 Concurrent Enrollment ENGL 101 students.**

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

## **English 101 Concurrent Enrollment Project 2024-2025**

### **Instruction:**

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

### **Instruction Highlights:**

Instruction will ensure rigor by aligning with the AHC ENGL 101 (now ENGL C1000) course outline of record (COR) and meeting student learning outcomes, including the following:

1. fulfill the expected number of lecture and outside-of-class hours (4 units);
2. utilize appropriate rigorous, diverse texts;
3. maintain 6,000 - 8,000 words of written work;
4. integrate MLA documented essays, including a research paper; and
5. support the integration of the Carnegie unit (two hours homework per unit).

### **Collaborative Component:**

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

1. provide an orientation and resources for high school teachers prior to the start of the course;
2. maintain contact with high school teachers on a regular basis via check-in meetings to foster partnerships;
3. serve as a resource for high school teachers and provide training;
4. maintain records of assignments and rubrics used in instruction as evidence of alignment with the ENGL 101 COR;
5. conduct classroom observations of instruction, including one formal assessment observation, as part of the evaluation process; and
6. report monthly back to the English Department.

### **AHC Project Co-Leads:**

Tina Nuñez: [tnunez@hancockcollege.edu](mailto:tnunez@hancockcollege.edu)

Julia Raybould-Rodgers: [jraybould-rodgers@hancockcollege.edu](mailto:jraybould-rodgers@hancockcollege.edu)

### **Career Access Pathways Program (CCAP) Update:**

The English College and Career Access Pathways Program (CCAP) Pilot Project, formerly Concurrent Enrollment, started in the fall 2024 semester and continued through the spring 2025 semester. This is an ongoing pilot administered by Tina Nuñez and Julia Raybould-Rodgers using reassigned time. The pilot is designed to create a model of collaboration to promote and build a

long-term partnership between the AHC English Department and high school instructors to facilitate best instructional practices and provide data for improvement purposes. Some of the key components of the pilot follow: providing professional development and resources for high school teachers prior to the start of the course, serving as resources for high school teachers throughout the semester, and conducting classroom observations and evaluations of instruction to maintain course rigor.

The project has proved successful and provided a two-way exchange of information between the high schools and the college CCAP administration. The adopted model has also provided useful practices that can be used by other departments at the college.

Highlights of the partnership include multiple professional development activities in spring 2024, fall 2025, and spring 2025 semesters, as well as the observation of classes in high schools and the evaluation of CCAP instructors in line with our adjunct evaluation process:

1. On May 30, 2024 co-leads Tina Nuñez and Julia Raybould-Rodgers hosted a Concurrent Enrollment Meet and Greet Professional Development activity to outline the rigorous requirements for English 101 (now English C1000) instruction, including the course outline of record, recommended texts, sample syllabi, and an introduction to AHC library services. The presentation is linked here: [CE Meet and Greet May 2024](#).
2. On February 4, 2025 we hosted another Meet and Greet Professional Development activity to review the fall pilot project, including a report from Orcutt Academy instructor Graham Culbara, and to extend the discussion about English 101 requirements, including rigor and texts, sample essays and assignments, instructor evaluations, and tutoring and librarian support services. The corresponding presentation is linked here: [February 2025 Meet and Greet](#).
3. In fall 2025 we conducted CCAP classroom observations of English 101 classes at Santa Ynez High School and Orcutt Academy High School, two sections each, as part of the evaluation process.
4. In spring 2025 we conducted classroom observations of English 101 classes at Righetti High School, Pioneer High School, and Lompoc High School, two sections each, as part of the evaluation process.
5. On March 4, 2025 we participated in the CE Pathways to Success Summit: attended by five English CE high school instructors. Co-leads Tina Nuñez and Julia Raybould-Rodgers facilitated the following breakout session: Concurrent Enrollment English. We presented on ENGL 101 rigor, new Common Course Numbering, example essay assignments and corresponding rubrics, and the challenges of A.I. The breakout session presentation is linked here: [Pathways to Success Concurrent Enrollment](#).

## English Team: Pathways to Success Summit



6. On May 22, 2025 CCAP English co-leads held a Fall Planning Meeting to outline new Common Course Numbering classes: English C1000 (formerly English 101) and English C1001 (formerly English 103), including new course outline requirements, a textbook pilot for C1001, the evaluation and observation process, and available support services. Ten high school CCAP partners attended: listed below (note that Jonathan Taylor for Lompoc High School came late, so his name does not appear on our roster.). The presentation for this event is linked here: [CCAP Fall Planning Meeting 5-25](#).

### CCAP Fall Planning Meeting: May 22, 2025

Name	School	Preferred Email Address	AHC Course(s) You Are Teaching
Miles Brown	PVHS	mbrown@smjhsd.org	103
Ben Rothstein	PVHS	rothsteb@gmail.com	101 (C-1000?)
Glenne E. Neal	PR	senior@smjhsd.org	103
Roxanne Leasure	RHS	rleasure@smjhsd.org	101 + 103
Tom Culbert	OAH	gculbert@ccattschs.net	101 + 145
Jerome Willis	OAH	jwillis@orcuttschools.net	103
Daniel Bulone	RHS	dbulone@smjhsd.org	
Casey Reck	SYHS	creck@syvuhd.org	101
Patrick Shattuck	SYHS	pshattuck@syvuhd.org	
Siria Nunez	AHC	snunez@harcodcollege.edu	C1000
Shirley R. R. R.	AHC	shirley@harcodcollege.edu	Att 9 C1001

Guests: Mary Patrick and Bob Curry

## CCAP Fall Planning Meeting: May 22, 2025



English CCAP activities have established a healthy collaboration between English CCAP high school teachers and the AHC English Department, as co-leads Tina Nuñez and Julia Raybould-Rodgers continue, on behalf of the department, to negotiate these the two very different educational systems. The project has recently expanded, as more feeder high schools have adopted English C1000 CE instruction. In spring 2025, in response to new high school requests, the English Department voted to approve English 103 (now English C1001), as a CCAP offering. In addition, despite department votes to the contrary, English 102 Literature and Composition, English 145 British Literature A, and English 146 British Literature B were administratively approved by President Walters to be offered as CCAP courses at our partner high schools starting fall 2025. Given the pilot's exceptional growth this year, as well as the corresponding oversight demands that come with such growth, project co-leads have been given .2 reassigned time each for continued coordination of English CCAP next year. To ensure the best from this ongoing CCAP partnership, continual support from the CCAP and college administration is needed: reassigned time and applicable stipends.

Here is a snapshot of 2025-2026 CCAP English instructors:



ENGLISH COURSES 25-26 ACADEMIC YEAR
<b>NEW INSTRUCTORS</b>
Jordan Willis, OAHS
Jennifer Dolan, ERHS
Shannon O'Neal, PVHS
Miles Brown, PVHS
Patrick Shuttuck, SYVHS
Daniel Bulone, ERHS
<b>RETURNING INSTRUCTORS</b>
Jonathan Taylor, LHS
Pavel Tretyak, LHS
Casey Reck, SYVHS
Graham Culbara, OAHS
Roxanne Leasure, ERHS
Ben Rothstein

## **CCAP Concerns Moving Forward to 2025-2026:**

### **I. Scheduling:**

1. Some high school teachers have loads of five plus sections of English C1000 in the fall. This exceeds the amount of instruction that occurs at the college.
2. There is high school administrative pressure to incorporate AP instruction in the ENGL C1000 class rather than offering a separate AP class. This occurred last semester and will continue as a practice in the fall.
3. College classes end earlier than the regular classes in high schools, which leaves teachers with “hang out time.”
4. Courses are offered once a year in high schools. If a student fails ENGL C1000 in the fall, there is no class to retake the following semester. Waivers will not be offered by Hancock, though they were given by Taft College previously.
5. The shorter fifty-minute sessions in most high schools reduce instruction opportunities and automatically take away the feel of an authentic college-level class.

### **II. Attendance:**

It is difficult to balance the students’ out-of-class obligations. There are large blocks of absences from class when certain groups of students like athletes miss days of instruction.

### **III. Research and Access to AHC Library Services:**

The ENGL C1000 and C1001 CORs have an emphasis on research, in particular the research paper, which cannot be easily met at the high schools when students are blocked from accessing the majority of articles within the AHC databases. Students may use the library outside of the bell schedule, but this becomes an equity issue because some students do not have access to the Internet and computers outside of school.

Writing Center Access/Library Chat:

1. The high schools do not have tutorial services available to their students; however, the Writing Center is not sufficiently funded to provide online services to allow students to access during or outside of class.
2. Similarly, we do not have sufficient funds to support Net Tutor usage by CCAP students.
3. The AHC library chat has problems handling high volumes of requests on its chat.

**Common Course Numbering** has recently affected the college, with English being at the forefront of state-mandated curricular changes: ENGL 101 Freshman Composition and ENGL 103 Critical Thinking and Composition were two courses, among the first few, included in Phase 1 of the CCN changes mandated by the state this year. Two English faculty, Tina Nuñez and Alina Romo, participated in the ASCCC Common Course Numbering Faculty Convening workshops in June 2024 as California Community College English Department representatives who provided feedback on the proposed draft templates for the two relevant Course Outlines of Record: ENGL 101 and 103. Nuñez and Romo took the lead on revising ENGL 101 and ENGL 103, respectively, to meet ENGL C1000 and ENGL C1001 requirements, and both revised CORs have been approved by our local curriculum committee: see the AP&P update later in this document. ENGL C1000 Academic Reading and Writing and ENGL C1001 Critical Thinking and Writing go into effect beginning summer 2025. Phase II of Common Course Numbering includes the revision of ENGL 102 Composition and Literature to meet new state mandates. With the support of the English Department, Tina Nuñez took the lead on the required revisions, and ENGL C1002 Introduction to Literature was submitted to AP&P in March, 2025 and was approved by the curriculum committee in April, 2025. According to Vickey Smith, AHC Curriculum Analyst, “ENGL C1002 is slated to be entered for the 25/26 academic year, we are waiting on COCI (state) to have the templates ready for courses to be entered! According to the COCI website, additional information to be released at any moment!” The new COR for this course should go into effect spring 2026.

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

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

Our most recently revised two-year course offering map includes our new ENGL literature classes: ENGL 117, 118, 119, 150, 151, 152, 153, and 180. In fall 2024 Dean Mary Patrick and English Department Chair Tina Nuñez met with Deborah Pirman, then Curriculum Specialist, to ensure that our ENGL AA-T is aligned with our program map. One of the challenges we now face involves the multiple revisions of our English/Ethnic Studies courses as we continue to revise for Cal-GETC approval for GE Area F. Another challenge, given our array of literature offerings, is to ensure that our courses do not compete against one another for enrollment but are offered strategically to meet demand and fulfill our program map obligations.

4. Were there any staffing changes?



Yes: Full-time English faculty Jim Read and adjunct faculty Mark Miller are retiring this year after thirty years of service each. Both will be missed tremendously, as they have been prominent leaders in the English Department. However, we received approval for a new ENGL hire for 2025-2026, and in the spring of 2025, we conducted a thorough application vetting and interview process to select a fine candidate, Shimon Tanaka, who will be joining the English Department as a full-time, tenure-track professor in fall 2025. The following team served on the hiring committee for English spring 2025:

<b>Name</b>	<b>Position</b>
Mary Patrick	Dean, Academic Affairs
Julia Knight	Diversity Resource Specialist, English Faculty
Tina Nuñez	Department Chair, English Faculty
Chellis Ying Hood	English Faculty
Alina Romo	English Faculty
Melanie Brunet	English Faculty
Chris Carroll	English Faculty
Trevor Passage	Librarian
Abigail Craddock	Student Representative

Counting Read's retirement and Tanaka's hire, we currently have sixteen full-time English faculty, including one full-time librarian who cannot, given her library responsibilities, teach a full load in English.

Especially to meet fall 2024 enrollment demands, we hired six new adjunct English faculty this year: Laura Ritter, Bruce Henderson, Pavel Tretyak, June Henry, Richard Mahon, and Kathy Ford. Currently, we have about twenty adjunct faculty who are available to teach for us on a consistent basis. Last year, one of our adjuncts moved out of the area, and is only available to teach online classes. Two of our regular adjuncts teach high school, so they are only available to teach evening or CCAP courses.

Staffing continues to be a priority for English, especially given high enrollment demands in fall terms, as our [2021-2022 six-year Program Review](#) data indicates English faculty teach tremendous overload. Furthermore, both PT and FT faculty are teaching at load capacity, and last summer we maxed out our local adjunct pool. However, we will work on hiring two or three adjunct faculty this summer, as we have one unstaffed ENGL C1000 section on the fall schedule, and, based on demand, we anticipate adding sections of ENGL 100 and ENGL C1000. The total number of ENGL sections for fall 2025 is currently 96 and the total number of ENGL C1000 sections is 57.

We also increased our staffing presence at the Lompoc Prison. While we did not offer classes at the Lompoc Prison during the 2023-2024 academic year, we successfully offered two sections of ENGL 101 in fall 2024 and two sections of ENGL 101 in spring 2025. We will offer two sections of ENGL C1000 again in fall 2025.

Chris Carroll, full-time English faculty who is the faculty advisor to both *Harvest* and *Puente*, was awarded well-deserved tenure this year.

Two English Department faculty were approved for sabbaticals last academic year: Julie Knight and Chellis Ying Hood. As part of the sabbatical process, both Knight and Ying Hood presented their projects to the AHC Board of Trustees in fall 2024 and to the English Department in spring 2025.

### **Themed ENGL C1000 Sections:**

In an effort to advertise our diverse thematic ENGL C1000 Academic Reading and Writing offerings and to attract students to unique sections aligned with their interests, which is a boon to student retention and success, we have, beginning in fall 2024, embedded our section themes in the online schedule. The following table highlights the English Department's fall 2025 themed sections of ENGL C1000:

Themed English C1000 Sections: Fall 2025

<b>Name</b>	<b>Course and CRN</b>	<b>ENGL 101 Themed Section Title</b>
Tina Nuñez	ENGL C1000 #21873 ENGL 112 #20751	Discrimination and Transformation: Race, Class, and Gender
Alina Romo	ENGL C1000 #21918 ENGL C1000 #21870	Contact Zones: Culture, Identity, and Difference
Susie Kopecky	ENGL C1000 #21878 ENGL C1000 #21905	Detective Fiction: Truth and Deceit
Kacie Wills	ENGL C1000 #21856 ENGL C1000 #21906 ENGL C1000 #21868 ENGL C1000 #21872	Dangers of the Single Story
Matt Hidingier	ENGL C1000 #21876 ENGL C1000 #21882	American Pop Culture
Jennifer Jozwiak	ENGL C1000 #21908 ENGL 112 #20547	Mindfulness and Wellness
Jennifer Jozwiak	ENGL C1000 #21853	Globalization and Social Issues
Bruce Henderson	ENGL C1000 #21944	Food Issues
Richard Mahon	ENGL C1000 #21881	Memoir, Family, and Education: Finding Your Path
Patty Estrada	ENGL C1000 #22120 ENGL C1000 #21858 ENGL C1000 #21861 ENGL C1000 #21883	A World of Ideas

Sherry Loomis	ENGL C1000 #21867 ENGL C1000 #21880	Co-Intelligence: Living and Working with A.I.

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

Our area of focus or Core Topic for 2024-2025 was Curriculum Design, led by Alina Romo. Please refer to that document, including program successes, here: [Curriculum Design](#).

**Learning Outcomes Assessment:**

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

In fall of 2024, the ENGL Department assessed PLO 3: Create genre-specific, language-appropriate texts and/or documents for determined audiences, which is mapped to the following courses: English 102, 103, 104, 105, 106, 107, 108, 110, and 137. We assessed two courses using PLO 3: ENGL 103 Critical Thinking and Composition and ENGL 106 Creative Writing. Ten sections were included for a total of fourteen data points. We used the M1 scale 1-2 to determine if students met the standard at 70% and above or did not meet the standard at 69% and below. Eight full-time and adjunct English instructors participated: Marc García-Martínez, Julia Raybould-Rodgers, Bruce Henderson, Chris Carroll, Christine Licoscas, Chad Kelly, Jim Read, and Tina Nuñez. Overall results follow:

1. ENGL 103 (9 sections; 9 data points): +15.00, +2.00, +16.67, +8.57, +17.88, +19.29, +26.15, +15.19, and +22.00.
2. ENGL 106 (1 section; 5 data points): +6.47, +18.24, +18.24, +12.35, and +30.00.

In spring of 2025, the English Department assessed PLO 1: Analyze, interpret, and evaluate a diverse range of fiction and non-fiction texts and media. This PLO is mapped to the following courses: English 102, 103, 105, 106, 107, 108, 110, 130, 131, 132, 133, 135, 137, 138, 139, 144, 145, 146, and 148. We assessed two courses using PLO 1: ENGL 103 Critical Thinking and Composition and ENGL 106 Creative Writing. Five sections were included for a total of fourteen data points. We used the M1 scale 1-2 to determine if students met the standard at 70% and above or did not meet the standard at 69% and below. Three full-time English instructors participated: Julia Raybould-Rodgers, Alina Romo, and Tina Nuñez. Overall results follow:

1. ENGL 103 (4 sections; 8 data points): +18.00, +30.00, +18.89, +20.48, +30.00, +25.45, +20.91, and +16.36
2. ENGL 106 (1 section; 6 data points): +30.00, +20.00, +24.74, +6.19, + 15.00, and +30.00.

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

The English courses and sections assessed using PLO 3 in fall 2024 show a positive percentage for all fourteen data points, suggesting students are, at least for this PLO, meeting or exceeding

standard expectations: at or above 70%. In turn, the English courses and sections assessed for PLO 1 in spring 2025 illustrate positive percentages for all fourteen data points, similarly indicating that students are meeting or exceeding standard expectations: at or above 70%. We need to map our new English and English/Ethnic Studies courses (117, 118, 119, 150, 151, 152, 153, and 180) to the appropriate PLOs and include them in our assessment cycle, work we intend to pursue next year. We also need to secure a LOAC committee member for our department--a priority going into next year--to facilitate outcomes assessment.

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

In an ongoing fashion, the English Department addresses pressing issues, such as Concurrent Enrollment, Artificial Intelligence, Common Course Numbering, etc., at our monthly meetings, which are held hybrid to encourage attendance and to accommodate face-to-face and Zoom participation:

#### Fall 2024 English Department Meetings:

1. Wednesday, August 21
2. Wednesday, September 18
3. Wednesday, October 16
4. Wednesday, November 13
5. Wednesday, December 4

#### Spring 2025 ENGL Dept. Meetings

1. Wednesday, January 22
2. Wednesday, February 19
3. Wednesday, March 26
4. Wednesday, April 16
5. Wednesday, May 14

Additionally, we would like to highlight the following English Department successes:

#### **Program Review Plan of Action:**

One of the items on our [2021-2022 6-year Program Review Plan of Action](#) is to improve student success by strengthening our partnership with other entities on campus. In our ongoing effort to do so and to connect students to support services on campus, English faculty regularly invite student services into our classrooms, especially ENGL 101 and ENGL 101/112 corequisite sections, for presentations: EOPS, Basic Needs, Student Health Services, LAP, Counseling, Writing Center, AHC Library, etc. When necessary and appropriate, we invite other departments and entities to our department meetings to improve cross-campus communication and collaboration: Academic Senate, AP&P, Learning Assistance, etc. Furthermore, our vibrant learning communities, including Puente and Students Athletes, enable us to work closely with counselling and community mentors to support student success and to share information and strategies for program improvement. The English Department's ongoing participation in outreach activities, such as Bow-WOW!, in tandem

with our participation in special events, such as the annual Planning Retreat, Hancock Hangouts, Black History Month Celebration, Retirements and Recognitions, the Foundation Scholarship Awards Night, and the annual graduation ceremony, serves not only to attract future students and to promote our programs, but to participate in the People, Cultures, and Languages Pathway activities, and to connect and engage with other AHC departments and entities.

Another item on our [2021-2022 6-year Program Review Plan of Action](#) is to recruit and retain more English majors. Over the past five years, according to the [Program Review: Awards data dashboard](#), we have experienced a slow, inconsistent trajectory of English degree growth: 12 degrees were awarded in 2019-2020; 16 degrees were awarded in 2020-2021; 14 degrees were awarded in 2021-2022; 18 degrees were awarded in 2022-2023, and 16 degrees were awarded in 2023-2024. In our ongoing effort, therefore, to grow our program, including our mission to offer new, diverse literature and Ethnic Studies courses, we participated in the fall 2024 and spring 2025 Bow-WOW! events, including having an English Department table with free books for students staffed by English instructors who answered questions about and otherwise promoted our programs. New to this event was our inclusion of the English Department's recommended reading list, intended to inspire word lovers and to showcase some of our favorite literature. The [AHC English Department's Favorite/Must Read/Recommended Books](#) list is linked here. We have, furthermore, continue to foster a robust Poetry and Prose Club, which met regularly over the course of the academic year and which hosted open mic events in the student union the last Tuesday of every month.

### **Core Topic Plan of Action: Innovative Scheduling**

Last year, the English Department selected Innovative Scheduling as our core topic. Professor Alina Romo led this charge as part of Program Review, gathering data from Institutional Effectiveness and faculty surveys. The core topic report is linked here: [Innovative Scheduling for English 2023-2024](#). One of our key findings was that English 103 Critical Thinking and Composition (now ENGL C1001) had overall better retention and success rates than ENGL 101 Freshman Composition (now ENGL C1000). In response, we have since focused on improving both retention and success in ENGL 101 via, but not limited to, the following: use of Embedded Tutors, integration of support services (Basic Needs, Career Center, LAP, Student Health Services, etc.) into the classroom, themed sections of ENGL 101, and more flexible grading practices. We also found that the longer our ENGL 101 courses were in terms of weeks, the poorer retention we had. This suggested we might experiment with offering more 12-week sections of ENGL 101, which we have done this past year. Furthermore, we found significant interest on the part of both adjunct and full-time faculty in offering themed sections of ENGL 101. We, therefore, have developed such sections and have offered them this year and will continue to do so next year with the specific goal of improving both retention and success. Moving forward, we will explore teaching year-long ENGL C1000 and ENGL C1001 (perhaps themed) cohorts.

Additionally, we hosted, participated in, and/or promoted the following events/activities:

#### **Fall 2024:**

In the fall of 2024, the English department proudly participated in the grand opening of the AHC Pride Center: October 30, 2024. We invited Patrick Adams, brother of Kate Adams, as the center

was dedicated to our beloved late, great Dr. Kate Adams. The center is a welcoming space of inclusivity and support for all.

In fall of 2024 and spring of 2025, English Department faculty participated in a Nectir A.I. x CCC training, onboarding, and implementation pilot. As part of this process, English faculty Julia Raybould-Rodgers and Tina Nuñez were trained on how to integrate and use A.I. assistants in our English courses. The A.I. assistants were embedded in our Canvas courses and trained on our course materials (syllabus, course schedule, assignments, lecture notes, etc.) to provide students with 24/7 personalized guidance and real-time feedback and support. The A.I. assistants were intended, furthermore, as outlined in the California Community College Nectir Research Study training materials to “offload repetitive tasks and reduce [instructor] workload by letting A.I. handle routine student inquiries and feedback.” As part of the study faculty set up their courses to use Nectir A.I., including uploading instructional materials, and trained students in class on how to use the A.I. assistants. Faculty also met periodically with the project manager, Chloe Lam, and provided survey feedback. The results of the study will be forthcoming.

### **Spring 2025:**

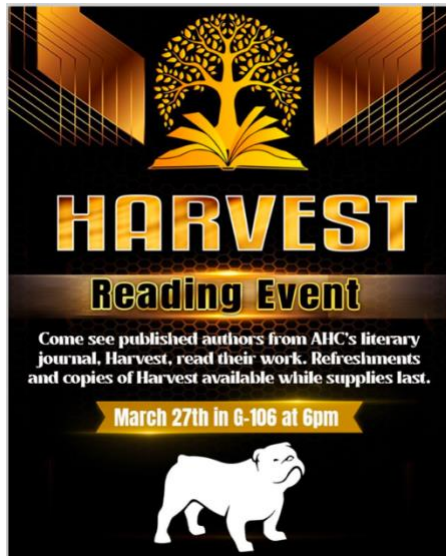
On Friday, March 7, 2025, English Faculty joined other faculty and staff from across campus on a tour to learn about our academic programs at Lompoc FCI 1 and 2 and the North County Jail. This professional development opportunity was attended by English Faculty Tina Nuñez and English Administrative Assistant Kristy Brickey, who both participated to learn more about the carceral facilities in general and about the conditions under which we offer ENGL 101 at the Lompoc Prison and possibility in the future at the North County Jail. The event included a tour of the educational spaces, as well as the opportunity to dialogue with instructors, staff, and inmates. The event also included a wrap-up session for final questions and a debriefing. We hope our participation will help us better support our English faculty who teach at the prison, as well as the students enrolled in our classes therein.

#### **Lompoc Prison Tour**





On March 27, 2025 we celebrated the *Harvest Literary Journal* launch and reading, hosted by the English Department and including English faculty readers.



The Dr. Kate Adams Poetry Symposium event featured poet Solange Aguilar and included an opening tribute to Kate Adams by Tina Nuñez with a reading of one of Kate's original poems, published in *Harvest 2005*: "Leaving Home is Half the Dharma."



The Enhancing Student Success Through Tutoring TUTOR EXPO took place Saturday, April 5, 2025. This Embedded Tutor Conference for tutors by tutors featured two keynote speakers: adjunct English Professor Darren Sullivan and Embedded Tutor Jennifer Grizzanti Pribyl, a 2025 AHC graduate. Breakout sessions included the following: (1) "Tips for Tutoring Student Athletes," (2) "Tackling Student Stress Through Strategic Tutoring," (3) "Maximizing Student Success Through

Embedded Tutoring and Faculty Collaboration,” (4) “The Role of Tutors in Student Support,” (5) “Setting the Atmosphere in the Classroom as an Embedded Tutor,” and (6) “Effective Strategies for One-on-one Tutoring.”



Darren Sullivan: Tutor Expo Keynote Speaker



A handful of English faculty participated in the Retirements and Recognitions Ceremony featuring Jim Read's and Mark Miller's retirements, Rob Senior's thirty years of service, Kristi Brickey's fifteen years of service, Alina Romo's and Melanie Brunet's ten years of service, and Chris Carroll's tenure: May 21, 2025.

### Jim Read's Retirement Recognition



### Mark Miller's Retirement Recognition



English faculty also proudly participated in the 2025 AHC Commencement: Professors Melanie Brunet, Tina Nuñez, Julia Raybould-Rodgers, Alina Romo, Robert Senior, and Chellis Ying Hood; librarians Sharaya Olmeda and Trevor Passage; and Dean Mary Patrick. Here we are pictured with President Kevin Walthers:

## 2025 AHC Graduation



In fall of 2022, the English Department attempted to update and humanize our Internet presence by collecting photographs and biographies of full-time and adjunct faculty to showcase on the college website. Unfortunately, after we successfully compiled and formatted the information, we were informed by IT services that our vision was more costly and more time consuming than could be currently done. Therefore, some English faculty have alternatively posted bios in their profiles, such as Nuñez and Romo, on the new portal with the intention, not only of humanizing our Web presence, but of providing more specific information about the wide range of English courses we teach and the diverse texts we use. However, pressing forward, we may return to our original 2022 initiative, as we see that the Film and Video Production Department features faculty photographs and bios on the AHC webpage. Granted, Film/Video Production is a much smaller department than English, but the English Department and our students should not be penalized for having a robust program.

Moreover, our comprehensive [Program Review Action Plan from 2021-2022](#) recommended we provide additional in-house corequisite training. AB 1705 CCC Equitable Placement and Completion Grant funds enabled us to do so previously, as the English Department hosted the following professional development workshop at the beginning of the fall 2023 term: Window into Corequisite Instruction by Summer Serpas. This full-day event included an interactive pedagogical presentation on addressing equity gaps, general principles of corequisite teaching, corequisite pedagogy (just-in-time remediation, low-stakes collaborative practice, etc.), building a collaborative classroom, and more, all targeted at improving instruction in ENGL 101 and ENGL 101/112, our corequisite course, and, thereby, improving our retention and success. English Professors Julia Raybould-Rodgers, Chellis Ying Hood, and Tina Nuñez intend to offer a similar professional development workshop in fall of 2025, the day after All Staff Day, focusing on corequisite instruction, Common Course Numbering adaptations, and culturally responsive, DEI-intentioned curriculum, including grading for equity. We will offer the workshop to English faculty, full- and part-time, as well as to our CCAP high school partners.

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

### **Ongoing DE Training:**

The English Department continues to work on improving our online instruction by participating in related webinars, conferences, independent projects, and ongoing literature review.

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

### **30-Hour DE Training:**

At the time of this report, the following English faculty, full- and part-time, have completed the 30-hour Distance Education pedagogy training (or the equivalent as approved by Fred Patrick), demonstrating our ongoing commitment to quality DE instruction:

1. Amanda Ayres (PT)
2. Melanie Brunet (FT)
3. Chris Carroll (FT)
4. Janae Dimick (FT)
5. Katherine Ford (PT)
6. Lizzy Harford-Nourse (PT)
7. Elaine Healy (Writing Center FT)
8. Bruce Henderson (PT)
9. June Henry (PT)
10. Chellis Ying Hood (FT)
11. Peter Huk (PT)
12. Chad Kelly (FT)
13. Susie Kopecky (Library FT)
14. Sherry Loomis (PT)
15. Ryan Meza (PT)
16. Tina Nuñez (FT)
17. Sharaya Olmeda (Library FT)
18. Julia Raybould-Rodgers (FT)
19. Jim Read (FT retiring)
20. Alina Romo (FT)
21. Tracy Scovil (PT)
22. Robert Senior (FT)
23. Robert Spieser (PT)
24. Kacie Wills (FT)



- 25. Paul Yun (PT)
- 26. Anthony Halderman (PT)
- 27. Marc García-Martínez (FT)

### **Diversity, Equity, and Inclusion:**

The English Department proudly participated in the grand opening and dedication of the AHC Pride Center: October 30, 2024.

English Department faculty, including Mark Miler, Tina Nuñez, and Julia Raybould-Rodgers, participated in Hancock's DEI Summit: February 7, 2025. The theme of the summit was "Transforming Spaces: Diversity by Design," and it featured keynote Gina Ann Garcia, UC Berkeley Professor, who addressed the importance of embracing diversity in today's tumultuous political climate. Workshop sessions included presentations on "Grading for Equity," "Empowering Central Coast Learners," and "Preventing the Holocaust," among others.

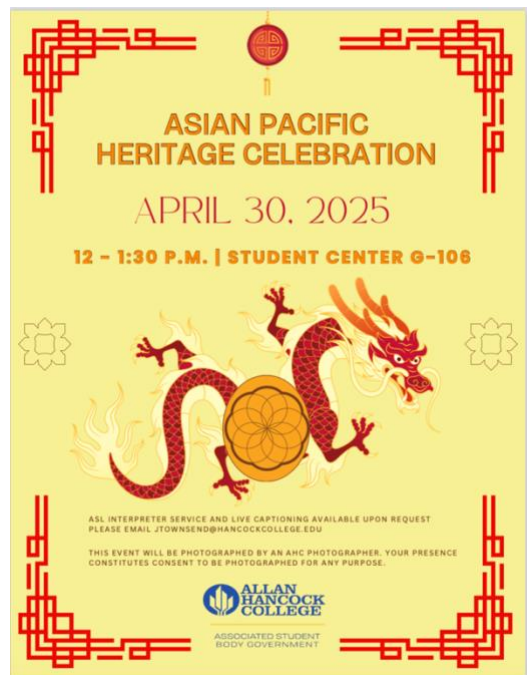
#### DEI Summit



Additionally, Chellis Ying Hood was the keynote speaker at the Asian Pacific Heritage Celebration held in spring 2025. Her keynote speech titled "Embracing Cultural Identity During a Time of Change," which in her words, "braid[ed] [her] personal journey, the current attacks against DEI, and suggestions our students can do now to defend and celebrate multiculturalism" can be accessed here:

[https://docs.google.com/document/d/1sqx\\_JDaNwASE2N9zCcIplfrpJy6k3OShFZhXrndzZ4k/edit?tab=t.0](https://docs.google.com/document/d/1sqx_JDaNwASE2N9zCcIplfrpJy6k3OShFZhXrndzZ4k/edit?tab=t.0)





Asian Pacific Heritage Celebration



Furthermore, in our ongoing efforts to promote diversity, equity, and inclusion, at the time of this report, eleven English faculty, both full-time and part-time, have completed the Culturally Responsive Curriculum training. Eight English faculty, both full-and part-time, have integrated curriculum modifications/improvements for eleven courses, which, with the exception of ENGL/ES 150 and 152 courses, we teach every semester: see below.

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

The Diversity, Equity, Inclusion, and Access/Equal Employment Opportunity (DEIA/EEO) Committee offered several professional development continuing education opportunities in spring 2025, of which English faculty took advantage. English Professors Melanie Brunet, Alina Romo, and Chellis Ying Hood completed the following CORA (Center for Organization, Responsibility, and Advancement) 1.5 continuing education unit courses, centered on best practices in racial equity in hiring and course design, as well as unconscious bias:

1. Equity Minded Hiring Practices
2. Course Design for Racial Equality
3. Unconscious Bias

The DEIA-EEO Committee, furthermore, is offering a “Grading for Equity” professional development grant-funded self-paced course to be taken over the summer of 2025. Faculty who participate will be compensated for completing the course and providing a one-hour professional development opportunity for their departments or the larger campus community regarding the application of course material. English Professors Chellis Ying Hood and Tina Nuñez have signed up to participate and are awaiting confirmation. Others in the department may also participate. We will include an update in next year’s annual report.

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

### **Diversity Resource Specialist Training:**

The following English faculty have completed the Diversity Resource Specialist training, demonstrating our ongoing investment in diversity and equity in hiring.

1. Chris Carroll

2. Elaine Healy (Writing Center)
3. Susie Kopecky (English and Library)
4. Julie Knight
5. Sharaya Olmeda (Library)

We hope to have several more English faculty complete the training in 2024-2025 so we can support diversity and equity in hiring, not only in our department but across disciplines.

### **English Pilot Mentoring Program: Fall 2024**

In an effort to ease new adjunct transition into AHC culture and to provide English Department support, we piloted a mentoring program, pairing full-time faculty with newly hired adjuncts. Mentors regularly checked in and met with mentees: answering questions, addressing concerns, and sharing resources with the goal of fostering department community and facilitating student retention and success. The following English faculty participated in the fall 2024 pilot:

ENGL Faculty Mentorship Pilot: Fall 2024

<b>Adjunct ENGL Faculty Mentee</b>	<b>Full-time ENGL Faculty Mentor</b>
<u>Pavel Tretvak</u>	<u>Julia Raybould-Rodgers</u>
<u>Richard Mahon</u>	<u>Kacie Wills</u>
<u>Bruce Henderson</u>	<u>Chellis Ying Hood</u>
<u>June Henry</u>	<u>Janae Dimick</u>
<u>Laura Ritter</u>	<u>Susie Kopecky</u>
<u>Kathy Ford</u>	<u>Jennifer Jozwiak</u>

### **Embedded Tutor Integration in English Instruction:**

On August 14, 2024, English faculty participated in the Title V Faculty and Peer Mentor Meeting from 12:00 noon- 4:00 pm. Elaine Healy provided welcome and introduction, followed by an Embedded Tutoring Data Review by Eric Biely. Mary Patrick reviewed stipend requirements and updates, and Elaine Healy, Julia Raybould-Rodgers, and Liz West presented EPEC Embedded Tutoring Conference highlights. We had two mini keynote presentations by English and Math faculty, Lizzy Harford Nourse and Chris Eachus, respectively, who provided information on how to support student success by using Embedded Tutors. The meeting culminated in one-on-one faculty and Embedded Tutor meetings to plan the upcoming term.

On January 15, 2025 English faculty, both full-time and adjunct, continued to foster their commitment to student success and retention by participating in the Title V Embedded Tutors Faculty Training Professional Development. The event included a presentation from keynote speaker Katrine Bryan on “Building Thinking Classrooms.” This presentation was followed by a panel presentation led by Embedded Tutors, and the day finished with individual planning sessions between instructors and their tutors.

## AGENDA

*Refreshments  
included!*

TITLE V EMBEDDED TUTORS

# FACULTY TRAINING

Wednesday, January 15th

1:00 – 4:00 p.m. in the ARC (Bldg. L-south)

**1:00–2:00** *Katrine Bryan on Building Thinking Classrooms*

**2:00–2:45** *Panel with Embedded Tutors*

**2:45–3:00** *Break*

**3:00–4:00** *Faculty meet with Embedded Tutors*

The following English faculty participated in the 1/15/25 event:

Guido Brunet, Melanie
Harford Nourse, Elisabeth
Healy, Elaine
Hidinger, Matthew
Miller, Mark
Nunez, Christina
Raybould-Rodgers, Julia
Romo, Alina

Julia Raybould-Rodgers reports the following Embedded Tutor data for 2024-2025:

In fall 2024 there were 28 Embedded Tutors (up 6 from fall 23).

In spring 2025 there were 19 Embedded Tutors (down 5 from spring 24).

We have no Embedded Tutors scheduled for summer 2025.

Embedded Tutors have served this year as support resources in the following classes: English 101 Freshman Composition, English 101/112 Freshman Composition and Corequisite, and English 103 Critical Thinking.

### **Learning Communities:**

**Puente Program:**

Chris Carroll, Puente Program English instructor, reports the following: During fall, Puente students attended a motivational transfer conference at UC Berkeley. Students also attended campus orientations and events at CSU Sacramento. During spring semester, students visited UC Riverside, Cal Poly Pomona, and UC Irvine. 19 out of 25 completed the full Puente course sequence with passing grades. All Puente students completed fully developed educational plans with specific courses of action to transfer. Multiple former Puente students will be attending universities, such as UC Irvine, UC Santa Barbara, CSU Fullerton, and Cal Poly San Luis Obispo for fall 2025. Eight Puente students from the 23/24 cohort graduated in spring 25, and will be transferring to universities. Four English faculty, representing full-time and adjunct faculty--Kopecky, Healy, Meza, and Harford-Nourse--served as Puente Mentors and participated in the fall Puente Kick-Off, the winter PCPA dinner and theater event, and the spring Mock Interview Night.

**Rising Scholars:**

This learning community, active last year, has been discontinued. Janae Dimick reports that problems included recruitment and low enrollment. There was hope that the Rising Scholar office would support the learning community by asking their student-mentors to promote it and enroll students, which did not happen successfully and which resulted in the class being opened to all students.

**Athlete Learning Community:**

Robert Senior, instructor for the Athlete Learning Community, reports the following update for the Student Athlete Cohort (2024-2025):

“While the fall term saw success rates in the cohort follow traditional patterns, the spring semester concluded with substantially lower rates than in the past, especially in regards to retention. In response, I met with Kim Ensing, Dean of Athletics, Andrea Sanders, Communications Chair and instructor of the Speech component, and Amanda Lombard of the math portion of the cohort. In this meeting, we discussed shared experiences and plans to implement changes for 2025-26. Also in attendance was Ricardo Navarette, Athletics counselor.

To better bring a more diversified audience to each semester, we decided, as a group, to more effectively spread out enrollment over the two semesters as fall is often dominated by football. We believe this change will help enrolment numbers in the spring. Low numbers, we feel, contributed to a lack of cohesion and sense of group in the spring. We also concluded that as instructors, we need to better outreach to part-time coaches of teams with limited athletes like swimming, soccer, and track. Because these coaches do not have an office on campus and hold a job outside of the college, it's on us to be better in terms of communication and accountability.

Naturally, we will also be reviewing curriculum to best meet the needs of these students.”

**Academic Integrity:**

Artificial intelligence and AI-generated writing continue to complicate and undermine the work undertaken within the English Department. Faculty report a continued increase in plagiarized writing assignments (AI-generated) in all forms of assessments: formal writing assignments, online discussion forums, exams, quizzes, and low-stakes writing assignments, among others. Several faculty have moved to in-class writing as a means to ensure student accountability and honesty. Most faculty rely on Turnitin's AI-detection software within Canvas in tandem with other A.I. detection tools. The following English faculty participated in a fall 2024 Turnitin webinar to learn about Turnitin updates: Amanda Ayres, Jennifer Jozwaik, Sherry Loomis, Ryan Meza, Tina Nuñez, and Julia Raybould-Rodgers. Last year, the department piloted Harmonize, a Canvas plug-in, that scans Canvas Discussion Board posts for AI-generated writing. Given that we found the software to be both user friendly and successful in identifying A.I.-generated writing, we have adopted the program this year and have been using it in our face-to-face and online courses.

The department continues to use GPTZero and other A.I. detection tools as alternatives for upholding the integrity of our courses. Although an Academic Integrity Committee, an Academic Senate subcommittee, was established last year with healthy English Department representation, the committee has lost traction and membership, including English representatives, and is now defunct. We will see how this progresses next year.

English faculty participated in Hancock's first A.I. Summit on Friday April 12, 2025: 9:00 am -3:00 pm. The Summit included keynote speakers and breakout sessions and was well attended and extremely informative. We were fortunate to attract keynote speakers, panelists, and breakout session leads from Moorpark College, as well as from the workforce industry, and AHC faculty participated in workshop facilitation. Adjunct faculty, including English adjuncts, participated for free, hosted by the Part-time Faculty Association. Moorpark keynotes, Danielle Kaprelian and Trudi Radtke, were invited to participate by English faculty Julia Raybould-Rodgers and Tina Nuñez, whom they met at the Online Teaching Conference last summer and who were funded through Culturally Responsive Curriculum monies.

### **Guided Pathways:**

The People, Language, and Culture Guided Pathway's English faculty representative, Professor Chad Kelly, took a break from his committee responsibilities to teach online and to spend time with his family overseas. English Professor Julie Knight stepped in as the committee temporary replacement. During that time, spring 2025, the committee was disbanded because, according to Knight, the disciplines in the category were too diverse to be productive.

### **AHC Foundation Scholarship Awards:**

Jim Read, retiring this year, has been an AHC Foundation Scholarship advocate and has served on the committee for years. As he departs the college, Chellis Ying Hood will assume his place as the English representative on the committee. AHC Foundation Scholarship awards for English majors for this year follow:




Hnumber	Name	Major	Scholarship	Amount
H20152194	Lina Fernanda Casadiegos Patino	English	Brander Single Parent Scholarship	\$1,000.00
H20168860	Lily Roberts	English	Friends of the Allan Hancock College Library	\$1,000.00
H20168860	Lily Roberts	English	Norma, Sam, & Lorraine Center and Lilli & Alexander Kopecky Scholarship	\$500.00
H20127674	Yareli Alejo Hernandez	English for Transfer	The Nathan A. & Ruth S. Lipscomb Scholarship	\$1,500.00
H20122950	Eric Angulo	English for Transfer	Isaacson Literature Scholarship	\$3,150.00
H20122950	Eric Angulo	English for Transfer	Lynne Bland Burke Memorial Scholarship	\$1,000.00
H20105596	Darian Hall	English for Transfer	The Nathan A. & Ruth S. Lipscomb Scholarship	\$2,000.00
H20154521	Christopher Morlan	English for Transfer	Kyle Matthew Waterbury Memorial Scholarship	\$800.00
H20138894	Julissa Ruiz-Quintero	English for Transfer	The Nathan A. & Ruth S. Lipscomb Scholarship	\$1,500.00

### Writing Center:

English faculty continue to be active in and supportive of the AHC Writing Center as evidenced, for one, by the following fall 2024 and spring 2025 workshops:

### Fall 2024 Writing Center Workshops:

WORKSHOP TOPIC	Wk #	FACULTY CHOOSE DATE	TIME	PRESENTER
Active Reading Strategies	4	Tuesday, Sept. 10	1-2 p.m.	<b>Elaine Healy</b>
Thesis Statements	5	Thursday, Sept. 19	1-2 p.m.	<b>Tina Nuñez</b>
Time Management & Study Skills	6	Thursday, Sept. 26	5-6 p.m.	<b>James, Matthew, Abby</b>
Essay Organization	7	Monday, Sept. 30	10-11 am	<b>Susie</b>
UTC: UC PIQ Workshop	7	Wednesday, Oct. 2	3-4 pm	<b>Alina (Zoom-UTC link)</b>
MLA part 1: Format & Works Cited Page	9	Wednesday, Oct. 16	10-11am	<b>Ryan Meza</b>
MLA part 2: In-Text Citations	10	Tuesday, Oct. 22	2-3 pm	<b>Alina</b>
UTC: UC PIQ Workshop	12	Wednesday, Nov. 6	3-4 pm	<b>Alina (in person)</b>
Research Papers	13	Wednesday, Nov. 13	11-12 am	<b>Bruce H &amp; Susie</b>
Grammar & Punctuation: Fixing Run-on Sentences and Fragments	13	Thursday, Nov. 14	1-2pm	<b>Alicia  </b> 

## Writing Center Thesis Statement Workshop: September 19, 2024



### Spring 2025 Writing Center Workshops:

WORKSHOP TOPIC	Wk #	FACULTY CHOOSE DATE	TIME	FORMAT	PRESENTER
Scholarship Application Letter	2	Tues. 1/28/25	2:00 p.m. - 3:00 p.m.	In-person	<b>Chellis Ying Hood</b>
Crafting a Solid Thesis Statement	4	Thurs. 2/13/25	1:00 p.m. - 2:00 p.m.	In-person	<b>Tina Nunez</b>
MLA Documentation	5	Wed. 2/19/25	1:00 p.m. - 2:00 p.m.	In-person	<b>Alina Romo</b>
Organizing Your Essay	6	Wed. 2/26/25	1:00 p.m. - 2:00 p.m.	In-person	<b>Katharine Ford</b>
Quoting, Paraphrasing, and Summarizing	8	Wed. 3/12/25	1:00 p.m. - 2:00 p.m.	In-person	<b>Bruce Henderson</b>
Writing a Research Paper	9	Mon. 3/24/25	4:00 p.m. - 5:00 p.m.	In-person	<b>Susie Kopecky</b>
Mindfulness Techniques for College Students	10	Wed. 3/26/25	2:00 p.m. - 3:00 p.m.	In-person	<b>Jennifer Jozwiak</b>
Crafting a Solid Thesis Statement	12	Tues. 4/15/25	1:00 p.m. - 2:00 p.m.	In-person	<b>Tina Nunez</b>
Common Sentence Errors	13	Wed. 4/23/25	2:00 p.m. - 3:00 p.m.	In-person	<b>Michael McMahon</b>

Full-time English faculty have a healthy presence in the Writing Center with some of them working weekly as WC consultants:

WC FACULTY -Spring 2025		
Read	James	FT
Raybould-Rodgers,	Julia	FT
Romo,	Alina	FT
Wills,	Kacie	FT

In turn, many English adjunct faculty work as Writing Center consultants as evidenced by the chart below: adjunct English WC staffing spring 2025:

NAME		FT OR PT
Ayres	Amanda	PT
Ford,	Katharine	PT
Halderman,	Anthony	PT
Harford-Nourse,	Lizzy	PT
Henderson	Bruce	PT
Hidinger	Matt	PT
Loomis,	Sherry	PT
Mahon,	Richard	PT
McMahon,	Michael	PT
Meza,	Ryan	PT
Miller,	Mark	PT
Moretti,	Alicia	PT
Shattuck,	Patrick	PT

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

The AHC Writing Center enrolled 1,912 students in 2024-2025 who spent a total of 6,600 hours in the Writing Center.

- The Writing Center focused on student access by offering online weekend paper submissions (248 students served), WC chat feature (395 chats), Zoom tutoring options, and online weekly writing-related workshops (19 workshops). These features gave students a variety of modes to access writing support.
- The Writing Center offered 19 workshops in 2024-2025.
- The Writing Center and the Embedded Tutoring Program continues to partner to provide a space for English embedded tutors in the Writing Center to maximize student support.

The ARC (Writing Center and Tutorial Center) partnered with campus tutoring programs to offer a Tutor Expo—a conference for tutors by tutors, to support the professional development of tutors, including English embedded tutors.

- The Writing Center offered events and workshops to promote its services: Study-a-Thon, pop-ups in the Student Center, and 19 writing-related workshops.

Writing Center student feedback noted the following:

- 97% of students rated their experience in the Writing Center as excellent or good.
- 99% of students said they would use the Writing Center's services in the future, even if usage was not a required class component.
- 96% said they felt more confident in their writing ability as a result of using the Writing Center's services.

#### **AP&P:**

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

ENGL AA-T

ENGL/ES 135 Introduction to Poetry: Ethnic Studies, Social Movements, and Activism

To comply with AB 1111, which requires implementation of a student-facing Common Course Numbering (CCN) system across the California Community Colleges on or before July 1, 2027, the following AHC English courses have been revised to meet state CCN mandates and have been approved by our local curriculum committee:

- ENGL 101 is now ENGL C1000 Academic Reading and Writing (effective summer 2025)
- ENGL 103 is now ENGL C1001 Critical Thinking and Writing (effective summer 2025)
- ENGL 102 is now ENGL C1002 Introduction to Literature (effective spring 2026)

According to our Articulation Specialist, Dave Degroot, ENGL C1000 was approved for Cal-GETC Area 1A in April, 2025. ENGL C1001 was denied for Cal-GETC Area IB the same month, but Dave assures us that this was a minor technical error, as the lecture hours were incorrect. He is fixing and resubmitting on a technical appeal. We anticipate no issues.

Art 102, Precolonial Arts of Africa, Oceania, and the Americas, has listed ENGL C1000 as a course students are advised to take concurrently or before enrollment.

Revisions to ES/ENGL cross-listed courses were approved by the AP&P:

- ENGL/ES 139 Ideas of Difference: Ethnic Studies Literature and Advocacy Composition
- ENGL/ES 150 Introduction to Asian Pacific American Studies Through Literature
- ENGL/ES 151 Introduction to African American Studies through Literature
- ENG/ES 152 Introduction to Latina/o Studies Through Literature

- ENGL/ES 153 Introduction to Native American and Indigenous Studies through Literature

As a result of AB 1460, which requires CSU students to take an Ethnic Studies course, the English Department has continued to revise the ENGL/ES cross-listed courses listed above. ENGL/ES 135, 150, 151, 152, and 153 were all approved by the state for Cal-GETC Area 3B, but denied Area 6 (Ethnic Studies). There is a plan to revise these courses again, working with faculty who have ES backgrounds, and to resubmit the classes in December 2025. ENGL/ES 139 was denied for Cal-GETC Area 1B and Area 6 and is slated for “phase out” of Area 3B in fall 2027. We plan to revise this course, both addressing the “phase out” comments and the ES requirements, and to re-submit it in December 2025.

Additionally, Dave DeGroot is putting forth the following related ASCCC resolution:

**\*+101.02 California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses**

Whereas, Effective fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, CCC faculty have developed ethnic studies courses approved by their local curriculum committees only to be denied transfer CSU GE Area F/IGETC Area 7 approval and, even after addressing concerns from reviewers, were subsequently denied<sup>1</sup>;

Whereas, Articulated California community college (CCC) ethnic studies courses are being held to a higher standard for review and approval for the transfer general education ethnic studies requirement than the articulated California State University (CSU) and University of California (UC) ethnic studies courses<sup>2</sup>; and

Whereas, CSU students often take CCC ethnic studies courses that are accepted and approved for their CSU campus ethnic studies general education requirements, however, these same CCC ethnic studies courses were not approved for CSU GE Area F, therefore CCC students take the same CCC ethnic studies courses that count for the CSU students’ ethnic studies requirement, but don’t count for the CCC students for the transfer general education ethnic studies requirement<sup>3</sup>;

Resolved, That Academic Senate for California Community Colleges (ASCCC) work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2026, that any California community college (CCC) ethnic studies course that is articulated to any California State University (CSU) or University of California (UC) course approved for ethnic studies general education and/or graduation requirements, be automatically approved for Cal-GETC Area 6.

We hope this resolution will help, as we are committed to bringing these DEI courses to our student body under both local and state approval.

### **Ethnic Studies:**

Chellis Ying Hood resorts the following: “In 2024-25, the English department revised four Ethnic Studies courses for Cal-GETC Area 6 approval, which were denied two years prior: 1.) Introduction to Asian Pacific American Studies through Literature, 2.) Introduction to African American Studies

through Literature, 3.) Introduction to Latino/a Studies through Literature, and 4.) Introduction to Native American Studies through Literature. In addition, the English department revised two new courses for approval, 1.) Introduction to Poetry: Ethnic Studies, Social Movements and Activism, and 2.) Ideas of Difference: Ethnic Studies Experience and Critical Composition. All six courses were denied Cal-GETC Area 6 approval. Although the cross-listed program between the English and Ethnic Studies department has not grown yet, faculty have moved forward in Ethnic Studies training. Associate Professor Chellis Ying Hood completed six units of Ethnic Studies coursework at Cuesta College, and now meets Ethnic Studies equivalency, joining Dr. Marc García-Martínez, a professor in English who also teaches Chicano/a History in the Ethnic Studies Department. Associate Professor Melanie Brunet is completing six units of Native American studies coursework at Santa Barbara Community College.”

### **Zero and Low Textbook Costs:**

English faculty continue to participate in OER training and are offering OER classes. In summer of 2024, Susie Kopecky offered ENGL 110 Grammar for College and Career and ENGL 117 Detective Fiction as OER classes. Richard Mahon offered an OER version of ENGL 101 Freshman Composition in fall 2024. Darren Sullivan, in turn, offered ENGL 101/112, our corequisite, as OER in fall 2024.

Spring 2025: no data available.

In summer 2025, Ryan Meza and Peter Huk will offer ENGL C1000 Academic Reading and Writing sections as OER. Chris Carroll will offer ENGL 104 Technical Writing as OER.

Next fall (2025) Chellis Ying Hood will offer two sections of ENGL 100 Writing in Career/Tech Fields as OER, as well as two sections of ENGL 102 Freshman Composition Literature as OER. Richard Mahon and Jennifer Jozwiak will each offer a section of ENGL C1000 Academic Reading and Writing as OER.

The English Department supported the Low Textbook Cost (\$40 cap) proposal that was endorsed by Academic Senate last year and currently offers an array of courses under the LTC designation. For example, the following summer 2025 courses will be offered as LTC:

ENGL 106 Creative Writing with Melanie Brunet  
ENGL C1001 Critical Thinking and Writing (2 sections) with Chris Carroll  
ENGL C1000 Academic Reading and Writing with Matt Hiding

### **AB1705 Grant Proposal Approvals:**

#### **1. AHC Library Reserve Textbooks for ENGL 101/112 (\$75.00):**

The following required texts for Nuñez’s themed section of ENGL 101/112, Discrimination and Transformation: Race, Class, and Gender, were requested and purchased for the library reserve to help students offset text costs.

- *Finding Fish* by Antwone Fisher (3 copies)
- *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie (3 copies)



In our continued efforts to reduce texts costs for students, and based on AB1705 funding awarded last year, Professors Jozwiak and Nuñez both use class sets of texts paid for by the grant: *Spiritual Graffiti* and *The House on Mango Street* respectively.

## 2. Professional Development:

- [TESOL Training/Certification at University of Anaheim TESOL Institute](#) (three-unit, fifteen-week online course to be completed by 2025) for the following full- and part-time faculty: Nuñez (pending with a fall 2025 completion date), Harford-Nourse (completed), Licoscas (completed October 2024), Loomis (completed summer 2024), and Ying Hood (pending with a fall 2025 completion date).

## 2024-2025 Conference Participation:

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

RP Group Conference: “Strengthening Student Success” (Garden Grove: October 9-11, 2024): Tina Nuñez, Julia Raybould-Rodgers, and Susie Kopecky.

National Organization for Student Success Conference and A.I. Summit “Jazzing Up Student Success” (Las Vegas: February 19-22, 2025): Jennifer Jozwiak.

AHC DEIA Summit: (Santa Maria: February 7, 2025): Mark Miller, Tina Nuñez, Julia Raybould-Rodgers.



AHC A.I. Summit: (Santa Maria: April 18, 2025): English Department participants included Peter Huk, Sherry Loomis, Richard Mahon, Ryan Meza, Tina Nuñez, Julia Raybould-Rodgers, and two of our CCAP partner instructors, Daniel Bulone and Jonathan Taylor.



Online Teaching Conference: “Exploring the Future of Online Education: AI, Innovation, and Equity in Learning” (Long Beach: June 16-18, 2025): Tina Nuñez and Julia Raybould-Rodgers.

### **2024-2025 Conference Presentations:**

Furthermore, AHC professors participated in conference presentations. Kacie Wills, for instance, Professor, gave three conference presentations:

1. “Applying to Tenure-track and Full-time Positions Beyond the R1,” panel organizer and presenter. WSECS. University of Colorado, Colorado Springs. February, 2025.
2. “Commonplacings and Commonplace Books: From Book History to Present-Day Pedagogy,” session co-organizer and speaker. MLA. New Orleans, January 2025.
3. “Engaged Activism and the Public Humanities: Public-facing Scholarship and Learning Communities,” co-presented with Dr. Addison Palacios (Mt. San Jacinto College). MLA. New Orleans, January 2025.

Professor Alina Romo also presented at the MLA conference in January of 2025: “Building Community through Commonplace Books: Engaging English Majors at the Community College.” Additionally, she co-chaired a roundtable with Professor Wills at WSECS at the University of Colorado in February 2025: “Roundtable and Workshop: Applying for Tenure-Track Positions Beyond the R1.”

### **Ongoing Committee Participation and Representation:**

1. Jim Read: Scholarship Committee (to be replaced by Chellis Ying Hood for 2025-2026)
2. Robert Senior: Distance Education Committee
3. Jennifer Jozwiak: Sabbatical Committee
4. Chad Kelly: Guided Pathways/Success Teams (committee disbanded spring 2025)
5. Melanie Brunet: Academic Senator
6. Alina Romo: Academic Senator
7. Chris Carroll: Academic Senator
8. Kacie Wills: AP&P Representative (replacement for 2025-2026 to be determined)
9. Julia Raybould-Rodgers: Student Success and Equity

Vacant committees that need to be filled for next year: LOAC and AP&P. The new hire for English will be given one of these assignments.

### **Other:**

English Professor **Melanie Brunet** reports that she is currently pursuing an associates in Native American Studies through Santa Barbara City College. To this end, she has completed NATA 113 (Indian in Lit: Fact and Fiction) and NATA 105 (California Tribes: The Chumash). She also completed JAPN 101 (Japanese) this term and will be attending an international school program in Akita, Japan, this summer.

As ENGL 107 and 108 instructor and *Harvest* advisor, Professor **Chris Carroll** oversaw the production of *Harvest 2025*, Hancock's student-produced literary journal. The related two-sequence course, English 107 and 108, successfully made in fall 2024 and spring 2025 with healthy enrollments, and both courses generated solid pass rates, indicating a strong re-emergence of the program that was revived in 2022-2023.

**Dr. Marc García-Martínez** reports that his most recent co-edited and award-winning scholarly book *A Critical Collection on Alejandro Morales: Forging an Alternative Chicano Fiction* was just released in a new paperback edition by the University of New Mexico Press in April 2025.

**English Professor Jennifer Jozwiak** reports the following Hypothes.is update: In the 2024-2025 school year, she created more Hypothes.is activities for online and face to face classes to engage in based on past student input. These classes included ENGL/ANTH 105 DE, ENGL 101, 100 DE, and 110 DE. Students reported anonymously how much their critical reading improved, as did their understanding of course assignments and materials. They also self-reported increased engagement with each other and with the instructor, building an effective learning community. In October 2024, Jozwiak co-presented at a Hypothes.is webinar called "Liquid Margins 48 - Don't Let Disengaged Students Haunt Your Class: How to Revive Engagement with Social Annotation" linked here: <https://6291320.hs-sites.com/liquid-margins-48>. Jozwiak's Hypothes.is student survey data for spring 2025 is linked here: [Hypothes.is Data Collection](#).

Jozwiak further reports that her specially focused curriculum for ENGL 101 and 101/112, the newly developed "Mindfulness and Wellness" curriculum, showed positive results, both in increased pass rates and retention. Survey feedback from ENGL 101 students indicated that 21/21 of her students benefitted in some way from the inclusion of mindfulness in her curriculum. The most compelling gains were with the affirmative feedback on learning mindfulness and meditation and how the students self-reported that they were able to actively apply these principles in their own lives to

reduce anxiety and depression and increase peace, joy, and contentment in their lives, in turn, improving their relationships. Additionally, Jozwiak offered a mindfulness training to Writing Center tutors in fall 2024 and held a mindfulness and meditation session for students in the Writing Center *Harvest* Room.

English Professor **Julie Knight** presented her sabbatical work from last spring to the Board of Trustees this past fall, including reading excerpts from her writing and noting how each excerpt reflected a change to her teaching practices. She concluded her presentation with a plea to the district to focus on learning over funding. Knight also shared her sabbatical report with the English Department at our January 22, 2025 department meeting.

**Ryan Meza**, English adjunct who has been teaching for us since fall 2022, has recently taken a particular interest in and dedication to instructing inmates at the Lompoc Prison. Part of his ENGL 101 instruction at the prison has included a special project: a literary journal created in collaboration with his incarcerated students at FCI Lompoc, whom he affectionately refers to as “the gents.” Meza reports the following about the project: “The journal is titled *IN/WORDS*, and it’s a curated collection of [inmates] ‘research paper’—with quotation marks used intentionally, since their essays do not include embedded articles, but rather reflect their critical responses and personal perspectives on the works of Ted Chiang. The journal is organized by thematic categories and serves both as a showcase of their writing and as a resource for future students. My goal is to use *IN/WORDS* in the upcoming fall 2025 course, where the new class will cite selections from the journal in their own research papers, creating a meaningful exchange between courses.” The project is linked here: [IN/WORDS: Invisible Narratives/Where Our Reflections Disrupt Silence](#).

Our most senior adjunct, Professor **Mark Miller**, who is retiring this year after thirty years of teaching English for AHC and after twenty-four years as president of the Part-Time Faculty Association, gave several professional development presentations this on the Holocaust: “Preventing the Holocaust,” including a presentation at the DEI Summit on February 7, 2025. His powerful presentations, which have been featured in local news outlets, such as the *Santa Maria Times*, included instruction on the history and development of the Holocaust, its horrific events and overwhelming genocide, as well as modern ties, including Holocaust denials and its resounding implications, including the need to preserve truth in order not to repeat it. See the March 2025 [Santa Maria Times](#) article here. Here is the link to Miller’s [Holocaust PowerPoint presentation](#).

English Professor and Department Chair **Tina Nuñez** had three original poems published in *Harvest 2025*, Hancock’s student-produced literary arts journal: *Yo Soy: Quién?*, “*Encontrar Casa: Finding Me*,” and “On Losing Language.” She read “[Yo Soy Quién](#)” at the journal’s launch reception this spring. She performed another original poem, “[Mujer Peligrosa](#),” at the Poetry and Prose Club’s monthly open mic event in April, 2025. For the seventh year in a row, she successfully participated in NaNoWriMo, writing a total of 50,000 words in the month of November, 2024 for a total of 352,831 words over the last seven years.



**Dr. Alina Romo** reports that she and Kacie Wills hosted a watch party in the theater of the Fine Arts Complex on October 29, 2024, screening a groundbreaking reading of Byron's closet drama, *Sardanapalus* (1821). The watch party at AHC, attended by a dozen students, was one of nearly 100 taking place across Africa, Asia, South America, Europe, and North America, in honor of the Byron bicentenary. Romo and Wills presented briefly on Byron and the play before the viewing and then facilitated questions afterwards. Romo, furthermore, published two articles on the Keats Shelley Association Blog linked here:

1. ["Building Community through Commonplace Books: Engaging English Majors at the Community College"](#)
2. ["John James Audubon at Two Hundred and Forty"](#)

**Professor Darren Sullivan**, English adjunct since 2014, wrote and produced the award-winning production *Hemingway Country: A Staged Reading* in 2023. This one-act play, adapted for the stage by Darren Sullivan, co-sponsored by the English and Drama Departments, was performed last year and included English faculty readers/performers. This year his work was featured in a Swedish International Film Festival interview linked here: [Hemmingway Country](#).

**Dr. Kacie Wills** reports that she edited three open-access volumes on commonplacing and commonplace books for the online supplement to the *Keats-Shelley Journal* <https://www.k-saa.org/commonplacing-special-issue-vol-1>, including contributing an essay: "The Diary vs. Commonplace Book of Thomazine Pearse Leigh" <https://www.k-saa.org/commonplacing-special-issue-vol-2/the-diary-vs-commonplace-books-of-thomazine-pearse-leigh>. Wills, furthermore, published a co-authored article, "Bringing the London Monster Online: Sarah Sophia Banks's Ephemer Collection," in a special issue of *Studies in Romanticism*: "Romanticism and the Digital Humanities," vol. 63, no. 3 (Fall 2024). p. 403-414. *Project MUSE*, <https://dx.doi.org/10.1353/srm.2024.a943150>. Additionally, Wills' book proposal for *The Pacific, Romanticism, and the British Colonial Print Matrix* was accepted by Liverpool University Press and is now under contract.



English Professor **Chellis Ying Hood** reports that in fall of 2024, she presented to the Board of Trustees a report on her year-long sabbatical in fall 2023-spring 2024, where she completed two full-time programs: two semesters of immersive Spanish at the Universidad Castilla La Mancha, and she received her Post Graduate Certificate in Ethnic Studies at San Francisco State University. In addition, Ying Hood focused on the importance of learning a foreign language at any age and presented her plan to grow the Ethnic Studies program at AHC. After the presentation, all of the trustees—Gregory A. Pensa, Hilda Zacarías, Alejandra Enciso, Jeffery C. Hall and Suzanne Levy, Ed.D— provided individual comment of resounding support for her time spent on sabbatical and future plans for the college. Ying Hood also shared her sabbatical report with the English Department at our January 22, 2025 department meeting. Ying Hood further reports that in the spring 2025, she completed 6 units of Ethnic Studies course work at Cuesta College: “ETHN 235: Race, Ethnicity, and Pop Culture,” and “ETHN/EDUC 210: Ethnic Studies for Educators,” where she received A's in both courses. During that time, she published an OER children's book, *Ping and Peter*, which details the story of how two best friends overcame generational racism. Ying Hood also published a podcast titled, “Hollywood’s Racial Utopian Fantasy,” which details the post BLM era of color-blind casting in film.

Kristi Brickey, the amazing Administrative Assistant for English, continues to contribute to and support our department in many crucial ways. She is also active in department and college events including, but not limited, to the following: participation in the Pride Center Grand Opening, Lompoc FCI and North County Jail Tour participant, Diversity Day Celebration participant, Artificial Intelligence Summit participant, English new hire teaching demonstration observer, and Retirement and Recognition Celebration participant. Kristi is a valuable and much appreciated member of the English Department.

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

### **Program Learning Outcomes:**

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

At the April 16, 2025 SPOL Training, Tina Nuñez represented the English Department since we do not have a current committee member on LOAC. Professor Nuñez updated our full-time and adjunct English list in SPOL to include current faculty and to remove faculty who no longer work for us. Nuñez also worked with Vickey Smith, Curriculum Analyst, to make sure our new PLOs 3 and 4 (referenced above) were correctly updated in SPOL so we can ensure they match our PLOs in CurriQunet.

### **English PLOs: with Revisions**

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



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

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

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

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

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

Now that our new ENGL AA-T has been approved locally and by the state, the English Department Chair has submitted revised PLOs 3 and 4 to the curriculum committee for fall 2025 for approval. We anticipate no issues, and Larry Manalo, AP&P Chair, reports that both the ENGL AA, which we have not yet sunsetted, and the ENGL AA-T will be reviewed next term for inclusion in the 2026-2027 AHC catalogue.

Currently the department is piloting all four of the English PLOs in a two-year cycle. It is anticipated that some courses may need to be sampled more than once in a six-year cycle. We also need to add our recently approved literature and Ethnic Studies courses (ENGL 117, 118, 119, 135, 150, 151, 152, 153, and 180) to the assessment cycle.

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

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

The following English courses were DE peer reviewed in spring 2025:

Course	Instructor	Peer Reviewer
ENGL 100	Jennifer Jozwiak	Chellis Ying Hood
ENGL 101	Alina Romo	Chellis Ying Hood
ENGL 101	Chellis Ying Hood	Alina Romo
ENGL 103	Tina Nunez	Melanie Brunet
ENGL 106	Tina Nuñez	Chris Carroll
ENGL 110	Jennifer Jozwiak	Kacie Wills
ENGL 108	Chris Carroll	Tina Nuñez

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

- b. What were some key findings regarding RSI

- Some strengths:

All English DE courses reviewed in spring 2025 showed substantive interaction: clear evidence of engaging students in teaching, learning, and assessment. Examples include the following: Discussion Board interaction, announcements, audio/video announcements and instruction via Canvas Studio, Canvas messages, Hypothes.is and Perusall annotation, rubrics, in-line annotations, and other assignment feedback, etc.

Furthermore, all English DE courses reviewed in spring 2025 provided evidence of direct instruction, including weekly lectures, video and PowerPoint presentations, feedback on writing assignments, Discussion Board instruction/feedback, Studio lectures, weekly module overviews including objectives, etc.

In turn, all English DE courses reviewed in spring 2025 showed clear evidence of assessment and feedback on students' work. Examples include the following: Discussion Board rubrics and comments, Canvas Speedgrader annotations, graded quizzes with feedback, audio/video feedback on assignments, etc.

Finally, all English DE courses/sections reviewed showed clear evidence of the following:

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

c. Some areas of possible improvement:

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

d. What is the plan for improvement?

We suggest a specific professional development session on how to interpret DE rubric language and how to complete the rubric. We have been informed by our DE Committee representative, Rob Senior, that there is a new and improved rubric in draft form; perhaps this will address our concerns.

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

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

**Sample:**

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

**New Program Planning Initiative (Objective) – Yearly Planning Only**

<b>Title (including number):</b>	Replacement Fund for Class Sets of Texts
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2025-2026</i>
<p style="text-align: center;"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.</i></p> <p>The English Department requests \$200.00 for replacement books for class sets of texts that were purchased with AB1705 funds, such as <i>The House on Mango Street</i>, that are used to offset text costs for students. The excel spreadsheet can also be accessed here: link to <a href="#">Resource Request for English 2025.</a></p> <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan         <input type="checkbox"/> Student Equity Plan         <input type="checkbox"/> Guided Pathways         <input type="checkbox"/> AB 705/1705       </p> <p> <input type="checkbox"/> Technology Plan         <input type="checkbox"/> Facilities Plan         <input type="checkbox"/> Strong Workforce         <input type="checkbox"/> Equal Employment Opp.       </p> <p> <input type="checkbox"/> Title V       </p>	

## CORE TOPIC: CURRICULUM AND TEACHING DESIGN

### PRIMARY IMPACTS AND FINDINGS

Over the course of academic year 2024-2025, the English Department faced significant curriculum alterations and potential course modifications due to the continued shifting landscape of state legislation. The three most impactful ongoing changes impacting the English Department were AB 1111, which mandates common course numbering (CCN) across all California community colleges; AB 1460, which makes ethnic studies a requirement for bachelor's degrees awarded by the California State University; and legislation widening and expanding dual enrollment/concurrent enrollment and College Now programs, now all combined under the umbrella CCAP moniker (College and Career Access Pathways). Each of these three ongoing changes impacts the type of curriculum English faculty will teach as well as modality and frequency.

According to the Academic Senate for California Community Colleges some impacts of these state mandated changes are as follows:

- The California Community College system is implementing a student-facing [Common Course Numbering \(CCN\) system, as required by Education Code Sections 66725-66725.5 through Assembly Bill No. 1111 \(Berman\), to be completed by July 1, 2027.](#) This system will create common course numbers for comparable courses across all community colleges in the state, facilitating smoother transfers to four-year institutions and reducing unnecessary credit accumulation. By maximizing credit mobility, the CCN system will enhance equitable transfer opportunities and support student success by helping students build cohesive academic plans, understand course transferability, and make informed course selections. This collaborative effort involves faculty, administrators, staff, and system officials to ensure the best outcomes for California community college students.
- [While the impact of \[AB 1460\] is certainly important for ethnic studies overall, the inclusion of lower-level courses means that community colleges will be directly affected by the new requirement in a way for which they are not currently prepared.](#) This fact is already evident as community colleges begin to search for ways to ensure that their students will be able to meet these new requirements on their campuses.

Community college professors and bargaining units offer the following commentary on the expansion of dual enrollment/concurrent enrollment (CCAP) programs on the community college:

- [As our courses are outsourced to high schools, fewer students are likely to come to our campuses.](#) And the threat is not only to our most vulnerable students; our livelihood as college educators also faces potential catastrophe. Inevitably, as our credit is outsourced to high schools, we will see declines (not increases as they claim) in students who set foot

on our campuses, resulting in a further enrollment decline that will limit full-time on-campus opportunities.

And according to [Ryu et al in “Dually Noted: Examining the Implications of Dual Enrollment Course Structure for Students’ Course and College Enrollment Outcomes”](#) (2024) that examined various aspects of successful enrollment and completion of dual enrollment (CCAP):

- Taking dual enrollment (DE) with college faculty—compared with taking DE with a high school teacher—is negatively associated with course passing and final course grade. Our supplemental analyses (see Appendix Table A2 in the online version of the journal) of the interaction between instructor type and course location offer further evidence that, compared with students who took DE courses at the high school with a high school instructor, students who took CTE DE courses on the college campus with a college instructor received lower grades and were less likely to pass, and those who took academic DE on the college campus with a college instructor were somewhat more likely to pass but still experienced a small decrease in final grade among some college faculty types. Qualitative research suggests that high school DE instructors offer students more flexibility and have different standards than college faculty, which may ultimately translate to better final course grades ([Duncheon, 2020](#); [Edwards et al., 2011](#)). **Our findings may further fuel the debate over the rigor of DE courses, particularly when taught by high school instructors** ([Hemelt & Swiderski, 2022](#); [Troutman et al., 2018](#)), though it is important to acknowledge that course grades and passing are imperfect measures of student learning. In our study, despite negative course outcomes, taking DE with college faculty—particularly NTT faculty—is positively associated with college enrollment outcomes, though the results differ across academic DE and CTE DE courses.

Foregrounding these three key impacts contributing to curriculum alteration and potential course modification is central to understanding the English Department’s work regarding curriculum and teaching design and modification over academic year 2024-2025. The following is work undertaken by English faculty to address these key impacts.

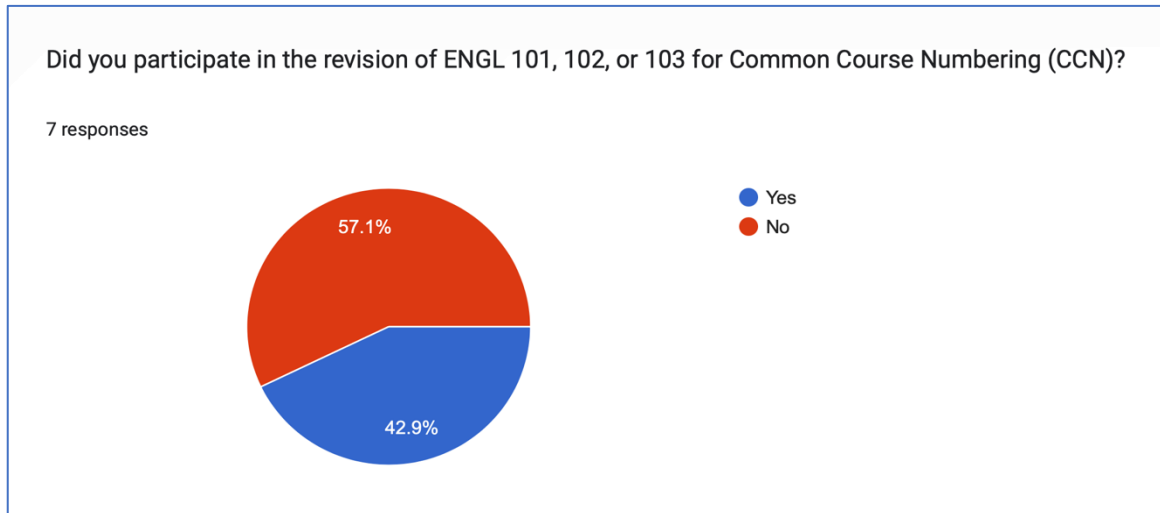
### **Common Course Numbering**

- In Summer of 2024, Tina Nuñez and Alina Romo participated in Academic Senate for California Community Colleges-sponsored working groups that were tasked with data collection and discussion to develop suggestions and recommendations for the state mandated Course Outline of Records for two courses most central to the department, Freshman Composition (ENGL 101) and Argumentation and Critical Thinking (ENGL 103). Tina Nuñez was a part of the working group for English 101 and Alina Romo was a part of the English 103 working group. In these groups, the results from state-wide faculty surveys were discussed and prioritized. Recommendations were then sent forward to CCN Course Development Workgroups. Alina Romo was chosen to participate in the CCN Course Development Workgroup for English 103. In this capacity, she was one of five people, including stakeholders from CSU and UC, who evaluated the recommendations



and constructed and wrote the Course Outline of Record for what is now called, Critical Thinking and Writing, ENGL C1001.

- Academic Reading and Writing, ENGL C1000 (Previously ENGL 101) was approved for Cal-GETC Area 1A, and Critical Thinking and Writing, ENGL C1001 (Previously ENGL 103) was approved for Cal-GETC Area 1B.
- A department survey identifies the percentage of faculty respondents who participated in the COR revisions to one degree or another, including responding to the survey, participating in a working group, and/or writing the new Course Outline of Record.



- Department faculty were also asked to respond to the following question: If you did revise a course COR, what course did you revise? Please explain the rational for revising the COR and how it will benefit our department and our students. (If you revised more than one, please include all of them.)

Responses included:

“I worked on the conversions of both ENGL 101 and ENGL 102, as mandated by Common Course Numbering, to ENGL C1000 and ENGL C1002. The first course listed here has been approved by the state (Cal-GETC Area 1A) and the second course is pending. I also worked on updating our PLOs (based on department vote last year) in CurriQunet. This will align our PLOS with SPOL where we report annual course success data.”

### **Ethnic Studies Courses**

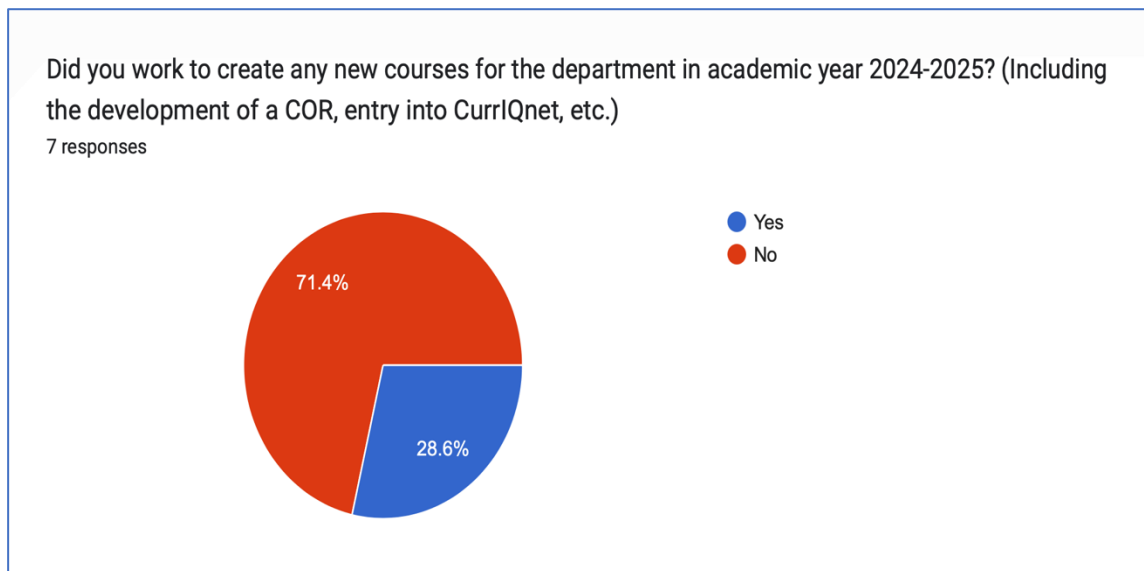
- For the third year in a row, the English Department has dedicated significant time and effort to develop and submit for approval a clutch of cross-listed ENGL and ES (ethnic studies) courses. Our goal as a department is to support both our students and the college by providing access to ethnic studies courses. Since our college does not have an ethnic studies department, nor a full roster of ethnic studies-specific faculty, faculty in the English Department attempted to follow in the long-standing tradition of ethnic studies’

interdisciplinary nature by developing literature courses in each of the four traditional ethnic studies categories as a means by which to teach ethnic studies concepts and to promote the well-being of our students who are members of minoritized populations. Although this has not been confirmed, the California State University Council on Ethnic Studies has stopped approving cross-listed courses. The English Department, headed by Chellis Ying-Hood, will revise the following two courses as non-cross listed ethnic studies courses for the next round of submissions to the state: ES 135 and ES 139.

The following courses were submitted: Introduction to Asian Pacific American Studies through Literature; Introduction to African American Studies through Literature; Introduction to Latino/a Studies through Literature; Introduction to Native American Studies through Literature; Introduction to Poetry: Ethnic Studies, Social Movements and Activism; and Ideas of Difference: Ethnic Studies Experience and Critical Composition.

The following courses were denied Area 6 but approved for Area 3B: ENGL/ES 150 Approved Area 3B and Denied Area 6; ENGL/ES 152 Approved Area 3B and Denied Area 6; ENGL/ES 153 Approved Area 3B and Denied Area 6; ES/ENGL 151 Approved Area 3B and Denied Area 6; ES/ENGL 135 Approved Area 3B and Denied Area 6; and ES/ENGL 139 Approved Area 3B and Denied Area 6

- A department survey identifies the percentage of faculty respondents who participated in developing any new courses for academic year 2024-2025. Of the respondents, all the courses developed were for ethnic studies cross listing:



- Department faculty were asked to respond to the following question: If you did develop a new course, what course did you create? Please explain the rationale for creating the new course and how it will benefit our department and our students. (If you developed more than one, please include all of them.)

Responses included:

“I revised and resubmitted ENGL 152: Introduction to Latina/o Studies Through Literature. It was approved by AP&P and is active in CurriQunet. We await state approval.”

“I revised ENGL 150, 135 and 139 to cross list with ES and am awaiting for CSU Category F approval. My hope is to fill our literature courses if they become GE graduation requirements.”

### **Concurrent Enrollment/CCAP**

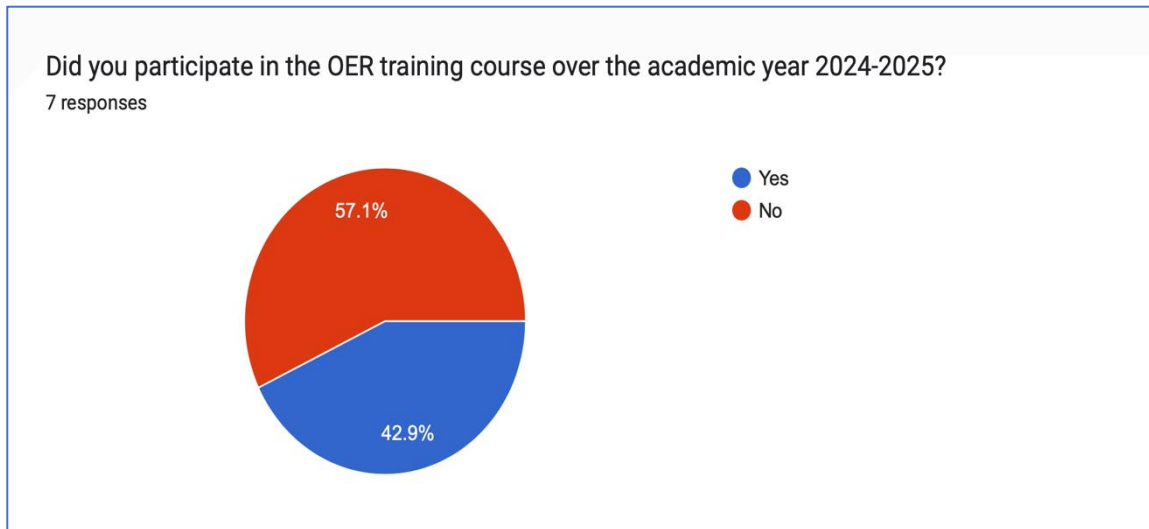
- The English Department, headed by Tina Nuñez and Julia Raybould-Rodgers, have continued to develop working partnerships with local high schools who teach English courses under concurrent enrollment, now CCAP. The co-leads train, mentor, evaluate, and collaborate with high school instructors with the goal of having rigorous college-level courses offered at our partner high schools.
- Over the last year, the type and quantity of English courses being taught by high school teachers with equivalency has risen exponentially. To date, local high school teachers may now teach ENGL C1000, Academic Reading and Writing; ENGL C1001, Critical Thinking and Writing; ENGL C1002, Introduction to Literature; ENGL 130, American Literature to 1865; ENGL 131 American Literature 1865 to Present; ENGL 145, British Literature to 1800; and ENGL 146, British Literature 1800 to Present
- See the Annual Report for details and impacts.

## **SECONDARY IMPACTS AND FINDINGS**

Secondary to the key curriculum impacts described above are the department’s ongoing development of Open Education Resources (OER); the cultivation of a strong Distance Education (DE) program, including a team of faculty reviewers; and the implementation of equity-minded teaching programs, practices, and trainings.

### **Open Education Resources (OER)**

- The English Department continues to pursue means of lowering textbook costs for our students by way of adopting or developing OER texts and the adoption of ZTC. This shift impacts curriculum insofar that faculty often must redesign courses around the newly adopted OER text. The college’s OER grant funding has allowed numerous English faculty to explore OER and ZTC approaches.
- A department survey identifies the percentage of faculty respondents who participated in OER training during academic year 2024-2025.



- Department faculty were asked to respond to the following question: If you did participate in the OER training course, what alterations to course curriculum, did you implement into your course/s? Did you move your course into an OER model? Please explain how the alterations to textbooks, etc. will impact student learning and success.

Responses included:

“This is still in progress. I am working on a handbook for English C1000 with a colleague.”

“I am in the process of creating two OER texts. (1) The first is an ENGL C1000 (101) Style and Grammar Manual, as such a manual is now required on the Common Course Numbering version of the new COR. This OER is most pressing, as I intend to use it and make it available to others as an OER text, including Concurrent Enrollment instructors of ENGL C1000, in the fall. (2) The second is an ENGL 152 Introduction to Latina/o Studies Through Literature text, which is on hold pending the results of the state approval of the course.”

“I revised the early British Lit course, developing and curating OER and revising the course schedule to be more inclusive of women and people of color. I think the accessibility of various texts will make the course affordable for students and will allow me to reference a greater number of texts.”

- A follow up question interrogated whether or not the development of an OER textbook would result from the training: If you participated in the OER training course but have not yet altered your course textbook, do you foresee yourself doing so in the future? If so, for what course? And to what degree; meaning, will you develop your own OER textbook? Will you adopt some aspects of OER? Please be specific.

Responses included: "I do not think I have the time in my schedule to adapt or create a textbook. I have a lot of activities that go with my low-cost textbook for English 101/112 which I like."

NOTE: Alina Romo has submitted a proposal to revise Ancient Literature, ENGL 144, to a partially OER course. Her goal is to limit the required texts to primary sources in translation only, developing and writing her own textbook to provide historical, cultural, and socio-political background to the assigned classical texts.

### **Distance Education**

- English Department continues to develop and improve its robust distance education (DE) program, including participating in training to serve as peer reviewers for other DE courses. The following is a list of the English faculty who have completed the 30-hour DE pedagogy training (or the equivalent):

- |                         |                            |
|-------------------------|----------------------------|
| 1. Amanda Ayres         | 15. Ryan Meza              |
| 2. Melanie Brunet       | 16. Tina Nuñez             |
| 3. Chris Carroll        | 17. Sharaya Olmeda         |
| 4. Janae Dimick         | 18. Julia Raybould-Rodgers |
| 5. Katherine Ford       | 19. Jim Read               |
| 6. Lizzy Harford-Nourse | 20. Alina Romo             |
| 7. Elaine Healy         | 21. Tracy Scovil           |
| 8. Bruce Henderson      | 22. Robert Senior          |
| 9. June Henry           | 23. Robert Speiser         |
| 10. Chellis Ying Hood   | 24. Kacie Wills            |
| 11. Peter Huk           | 25. Paul Yun               |
| 12. Chad Kelly          | 26. Anthony Halderman      |
| 13. Susie Kopecky       | 27. Marc García-Martínez   |
| 14. Sherry Loomis       |                            |

- Department faculty were asked to respond to the following question: If you did participate in the DE training course, what alterations, revisions, etc. did you implement into your DE courses? Please explain how the revisions or changes, etc. will impact student learning and success.

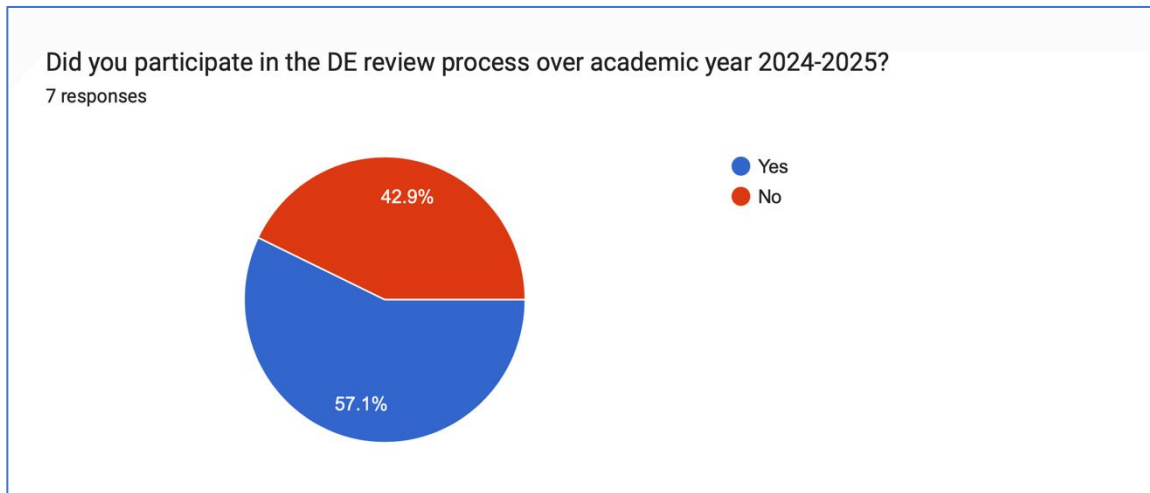
Responses included:

"I made my DE courses more accessible. I didn't know how to do that before."

"I added Modules."

"I made my CANVAS easier to navigate and accessible for all with disabilities."

- Since a significant percentage of English faculty have fulfilled the training needed to evaluate a colleague's DE course, many courses have been reviewed.
- See Annual Report for details and impacts



- Department faculty were asked to respond to the following question: If you did participate in the DE review process, what useful feedback did you receive from the faculty reviewing your DE course? How has that feedback impacted your DE curriculum? Responses included:

“I reviewed others, but my English 103 was not reviewed. It is the same shell as another faculty that was reviewed. My DE course seemed in line with what others were doing. I liked the announcements that other faculty were posting, and it encouraged me to increase the frequency of my postings. I have also made more short videos and given video feedback.”

“The feedback I received from my DE peer reviewer was positive, as the course is already set up with ample student to student and teacher to student contact in mind. I continue to make more opportunities to actively work with students online.”

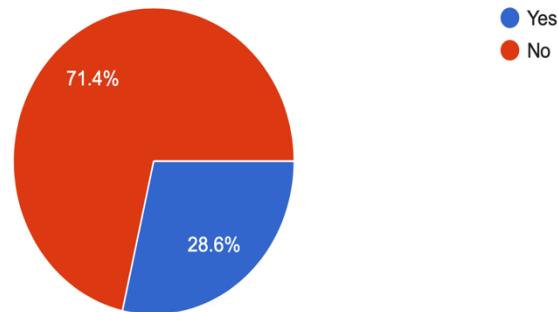
## OTHER CURRICULUM IMPACTS

English Department faculty have evaluated, modified, and developed curriculum and teaching design outside the parameters of the primary and secondary impacts outlined above. What follows is information pertaining to curriculum design and updates. To begin, several faculty taught courses they had never taught before, requiring the development and implementation of new curriculum:



Have you taught any new courses this academic year; meaning, the course already exists in the catalog, but you have not taught it before. This incl... class in person but not online before or vice versa.

7 responses



- Department faculty were asked to respond to the following question: If you taught a new course this year, how much time did it take to develop the new curriculum? What resources did you use in the development of the course content?

Responses included:

“I wanted to mention that I am teaching English 101/112 this semester and have completely reorganized what I am teaching. I wanted to freshen up my teaching. Each week, I am spending at least 6 hours and sometimes more on lesson planning.”

“I taught ENGL 100 in-person for the first time. I taught it online previously, and it took me roughly 50 hours to change this course to an in-person modality. I reviewed many OER textbooks, but in the end, used online resources and created assignments on my own.”

“I taught 101 in person fully for the first time this year. It took a good 10 hours or so from the start, and then every week I kept working to adapt the materials, so at least an hour or more per week. I took my online 101 course and adapted the assignments for in person. The resources I used for in person were similar to what I used for online since it had a TBA hour. I used Hypothes.is, Canvas, Plato Edmentum, and Turnitin.”

“I taught two new classes over the last year, one in person for the first time, American Literature Beginnings to 1865, and the other, English 101 in a 12-week model. In both cases, I had to rebuild the classes from the ground up in many ways. The American lit course was all project-based learning, so I had to teach myself

how to do the projects I was asking my students to undertake alongside writing and developing lectures for every single work taught.”

- Department faculty were asked to respond to the following question: Generally speaking, have you altered any of your courses' curricula in a significant way since the last academic year/ the last time you taught the course? Please be specific: Which course have you altered? Why did you decide to alter it? Have you seen any discernible outcome shifts since doing so? Include all courses that you have significantly altered or updated over the last academic year.

Responses included:

“Yes. I alter my curriculum until I can get it to a stage that it is meeting my students' needs. In the past, I used to do this less frequently. I would say that I definitely change the English 101/112 curriculum every semester, and it continues to be a work in progress throughout the semester. I can't say that I am confident enough to roll the curriculum over from semester to semester. In English 101/112, I am spending more time teaching the basics of college reading and writing at the beginning of the semester which seems to benefit the students by the time they get to the research paper. The major issues are connected with soft skills (time management, attendance etc.) rather than students' reading and writing. English 103 DE has more committed students.”

“I am in the process of altering, or I intend to alter, all the classes I teach, including ENGL C1000, ENGL C1001, ENGL C1002, ENGL 106, ENGL 148, ENGL 131, etc., to try to make them at least LTC (low textbook cost, with a ceiling of \$40.00), if not OER. In fall 2024, I received AB1705 grant funds (CCC Equitable Placement and Completion funds) to purchase a class set of *The House on Mango Street* for my coreq. class.”

“I hired on in Fall 2024. I did alter Eng101 Winter as I mentioned above, making CANVAS easier to navigate and more accessible.”

- Finally, faculty were given the opportunity to offer their thoughts on curriculum and teaching development: Are there any other curriculum issues, successes, questions, etc. that you would like to share or ask? Or are there any other curriculum-based topics that were not included in this survey but should have been?

Responses included:

“I would like the high schools to prepare students better for college English classes. Since we have CCAP in the local high schools, they should agree to teach English 595 or something similar in their curriculum. This is not anything that the

department can decide but was a comment that I wanted to make. It would be great if our incoming students came with some essay writing skills more than writing 500-word essays.”

“I have a themed ENGL C1000/ ENGL 112 section: Discrimination and Transformation: Race, Class, and, Gender, and I intend to work with Sharaya in the fall to make gender-related zines in my coreq. class.”

“In fall 2024 ENGL started a pilot full-time/adjunct mentor program to assist new part-timers. Mentors and mentees share curriculum, assignments, rubrics, etc. to facilitate student retention and success.”

“After a pilot last term, we institutionalized and integrated Harmonize into Canvas Discussion Boards with the intention of providing a more robust experience for students and of preventing A.I. plagiarism.”

“We continue to experiment with best utilizing Embedded Tutors. For example, this term my tutor did more mini, college-success related presentations in the classroom, with the goal of fostering both retention and success.”

“We continue to support and promote DEI and culturally responsive curriculum, participating in events such as the DEIA Summit and integrating lessons learned into our curriculum and instruction.”

“We are learning about A.I., from webinars and by participating in AHC's A.I. Summit, especially how to use it ethically in the classroom. Julia Raybould-Rodgers and Tina Nuñez are working with a Nectir A.I., a CCC-sponsored pilot that integrates an assistant chatbot into our courses that we train with our instructional materials. Tina's students have used the A.I. assistant in class to ask questions about the syllabus, particular essay assignments, lecture notes, etc.”

“I think we should resurrect the discussion about offering certificates for completion since much of our funding is based on student completion and transfer. Several years ago, we discussed it in a department meeting, but maybe now it would be more fruitful. We discussed having certificates for business writing. I'm sure there are many other viable topics too.”

## **CURRICULUM AND TEACHING DESIGN ANALYSIS**

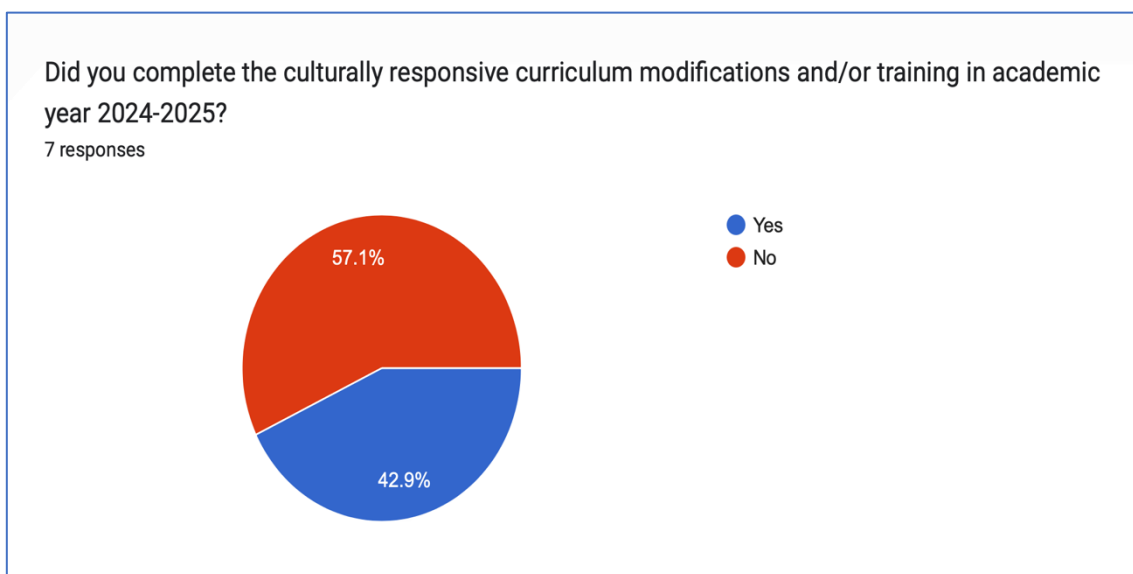
The English Department chose to review our faculty's participation in college programs, trainings, and professional development opportunities and to collect data on the integration of new teaching practices into our courses, including curriculum revisions, as a result. Our primary goal is to view these results and integrations through an equity lens to identify teaching practices that can facilitate more equitable teaching practices within the department as a whole.

### What data were analyzed and what were the main conclusions?

The data analyzed was department participation in college programs, trainings, and professional development opportunities. We analyzed the participation and integration of culturally responsive curriculum training and grade analysis participation and application through Institutional Effectiveness. We also analyzed the results from two department-wide surveys, one focused on curriculum alterations, developments, and trainings and the other on teaching practices, assignment and grading standards, and classroom policies. The following data pertains to culturally responsive curriculum, grade analysis, and teaching design analysis.

### Culturally Responsive Curriculum and IDEA Training

- Since the 2023-2024 academic year, English faculty have participated in campus training and programming geared towards emphasizing representation and culturally responsive curriculum and teaching methodologies in the classroom. In academic year 2024-2025, modifications were, in some cases, finally taught, allowing participating faculty to reflect on the impacts and successes the modifications created.



- Department faculty were asked to respond to the following question: If you did complete the culturally responsive curriculum modification and/or training over the last academic year, what course/s did you modify and what key aspects of curriculum did you alter? If you have data, what changes in terms of student performance, success, or engagement have occurred as a result? Please be specific and explain the potential outcomes of your modifications.

Responses included:

“English 103 DE. I modified the essay prompts and the discussion boards on my online. I also took a good look at the readings in my textbook. Most of them were labelled as culturally responsive.

“English 101/112. I modified the choice of readings in my textbook as well as the essay instructions. I saw some improvement interest and thinking through ideas in the English 103 course, especially among the changes in the discussion boards, but I have no data to support this opinion. I am teaching my English 101/112 class for the first time with these modifications this semester.”

“I completed the curriculum previously and have since radically modified the ENGL 152 course proposal: Introduction to Latina/o Studies Through Literature. I also majorly modified ENGL 103 Critical Thinking (soon to be ENGL C1001). I modified the content of both courses, including readings, Discussion Board and essay assignments, grading rubrics, quizzes, etc. to be more culturally inclusive and diverse. I am also working on making both courses, if not OER, at least LTC.”

“I CRC modified ENGL/ES 151, which I have not taught. I also totally revamped ENGL 130, American Literature to 1865. I reconceived of the course to more fully situate Indigenous, Black, and women’s voices. I also framed the course as a project-based course, which is a culturally responsive approach to teaching practices as it engages students’ multiple intelligences.”

“Designed Native American Lit, which I've not yet taught.”

- Several faculty from the English Department also participated in this year’s CORA training (Center for Organization Responsibility and Advancement). Offered by the Diversity, Equity, Inclusion and Access/Equal Employment Opportunity (DEIA/EEO) Committee, CORA training included three courses focusing on best practices on addressing racial equity in hiring and course design, as well as unconscious bias. The course descriptions are as follows:

Equity Minded Hiring Practices: The course will explore strategies that have demonstrated effectiveness in promoting fairness and equity throughout the faculty hiring process.

Course Design for Racial Equity: program aims to provide educators with the tools to engage in anti-racist course design, for online and in-person modalities.

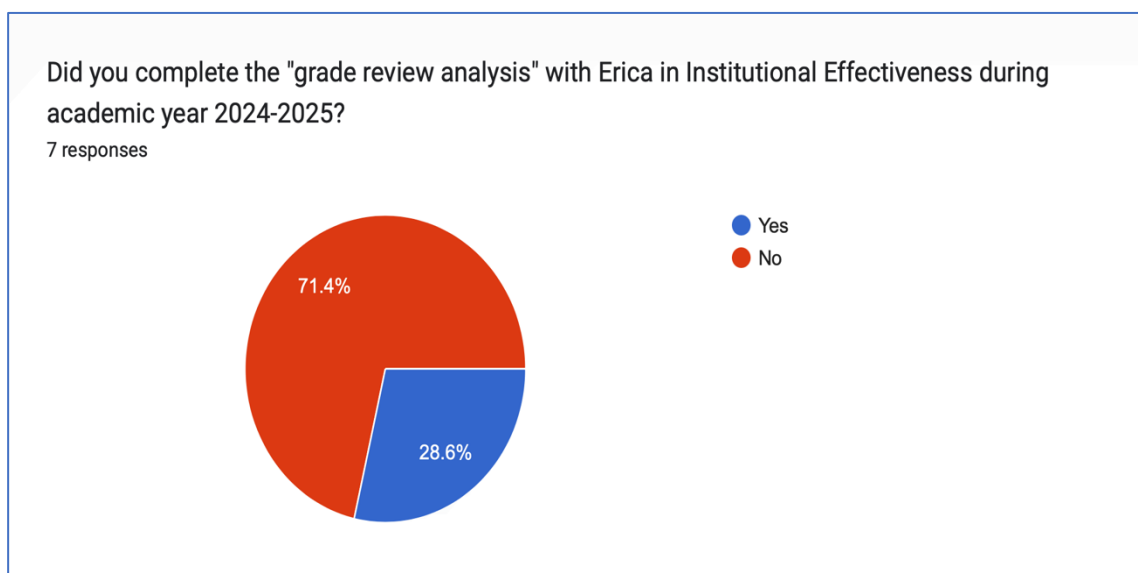
Unconscious Bias: unconscious bias training program aims at helping educators and administrators in understanding the cultural environment young people of color are brought up in and is designed to help educators change the way they view students of different races and cultures.

- Tina Nuñez, Alina Romo, Kacie Wills, and Chellis Ying-Hood each participated in the training courses. These courses, especially Course Design for Racial Equity and Unconscious Bias, can help faculty better shape curriculum to best serve underrepresented and minoritized student populations who may often feel excluded in college classrooms.

Conclusions: Partaking in the culturally responsive curriculum training and modification lead participating faculty to evaluate their courses with a particular lens, focusing on representation, visibility, accessibility, and leveraging students' cultural knowledge and experiences to better serve our diverse population. Participating faculty made learning contextual and experiential and encouraged students to value and pull from their own cultural capital within the classroom setting. Further data collection on student success and retention will help the department determine the long-term impacts of culturally responsive curriculum revisions on their courses.

### Grade Analysis

- For the last several years, the English Department has worked in conjunction with Institutional Effectiveness to collect and disaggregate data pertaining to grade distribution, disproportionate impact rates for minoritized populations, overall success rates, and overall retention rates in our courses, specifically ENGL 101 (C1000) and ENG 103 (C1001). Additionally, the data is such that faculty is able to view "bottleneck" assignments in their classes, places where students begin to fail or drop. By reviewing this data, English faculty can better assess what assignments and assessments should be reviewed or potentially revised. According to our department survey, the following percentage of reporting faculty participated in the grade review in academic year 2024-2025. Other faculty reporting have completed the review in previous years but are now either implementing changes or seeing the results of changes that were made.





- Department faculty were asked to respond to the following question: If you did complete the "grade review analysis" over the last academic year, what course/s did you review? As a result of the meeting, did you change your curriculum? If so, what key aspects of curriculum did you alter? If you have data, what changes in terms of student performance, success, or engagement have occurred as a result? Please be specific and explain the potential outcomes of your modifications.

Responses included:

"I reviewed my English 101 and English 103 courses."

"I reviewed ENGL 101 and ENGL 103. In both cases, I changed my curriculum to include fewer assessments, as my gradebook was too packed."

"I reviewed my English 101 gradebook and identified where students fell off the map. It was a bottleneck in the course. I changed the assignment and have seen improvement at that point in the semester. I also began weighing assignments more towards the end of the course. So, if students can show competency by the end, that grade will outweigh their learning curve at the beginning."

- A follow-up question pertaining to outcomes was also asked: If you did the "grade review analysis" in the previous academic year, 2023-2024, have you seen changes in student success or retention outcomes over academic year 2024-2025? Are there any other outcomes or successes due to the "grade review analysis" you would like to share?

Responses included:

"In English 101, I changed the number and types of discussion board postings. I removed or modified the assignments that I saw that students avoided. I consolidated smaller assignments into larger assignments to reduce the number of weekly assignments. I changed the point values on essay assignments. I found that my English 103 course was slightly improved in terms of success. The grade analysis process is one of the most useful data analysis that I have participated in. It is a good reality check on my grading and retention."

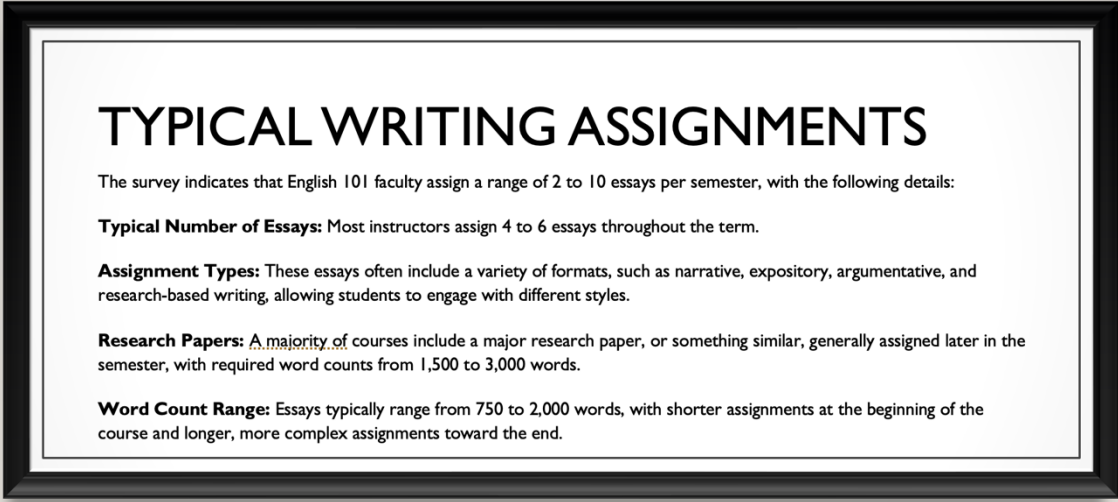
"Fewer grades for ENGL 101/112 makes the gradebook seem less overwhelming, potentially encouraging students to use the gradebook as a way to track progress."

Conclusions: Grade analysis is overwhelming seen as a positive and effective tool for evaluating the efficacy of one's assignments and assessments. It allows insights into broader patterns within one's courses that can be difficult to discern without the help of data collection and analysis. Evaluating one's courses for "bottleneck" moments can help raise success and retention rates, especially for disproportionately impacted student populations, who, according to Institutional

Effectiveness data, are often those who become stuck in the “bottleneck.” Further department-wide data collection would be useful in assessing the types of assignments and assessments that cause drop-off points in our courses. Once these points are identified, faculty can reassess assignments and assessments in their curriculum, rework assignments to be more culturally responsive, and potentially work with other faculty to improve said assignments and assessments through professional development and collegial exchange.

### Teaching Design Analysis

- The English Department, led by Julia Raybould-Rodgers and Susie Kopecky, circulated a department-wide survey to help determine broader curriculum and teaching-practice trends in ENGL 101 (ENGL C1000) across the department. The survey included questions concerning writing assignments, grading approaches, practices, and policies pertaining to late-work acceptance and dropping students for non-attendance. The survey results indicate a general consensus to a degree among responding faculty, with some outliers. Potential uses for the data include developing a pilot based on what are determined to be best practices for teaching ENGL 101 ( ENGL C1000). The survey results are as follows:



**TYPICAL WRITING ASSIGNMENTS**

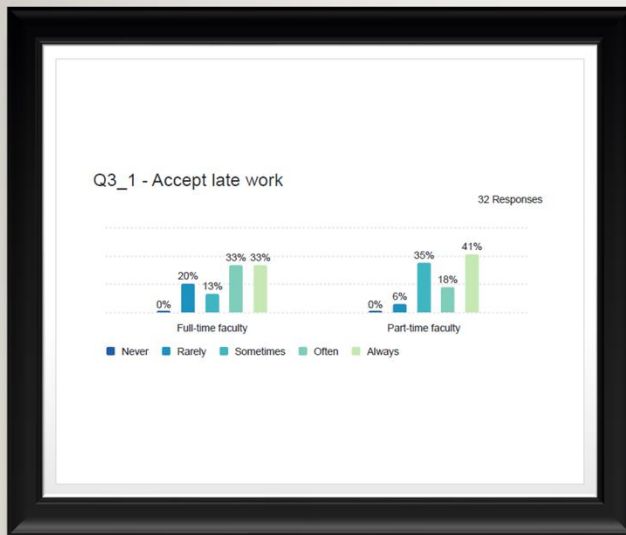
The survey indicates that English 101 faculty assign a range of 2 to 10 essays per semester, with the following details:

**Typical Number of Essays:** Most instructors assign 4 to 6 essays throughout the term.

**Assignment Types:** These essays often include a variety of formats, such as narrative, expository, argumentative, and research-based writing, allowing students to engage with different styles.

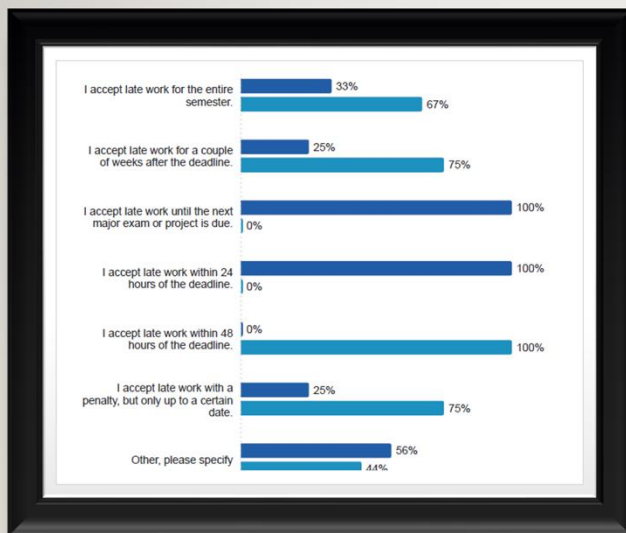
**Research Papers:** A majority of courses include a major research paper, or something similar, generally assigned later in the semester, with required word counts from 1,500 to 3,000 words.

**Word Count Range:** Essays typically range from 750 to 2,000 words, with shorter assignments at the beginning of the course and longer, more complex assignments toward the end.



## ACCEPTING LATE WORK

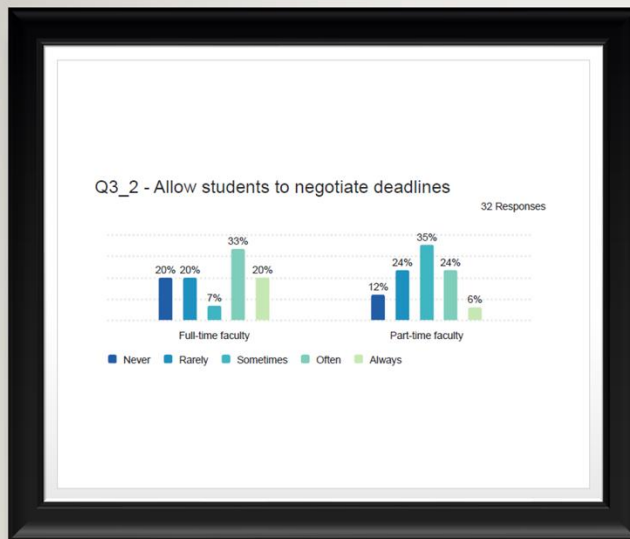
Instructors vary significantly in their policies for accepting late work. Part-time faculty (41%) are more likely to always accept late work compared to full-time faculty (33%).



## ASSIGNMENT FLEXIBILITY

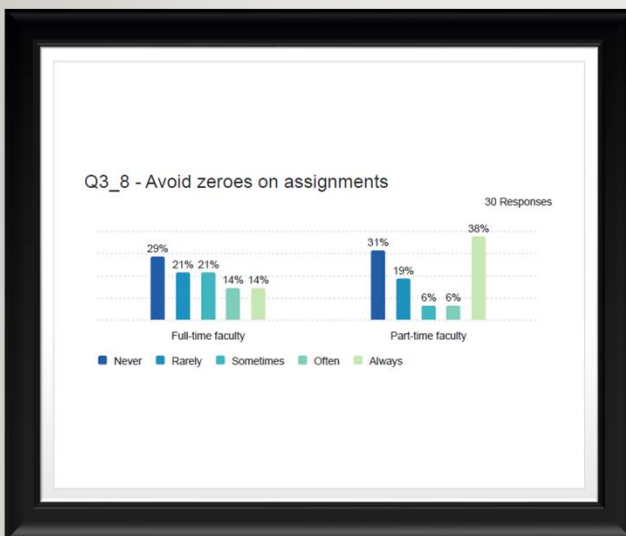
**“Q5 - How long do you typically accept late submissions in your composition English course?”**

Many part-time and full-time faculty members allow late submissions, with varying levels of leniency. A significant proportion of instructors provide opportunities for students to redo assignments, particularly major projects, to improve understanding and grades.



## NEGOTIATING DEADLINES

Part-time faculty tend to allow students to negotiate deadlines (approve extension requests) more frequently than full-time faculty, with 24% doing so often, while only 20% of full-time faculty allow this.



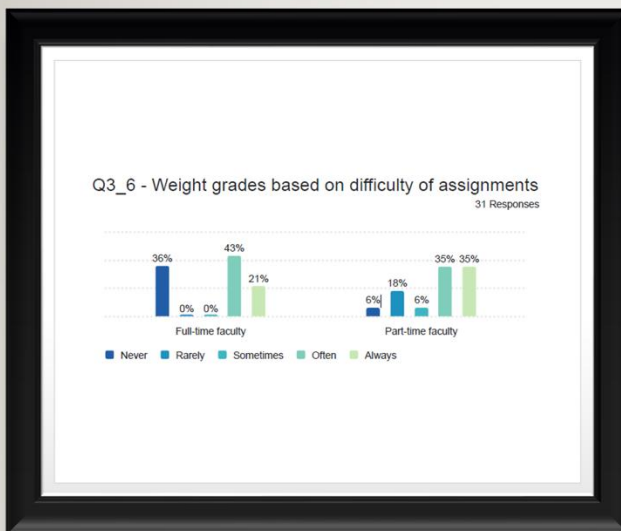
## AVOIDING ZEROES

Nearly one third of both full-time (29%) and part-time (31%) instructors report "always" assigning zeroes for missed assignments. 38% of part-time faculty report always never assigning zeroes on assignments.



## DROPPING STUDENTS FOR NON-ATTENDANCE

A larger portion of part-time faculty (41%) are more likely to never drop students for non-attendance compared to full-time faculty (14%).



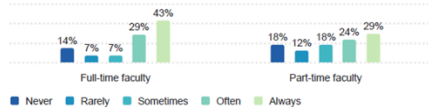
## WEIGHTED GRADING

Both full-time and part-time faculty frequently report using weighted grades based on assignment difficulty. A majority of full-time faculty report weighting grades based on difficulty "often" (43%) and "always" (21%) and a majority of part-time faculty report weighing "often" (35%) and always (35%).

## WEIGHTED GRADING (CONT.)

Q3\_10 - Weight later semester assignments heavier than earlier semester assignments

31 Responses



The majority of full-time faculty weigh later assignments heavier (43% reporting “always” and 29% reporting “often”) while the part-time faculty weight later assignments at a lower rate (29% reporting “always” and 24% reporting “often”).

## GRADING SCALE PERCEPTIONS

The majority of full-time and part-time faculty agree that there is not a limit to the number of students who can be successful in class (67% and 74%, respectively). A small percentage of full- and part-time instructors believe there is a maximum number of students who should get an A (6% and 5%, respectively).

Q10 - Which of the following do you believe about grading practices? (Select all that apply)

31 Responses



- There is a maximum number of students who should get an A.
- When a teacher assigns an F, they send an important message a...
- The grade distribution in a group of students should generall...
- Grades are based on external standards; there is no minimum o...



Conclusions: One key area of disparity among English faculty (part-time and full-time) relates to accepting late work. The variation among faculty is broad, varying from not accepting any late work to accepting all late work with no penalty until the end of the semester. The data suggests that this could be a major factor in student success rates and grade distribution. The other key area of disparity among faculty relates to dropping students for non-attendance. Full-time faculty are far more likely to drop students than part-time faculty. The data suggests that this could also be a factor in student success rates. While the department as a whole is in general agreement about the types of writing required for illustrating competency of ENGL 101 (ENGL C1000) SLOs, there are wide disparities regarding classroom policies.

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

Based on the data above, it is clear that students who need assignment accommodations, including extensions and/or accepting late work, due to personal situations will have a better chance of succeeding in some faculty's courses than others. This can be of particular impact to first-generation students, students who work, and those with family and/or work responsibilities as these are all personal contexts that can impact a student's ability to complete coursework on time. The population most disproportionately impacted on the campus as a whole and within our English classrooms is first-generation, low-income Hispanic males. These students are often those very students who need assignment accommodations due to the pressures of work and family.

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

The following recommendations for teaching design are based on a department-wide survey.

- One, student interventions: Pilot regular grade check-ins; Pilot conferencing with students; Pilot integrating referrals to the Writing Center and/or use of assignments requiring visits to the Writing Center; Pilot more flexible drop policies.
- Two, standardize grading practices: Pilot policies on essential grading practices to reduce disparities in grading approaches such as recommending weighted grading on difficult assignments
- Three, assignment accommodations: Pilot policies recommending for responsible and planned late submissions (for emergency situations).

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

The development of a pilot program would allow us to gather data on the success of specific, uniform teaching practices. Faculty who opt into the pilot could track success and failure rates as they relate to the new teaching practices outlined and standardized via the pilot, including, specifically, the recommendations outlined above. This grade and success analysis could be part of the pilot and facilitated via Institutional Effectiveness data analysis. Once the pilot is complete, the department could compare the success and failure rates of sections taught within the pilot and its parameters to those taught outside the pilot. Higher rates of success within sections taught within the pilot could point to a correlation with the teaching practices being used within the pilot. If these teaching practices were shown to be statistically meaningful, a wider implementation could be recommended.

**What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?**

A wide range of strategies and approaches are used by English faculty to ensure rigorous and supportive implementation of regular and substantive student interaction. According to DE peer review feedback and evaluation and self-reporting, faculty demonstrate regular and substantive interaction in the following ways: discussion board interaction, announcements, audio/video announcements and instruction via Canvas Studio, Canvas messages, Hypothes.is and Perusall annotation, rubrics, in-line annotations, and other assignment feedback, etc. Furthermore, all English DE courses reviewed in spring 2025 provided evidence of direct instruction, including weekly lectures, video and PowerPoint presentations, feedback on writing assignments, Discussion Board instruction/feedback, Studio lectures, weekly module overviews including objectives, etc. See Program Review for further analysis.

Enter Instructional and operational supplies requests below. Supplies are defined as general operational or classroom supplies **less than** \$200 including tax.

## SUPPLY NEEDS

[illegible]

Program Review Signature Page:

*Christina Nunez*

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Program Review Lead

06/02/2025

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Date

*[Signature]*

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Program Dean

06/02/2025

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Date

*[Signature]*

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Vice President, Academic Affairs

07/17/2025

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Date











# ENGL 24.25 Yearly Planning, Core Topic Curriculum and Teaching Design

Final Audit Report

2025-07-17

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