

**YEARLY PLANNING DISCUSSION TEMPLATE**  
**General Questions**  
**Program Name: English Academic Year: 2025-2026**

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 retention and success. Our mission and primary function have not changed from last year.

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](#). However, during the revision process, ENGL 137 Children's Literature fell off our program map list, so this spring we have submitted a major modification for our ENGL AA-T to correct this oversight. We anticipate being able to offer ENGL 137 again in summer 2027.

This year we also advanced several ENGL/Ethnic Studies courses through AP&P with new minimum qualifications: MA in English and MA in Ethnic Studies. The following courses, which were submitted for CalGETC Area 6 Ethnic Studies, unfortunately, were not approved. They were approved, however, for Area 3B. It is important to add that these Area 6 denials were not unique to AHC but are occurring at California community colleges across the state, reflective, perhaps, of some systemic bias rather than subpar curriculum.

1. ES/ENGL 135: Poetry for the People's Liberation Movements (Ying Hood)
2. ES/ENGL 150: Asian American Literature (Ying Hood)
3. ES/ENGL 151: African American and Black Literature (Romo)
4. ES/ENGL 152: Latino/a Literature (Nuñez)
5. ES/ENGL 153: Native American Literature (Wills)

Chellis Ying Hood, furthermore, created one cross-listed course this year for the English department: ENGL/ES 154: Ethnic Literature in the U.S. Additionally, Melanie Brunet authored ENGL 155 Introduction to Science Fiction and Fantasy. Both courses were approved by our local curriculum committee this spring.

The following ENGL courses, major modifications or new courses, are undergoing UC review this summer for establishing (TCA) transfer course agreements:

1. ENGL/ES 135 Poetry for the People's Liberation Movements (UC TCA Review)

2. ENGL/ES 150 Asian American Literature (UC TCA Review)
3. ENGL/ES 151 African American and Black Literature (UC TCA Review)
4. ENGL/ES 152 Latina/o Literature (UC TCA Review)
5. ENGL/ES 153 Native American Literature (UC TCA Review)
6. ENGL/ES 154 Ethnic Studies in the U.S. (UC TCA Add)
7. ENGL C1002 (formerly 102) Introduction to Literature (UC TCA Review)
8. ENGL 137 Children's Literature (UC TCA Add)
9. ENGL 155 Introduction to Science Fiction and Fantasy (UC TCA Add)

Our [six-year Program Review Action Plan](#) from 2021-2022 recommended we develop more literature courses. Consequently, over the last several years, we developed a cadre of new literature courses including the following: ENGL 117 Detective Fiction, ENGL 118 Women in Literature, ENGL 119 California Literature, ENGL 180 Harry Potter and the Realms of the Fantastic, and ENGL 155 Introduction to Science Fiction and Fantasy. All courses have been added to our ENGL AA-T program map, apart from ENGL 155, which we will be adding as an elective.

This academic year, the following programs and courses were modified and approved via **AP&P**:

Program level:

- English AA (major modification)
- English AA-T (major modification)

Course level:

- ENGL/ES 135 Poetry for the People's Liberation Movements (new proposal)
- ENGL/ES 150 Asian American Literature (major modification)
- ENGL/ES 151 African American and Black Literature (major modification)
- ENGL/ES 152 Latina/o Literature (major modification)
- ENGL/ES 153 Native American Literature (major modification)
- ENGL/ES 154 Ethnic Literature in the U. S. (new proposal)
- ENGL 155 Introduction to Science Fiction and Fantasy (new proposal)

This school year we also continued to offer **Concurrent Enrollment** (now CCAP) courses.

Last year, 2024-2025, we piloted offering English 101 (now C1000) with the approval of seven high school instructors at the following local institutions:

Ernest Righetti High School:

Roxanne Leasure  
Witny Gill (did not teach CE)

Lompoc High School:

Jonathan Taylor  
Pavel Tretyak (also taught as an ENGL adjunct at the Lompoc Prison)

Orcutt Academy High School: Ivan (Graham) Culbara

Pioneer Valley High School: Ben Rothstein

Santa Ynez High School: Casey Reck

In fall 2025 the ENGL Department welcomed six new CCAP instructors:

1. Jordan Wills, OAHS
2. Jennifer Dolan, ERHS
3. Shannon O'Neal, PVHS
4. Miles Brown, PVHS
5. Patrick Shattuck, SYVHS (also an AHC ENGL adjunct)
6. Daniel Bulone, ERHS

The fall semester also included six returning CCAP instructors, for a total of twelve instructors from five partner high schools.

Returning CCAP instructors:

1. Jonathan Taylor, LHS
2. Pavel Tretyak, LHS
3. Casey Reck, SYVHS
4. Graham Culbara, OAHS
5. Roxanne Leasure, ERHS
6. Ben Rothstein, PVHS

### **Concurrent Enrollment Context:**

In fall 2024 there were 167 English 101 Concurrent Enrollment students. 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. In sum, there were 333 English 101 Concurrent Enrollment students in spring 2025. For the entire year 2024-2025, then, we served approximately 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. Given the growth of the program, co-leads were awarded .2 reassigned time each for the 2025-2026 year.

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

The English College and Career Access Pathways Program (CCAP), formerly Concurrent Enrollment, started in the fall 2024 semester, continued through spring 2026, and will proceed during the 2026-2027 academic year. This program, co-led by Professors Tina Nuñez and Julia Raybould-Rodgers, was designed to create a model of collaboration to promote and build long-term partnerships between the AHC English Department and high school instructors and institutions to facilitate best instructional practices and provide data for improvement purposes. 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 proven successful and has provided a two-way exchange of information between partner high schools and AHC CCAP administration. The adopted model has, furthermore,

provided useful practices that are being piloted by other departments at the college. Note the expansion of the AHC English Department program since its inception:

**English Department CCAP Courses  
Fall 2023 - Spring 2026**

**Fall 2023 CCAP Courses**

1 section of ENGL 100, 1 partner high school, 1 instructor

**Spring 2024 CCAP Courses**

1 section of ENGL 100, 1 partner high school, 1 instructor

**Fall 2024 CCAP Courses**

7 sections: ENGL 100 and ENGL 101

3 partner high schools, 3 instructors

**Spring 2025 CCAP Courses**

15 sections: ENGL 100 and ENGL 101

4 partner high schools, 4 instructors

**Fall 2025 CCAP Courses**

11 sections: ENGL 100, ENGL C1000, and ENGL C1001

5 partner high schools, 5 instructors

**Spring 2026 CCAP Courses**

27 sections: ENGL 100, ENGL C1000, ENGL C1001, and ENGL 145

6 partner high schools, 12 instructors

Growth, however, is only one potential indicator of success. Another is the quality of relationships we have built with our CCAP partners over time. Highlights of the ongoing partnership include professional development activities beginning in fall 2024 and continuing each semester through spring 2026, as well as the observation of CCAP classes and the evaluation of CCAP instructors in line with our adjunct evaluation process. Note, given the CAP MOU, that the evaluation process will change, with direction from the CCAP Taskforce and Academic Senate, to a new and improved process beginning fall 2026.

Highlights for the CCAP ENGL 2025-2026 follow:



CCAP ENGL Meet and Greet: Spring 2026

1. On February 12, 2026, co-leads Tina Nuñez and Julia Raybould-Rodgers hosted a CCAP Meet and Greet Professional Development activity to outline the rigorous requirements for English C1000, C1001, and C1002 instruction, including the course outline of record, recommended texts, sample syllabi, and an introduction to AHC library services. In addition to the fourteen partner high school instructors in attendance, librarians Susie Kopecy and Trevor Passage participated, offering their library expertise. Spanish Professor Ana Gomez also participated to gain experience in how to conduct such an event for her department. The [Spring 2026 CCAP Meet and Greet](#) is linked here.
2. On May 28, 2026, CCAP Co-leads Tina Nuñez and Julia Raybould-Rodgers hosted a Question & Answer Zoom Meeting for new CCAP instructors, including two new high school partners, Cabrillo High School and Santa Maria High School, and six new high school instructors.
3. In fall 2025 we conducted CCAP classroom observations and subsequent evaluations of the following English instructors and classes:

English (Concurrent Enrollment)						
Instructor	Last Evaluation	Evaluator	Course	CRN	Day(s)/Time/Room	Comments
Culbara, Ivan	Fall 2024 (1 <sup>st</sup> eval) F25 2 <sup>nd</sup> eval	Núñez and Raybould-Rodgers (CCAP co-leads)	ENGL C1000 ENGL C1000 ENGL C1000	22422 22423 22424	M T F 9:34AM 10:29AM & R 8:30AM 10:05AM M T F 10:44AM 11:44AM & R 10:21AM 11:56AM M T F 1:28PM 2:23PM & R 1:22PM 2:57PM OAHS	Course Dates: 9/2/2025 - 12/12/2025
Leasure, Roxanne	Fall 2024 (1 <sup>st</sup> eval) F25 2 <sup>nd</sup> eval	Núñez and Raybould-Rodgers	ENGL C1001 ENGL C1001 ENGL C1001 ENGL C1001	22307 22308 22309 22310	T W R F 9:30AM 10:20AM T W R F 10:35AM 11:25AM T W R F 11:35AM 12:25PM T W R F 1:05PM 1:55PM ERHS	Course Dates: 9/10/2025 - 12/12/2025
Reck, Casey	Fall 2024 (1 <sup>st</sup> eval) F25 2 <sup>nd</sup> eval	Núñez and Raybould-Rodgers	ENGL C1000	22485	MTWRF 8:00AM 9:40AM SYHS	Course Dates: 8/26/25 - 12/12/25
Vine, Alexandria	Fall 2022	Núñez and Raybould-Rodgers	ENGL 100	22415	MTWRF 10:15am-11:10am MHS	Course Dates: 9/8/2025 - 12/15/2025

4. In spring 2026 we conducted CCAP classroom observations and subsequent evaluations of the following English instructors and classes:

Concurrent Enrollment – Spring 2026						
Instructor	Last Evaluation	Evaluator	Course	CRN	Day(s)/Time/Room	Comments
Rothstein, Ben	S25, 2 <sup>nd</sup> of two	Tina Nuñez and Raybould-Rodgers	ENGL C1000	42264	TWRF: 2:05-2:55pm, PVHS-366	1/15-5/22, PVH  TR 4/16 Observation Pioneer
Shattuck, Patrick	New to CE	Tina Nuñez and Raybould-Rodgers	ENGL C1001	42390	12:20-2pm, MWF SYHS-P-10	3/3-5/22  T 4/28 Observation Santa Ynez
Taylor, Jonathan	F25, 2 <sup>nd</sup> of two	Tina Nuñez	ENGL C1000	42311	MTRF: 11:14-12:04pm, LHS-E-1	1/16-5/22  F 5/1 Observation Lompoc
Treyak, Pavel	New	Tina Nuñez	ENGL C1001	42312	MTRF: 10:21-11:11am, LHS	2/20-5/22  F 5/1 Observation Lompoc
Shannon O' Neal	New	Tina Nuñez and Raybould-Rodgers	ENGL C1001	42267	TWRF: 3:05-3:55pm, PVHS	2/12-5/22  TR 4/16 Observation Pioneer
Jordan Willis	New	Tina Nuñez and Raybould-Rodgers	ENGL C1001	42359	MTF: 11:51-12:46pm OA-Rm-3	F 4/24 Observation Orcutt Academy
Miles Brown		Tina Nuñez and Raybould-Rodgers	ENGL C1001	42266	TWRF 9:30-10:20am PVHS	F 4/24 Observation Pioneer
Daniel Bulone	New	Tina Nuñez and Raybould-Rodgers	ENGL C1000	42339	TWRF 1:05 – 1:55pm ERHS	TH 4/30 Observation Righetti

English CCAP activities have established a healthy collaboration between English CCAP high school teachers and the AHC English Department, as co-leads Nuñez and Raybould-Rodgers continue, on behalf of the department, to negotiate these the two very different educational systems.

Here is a snapshot of 2025-2026 CCAP English instructors, seventeen instructors representing eight partner high schools. Note that there are now more CCAP English instructors than there are full-time AHC English faculty:

**CCAP English Instructors 2025-2026**

<b>High School</b>	<b>Name</b>	<b>Discipline</b>	<b>Faculty</b>	<b>Application Type</b>	<b>Status</b>
Cabrillo	Robin Dornon	English	New Faculty	Min Quals	Approved
Cabrillo	Nancy Pacheco	English	New Faculty	Equivalency	Approved
Ernest Righetti	Kristen Kurth	English	New Faculty	Min Quals	Approved
Ernest Righetti	Roxanne Leasure	English	Previously approved	Min Quals	Approved
Ernest Righetti	Daniel Bulone	English	Previously approved	Min Quals	Approved
Lompoc	Jonathan Taylor	English	Previously approved	Min Quals	Approved
Lompoc	Pavel Tretyak	English	Previously approved	Min Quals	Approved
Maple	Alexandria Vine	English	Previously approved	Equivalency	Approved
Orcutt Academy	Graham Ivan Culbara	English	Previously approved	Min Quals	Approved
Pioneer Valley	Arnold Feher	English	New Faculty	Equivalency	Approved
Pioneer Valley	Miles Brown	English	Previously approved	Equivalency	Approved
Pioneer Valley	Shannon O'Neal	English	Previously approved	Equivalency	Approved
Pioneer Valley	Ben Rothestein	English	Previously approved	Min Quals	Approved
Santa Maria	Barrie Greely	English	New Faculty	Min Quals	Approved
Santa Maria	Katherine Toews	English	New Faculty	Equivalency	Approved
Santa Ynez Valley	Casey Reck	English	Previously approved	Min Quals	Approved
Santa Ynez Valley	Patrick Shattuck	English	Previously approved	Min Quals	Approved

Given CCAP concerns from last year, this year English Department co-leads, Nuñez and Raybouyld-Rodgers, participated in the **CCAP Taskforce** with the intent of collaborating with AHC colleagues from administration and other disciplines to streamline some of our processes, as outlined in the [CCAP MOU](#), including the evaluation process for our CCAP high school instructors. The taskforce met on a weekly basis, beginning in September of 2025, addressing concerns from AHC faculty, as well as CCAP partners. We focused on a range of agenda topics including remote partnerships, the faculty/course approval process, evaluation processes, Students Services impact, LAP accommodations, and more. We worked on revisions of evaluation documents, including the classroom observation form and the syllabus checklist, to make each more compatible with CCAP instruction. It is anticipated, given the work remaining, especially the CCAP contract, that we will resume the taskforce work next year.

## **CCAP Concerns Moving Forward to 2026-2027:**

I. Scheduling: Some high school teachers have had loads of up to five plus sections of English C1000 this year, which is rare but concerning, as this is a weighty load at 1.44, and the amount of grading is excessive, especially if the sections have more than normal cap of 25 students, which is not unusual in the high school setting. This, furthermore, exceeds the typical load of a full-time English instructor at AHC and is a tremendous amount of work, especially given the following from the ENGL C1000 COR: “Students will practice effective and ethical research methodologies, developing information competence, and writing a range of 6,000 - 8,000 words, including a documented MLA research paper.”

II. Curriculum Content: There is high school administrative pressure to incorporate AP instruction in the ENGL C1000 course rather than offering a separate AP class. This occurred last year and has continued as a practice this year. Co-leads Nuñez and Raybould-Rodgers have alerted CCAP Taskforce members, especially Dean Deborah Pirman, to disrupt this practice, as it does not align with the ENGL C1000 COR.

III. Research and Access to AHC Library Services: The ENGL C1000 and C1001 CORs have an emphasis on research, particularly the research paper, which cannot be easily met at our partner high schools when students are blocked from accessing many articles within the AHC library databases. Students may use the library outside of the bell schedule, but this becomes an equity issue because not all students have access to the Internet and computers outside of school. Also, the AHC library chat has problems handling high volumes of requests. Nonetheless, our AHC librarians have been fabulous in coordinating with CCAP instructors to offer research orientations and assistance and are doing a fabulous job despite limited resources.

IV: Writing Center Access: Our high school partners do not have equitable tutorial services, and the AHC Writing Center is not sufficiently funded to provide online services to allow students to access tutoring during or outside of class. Similarly, we do not have sufficient funds to support Net Tutor usage by CCAP students and, therefore, face equity issues here as well.

### **First Year Experience**

In fall of 2025, English faculty signed up to participate in Hanock’s new [First Year Experience](#) (FYE) program, supervised by Erica Biely. According to the program’s literature, the pilot is an “integral part of the Educational Master Plan, the 2025-2026 Student Equity Plan, and supports the college’s three strategic priorities”: first-semester units completed, completion of transfer-level Math and English year one, and the completion of a Comprehensive Student Education Plan in the first academic year. According to said literature, the mission of the program follows: to “empower first-year students to build academic confidence, strengthen their sense of community, and achieve their educational goals through holistic, culturally responsive support.” English faculty who will be participating in this pilot program next year include Professors Rob Senior, Alina Romo, Chellis Ying Hood, Janae Dimick, Susie Kopecky, Julia Raybould-Rodger, and Tina Nuñez. All participating instructors completed the requisite training: Grading for Equity, Hancock Academy Equity Workshop, and/or Culturally Response Training. Participating faculty will teach at least one designated FYE section with the support of a student Success Mentor (formerly Embedded Tutor). Faculty will also participate in a FYE Community of Practice and attend select FYE events. The program’s vision, as outlined on its website, is to “integrate instruction and student services to

promote long term success and equity of students by fostering resilient scholars, connected communities, and intentional learning pathways.” Participating English faculty have already attended a FYE mixer (11/25) and a kick-off event (3/26) and are currently engaged in FYE Faculty Training.



### FYE Course Registration Options

**Important:** To participate in the FYE program, all students must register for one of the FYE sections listed below. These sections are not visible in the regular class search, and the CRNs are intentionally hidden because only FYE students are able to enroll in them. FYE sections include dedicated FYE faculty and Success Mentors who will support you throughout the course. Please choose the section that works best with your schedule. If your section includes a support course, you must register for both listed courses and both CRNs.

**Campus Key:** SM = Santa Maria Campus | LVC = Lompoc Valley Center

Course	FYE Instructor	Days/Times	Location	CRN	Special Note
ENGL C1000	Dimick	MW 9:30-10:50	SM	21086	FULL
ENGL C1000	Romo	MW 12:45-2:05	SM	22108	
ENGL C1000	Kopecky	TR 12:45-2:05	LVC	22004	This class is in Lompoc.
ENGL C1000 with ENGL 112	Nunez	ENGL C1000: MW 9:30-10:50 AND ENGL 112: MW 11:00-11:50	SM	21094 AND 20604	Support class required. Register for both.
ENGL C1000 with ENGL 112	Raybould-Rodgers	ENGL C1000: TR 9:30-10:50 AND ENGL 112: TR 11:00-11:50	SM	21095 AND 20607	Support class required. Register for both.
MATH 100	Kopcrak	TR 11:00-12:20	SM	20612	
STAT C1000	Kopcrak	MW 8:25-10:50	LVC	21002	This class in Lompoc.
STAT C1000 with STAT 1400S	Novoa	TWR 9:30-10:55 AND Support course: Online	SM	20991 AND 21945	Support class required. Register for both.
STAT C1000	Lombard	MW 9:20-11:55	SM	21830	
STAT C1000	Kopcrak	TR 8:00-10:25	SM	21829	

*Need help choosing a section? Contact the FYE team before registering. Call 805-922-6966 ext 3434 or email [fye@hancockcollege.edu](mailto:fye@hancockcollege.edu)*

### Common Course Numbering

English 102 was modified this year, as part of Phase II of Common Course Numbering, and was approved by AP&P as ENGL C1002. The new identifier and COR will take effect beginning summer of 2026.

At several department meetings this year, we discussed adopting the optional Common Course Numbering template for ENGL C1000E (enhanced) to replace our linked C1000 and 112 corequisite course. If we pursue this major modification, the positives include less confusion for all, especially students, who will no longer have to register for (and potentially withdraw from) two separate courses with two different CRNs. At the end of the term, instructors will no longer have to enter two sets of grades: one for C1000 and one for 112. Given the modification, the units would remain the same (6), and the course content of the two CORs would simply be merged. No drawbacks were discussed, except for the possibility that students could fail 6, rather than 2 or 4 units. Nonetheless, the Counseling Department supports the initiative, according to Chair Ben Britten. We will, therefore, continue the discussion next year and, hopefully, vote on the curricular change in the fall.

As far as minor changes, we changed our waitlist cap for online English sections from seven to twenty. We hope this change will help us better monitor enrollment demands and help us better determine when to add new online sections, especially for the fall semester, when such demands are high.

**Themed ENGL C1000 Sections:**

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 and continuing through fall of 2026, embedded our section themes in the online schedule. The following tables highlight the English Department’s fall 2025 and spring 2026 themed sections of ENGL C1000 and project our fall 2026 themes. Note that participation includes full-time and part-time instructors, a testament to our inclusive department.

**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 Hiding	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.
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### Themed English Sections Spring 2026

Name	Course and CRN	ENGL Themed Section Title
Tina Nuñez	ENGL C1000 #41918 ENGL 112 #40510	Discrimination and Transformation: Race, Class, and Gender
Janae Dimick	ENGL 102 #40178	Calling All Swifties! Exploring the Literature that Inspires Taylor Swift
Christine Licoscas	ENGL C1000 #41930	What Makes a Monster?
Jennifer Jozwiak	ENGL C1000 #41927	Mindfulness & Wellness
Kacie Wills	ENGL C1000 #41916 #41921	The Dangers of the Single Story
Alina Romo	ENGL C1000 #41909 #41926	What Is Culture?
Ryan Meza	English C1000 #41904 ENGL 112 #40557	Learn by Writing, Write by Doing: Advocacy that Changes the Odds
Bruce Henderson	ENGL C1001 #41961	Issues in Media
Matt Hiding	ENGL C1000 # 41902 and # 41925	American Pop Culture
Patty Estrada	ENGL C1000 #41907 #41923	A World of Ideas
Chellis Ying Hood	ENGL C1000 #41943 #41929  ENGL 100 #40764	Success  Work and Labor in the Digital Age
Chris Carroll	ENGL C1001 #41957 #41958	Conspiracy Theories

### Themed English Sections: Fall 2026

Name	Course and Days/Times	ENGL Themed Section Title
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Tina Nuñez	ENGL C1000 #21094 ENGL 112 #20604	Discrimination and Transformation: Race, Class, and Gender
Christine Licoscas	ENGL C1000 #21117 ENGL 112 #20451	Monsters in Literature: Why Do We Create Monsters?
Susie Kopecky	ENGL C1000 #21087	Detective Fiction
Chellis Ying Hood	ENGL C1000 #21064 #21065 #21081	Success
Jennifer Jozwiak	ENGL C1000 #21116 ENGL 112 #20444	Mindfulness and Wellness
Jennifer Jozwiak	ENGL C1000 #21063	Globalization and Social Issues
Bruce Henderson	ENGL C1000 #21111 ENGL 112 #21150	Food Issues
Janae Dimick	ENGL 1002 #20255	In my Literature era! Exploring the Literature that Inspires Taylor Swift.
Matthew Hidinger	ENGL C1000 #21078 #21085	American Pop Culture
Darren Sullivan	ENGL C1000 #21424 ENGL 112 #21425	Biographies
Andria Perdue-Keiser	ENGL C1000 #21842 ENGL 112 #21843	Aspirations & Dreams

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.

4. Were there any staffing changes?

Yes: This year was Shimon Tanaka's first year as a full-time English faculty member: an excellent addition to the English Department. Sadly, this year also marked the passing of our most senior

faculty members, Patty Estrada: a tremendous loss to the English Department and to the Hancock community. Karin Kappen, retired ENGL full-time faculty, also passed this year. Although she was already retired at the time of her passing, we honor her significance to the English Department here. Counting the addition of Tanaka and the loss of Estrada, we currently have fourteen full-time English faculty and one full-time librarian who, given her library responsibilities, can only teach overload for English. Additionally, full-time English faculty Julie Knight was approved for reduced load (Willie Brown) for the 2025-2026 academic year. While Julie has decided not to take workload reduction for the 2026-2027 academic year, it is still considered a qualifying year under the Willie Brown Act. Finally, Chellis Ying Hood met equivalency for minimal qualifications for Ethnic Studies as of May 2025, so she is eligible to teach Ethnic Studies courses as overload, joining Professor Marc García-Martínez in this capacity.

To meet fall 2025 enrollment demands, we hired two new adjunct English faculty for this academic year: Jose Navarro, full-time Ethnic Studies Professor and Department Chair of Ethnic Studies at Cal Poly, and Bebhinn McIlroy. Given that we hired six new adjuncts the prior year, we have approximately twenty adjunct faculty who are available to teach for us on a consistent basis: plenty for spring term but not quite enough for fall. Staffing, then, 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 significant overload. Unfortunately, despite the fact that English is understaffed by three full-time faculty (Alejandro Olmidsalar, who resigned in 2021, Jim Read, who retired in 2025, and Patty Estrada, who passed in 2026), we did not receive authorization in the faculty prioritization process to go out for a new full-time English hire for 2026-2027. Therefore, Department Chair Nuñez will be hiring in the summer of 2026, as, at the time of this report, the English department has eight unstaffed sections on the fall 2026 schedule, and our full-time and adjunct instructors are either scheduled at load capacity, including overload, or are unavailable or unwilling to teach overload. We, furthermore, anticipate adding sections of ENGL C1000 and, perhaps, ENGL C1001, our so called “bread and butter” courses.

To illustrate enrollment and staffing demands and to compare fall to spring terms, in fall of 2025, the ENGL Department had 102 English sections, excluding CCAP sections but including prison sections. We had 113 English sections overall, including 11 CCAP sections. In turn, in spring of 2026, we had 76 English sections, excluding CCAP but including prison sections. We had a total of 103 English sections, including CCAP, marking considerable growth in the number of CCAP sections since the previous term: up from 11 to 27.

In terms of additional staffing changes this year, we welcomed Karina Lara, new full-time librarian and voting member of ENGL faculty. Also, given Mark Miller’s retirement last year, adjunct Jessica Solorio replaced him as the Part-time Faculty Association English Representative. Additionally, Kacie Wills, full-time English faculty, was awarded well-deserved tenure, and Cynthia Diaz, full-time counselor, became the counseling liaison to the English Department, acting as a bridge and open line of communication between the two departments. Tina Nuñez was voted to serve as English Department Chair for another two years: 2026-2028. Finally, two English Department faculty have been approved for sabbatical for the next academic year: Malanie Brunet and Chad Kelly. Their absence in the spring will put additional strain on staffing.

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, [linked here \(pages 43+\)](#).

### **Learning Outcomes Assessment:**

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

Early in the academic year, the English department secured a replacement LOAC committee member, new full-time faculty, Shimon Tanaka, who has been a tremendous asset in facilitating outcomes assessment. In the fall of 2025, the ENGL Department did not assess PLOs because there was a problem with our sections in SPOL showing several sets of the same student names for each class, which was confusing for data entry. We reported the issue to the LOAC Committee, but the situation was not rectified that semester or the following. Therefore, in spring of 2026 we changed our strategy from reporting data at the student level to the class level, so we did not have to deal with student names being listed multiple times per section. We had another issue to contend with, however, which delayed our spring reporting. ENGL C1001, the relatively new Common Course Number identifier for our old ENGL 103, had not been entered into the SPOL system, so we had to wait for our request to have ENGL 103 changed to C1001 to be implemented. Here is the data, then, that the ENGL Department ultimately reported for spring 2026:

We assessed PLO 3: Create genre-specific, language-appropriate texts and/or documents for determined audiences, which is mapped to the following courses: English 102 (C1002 beginning summer of 2026), C1003, 104, 105, 106, 107, 108, 110, 137, 140, and 180. We assessed three courses using PLO 3: ENGL C1001 (Critical Thinking and Writing), ENGL 102 (Composition and Literature), and ENGL 106 (Creative Writing). 5 sections were included for a total of 13 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. Five full-time English instructors participated: Julia Raybould-Rodgers, Chad Kelly, Janae Dimick, Melanie Brunet, and Tina Nuñez. Overall results follow:

1. ENGL C1001 (2 sections; 4 data points): -31, -17, -6, and +14
2. ENGL 102 (2 sections; 3 data points): +20, +22, and +15
3. ENGL 106 (1 section; 6 data points): -.7, +22, +30, +22, +30, and +30

We also assessed PLO 4: Articulate the connections, relationships, and/or enduring themes among culture, history, and language, which is mapped to ENGL 105, 117, 118, 119, 130, 131, 132, 137, 138, 139, 144, 145, 146, 148, and 180. We assessed two courses using PLO 4: ENGL 131 (American Literature 1865-Present) and ENGL 118 Women in Literature. 2 sections were included for a total of 5 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. Two full-time English instructors participated: Susie Kopecky and Tina Nuñez. Overall results follow:

1. ENGL 131 (1 section; 3 data points): +2, +18, and +18
2. ENGL 118 (1 section; 2 data points): +10 and 0

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

The English courses and sections assessed using PLO 3 show a positive percentage for nine out of thirteen data points, suggesting students are mostly, for this PLO, meeting or exceeding standard expectations: at or above 70%. Three out of four data points for ENGL C1001 show a negative result, but it is worth noting that the three data points here are for essay scores in an online section of ENGL C1001, our composition and critical thinking course. A discussion with the instructor for this course revealed that more students in this course are not meeting standards due to the rampant use of A.I. in online courses. Such usage is often blatant and purposeful, resulting in non-passing scores for corresponding assignments. One of the ways we have been grappling with the exponential rise in and abuse of A.I. in ENGL courses, especially since A.I. checkers are largely inconsistent and unreliable, is to modify grading rubrics to downgrade components of essays that reveal blatant A.I. usage when such use is not permitted according to section syllabi. This, of course, results in lower overall scores, which is not indicative of something amiss in instruction but of the explosive and flagrant use of A.I. It's also worth noting that such courses as ENGL 106 Creative Writing and ENGL 131 American Literature 1865-Present, are less apt to reveal A.I. abuse because students are, for the most part, intrinsically motivated to write: creative writers do not rely on A.I. by comparison because they typically love to and are inspired to write. In turn, ENGL 131 students are typically English majors who are often insulted by A.I. dependency and are motivated, instead, to rely on their own skills because they are on a specific transfer path that respects literature, writing, and authentic analysis and interpretation. Overall, the PLO 3 data is solid.

In turn, the English courses and sections assessed for PLO 4 illustrate positive percentages for four out of five data points, with one being stagnant, similarly indicating that students are meeting or exceeding standard expectations, at or above 70%, at least for the two courses assessed. Overall, for both PLO 3 and PLO 4, we performed beyond our 70% target: 83% for PLO 3 and 81% for PLO 4.

The ENGL Department has worked hard over the 2025-2026 year make sure our newer literature courses are mapped to the appropriate PLOs and included in our assessment cycle: ENGL 117, 118, 119, and 180. We have not yet mapped our ENGL/ES courses (150, 151, 152, 153, 154) or ENGL 155 Introduction to Science Fiction, even though they have been approved by our local curriculum committee, as ENGL 150-154 have not been approved for CalGETC Area 6 Ethnic Studies, and ENGL 155 was just approved by AP&P late spring of this year. Next year, then, we will continue where we have left off this term, depending on the results of various approvals.

As reported during a November 2025 department chairs meeting, across the college, approximately 50% of our courses are taught by adjuncts, but we are not, as a college overall, consistently collecting assessment data from our part-time instructors because the process is unclear. Questions linger, such as what courses are mapped to which Student Learning Outcomes and what assignments should be assessed. In English, to address this confusion and to provide transparency and offer clarity, we explicitly discuss Program Learning Outcomes, corresponding courses, and appropriate assignments for assessment. Chair Nuñez authored a SPOL cheat sheet, a brief instructional guide on how to enter SPOL data. We additionally held a spring PLO Party each year for the last two years to collaboratively tackle and enter PLO data into SPOL, a process we intend to continue. We have clearly mapped our four PLOs to all our courses, except for courses awaiting some type of approval, and we share this information with full-time and part-time faculty. Each month, during our department meetings, we receive an update from our PLO Committee representative. While SPOL, PLOs, and SLOs can be confusing, we do our best to demystify

curriculum assessment and make it meaningful in terms of effective instruction and student learning.

- 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. This year we changed our meeting time slightly, from a 2:30 pm start to 3:00 pm to accommodate our CCAP high school instructors. However, participation from CCAP teachers has proven rare:

Fall 2025 English Department Meetings:

7. Wednesday, August 20
8. Wednesday, September 17
9. Wednesday, October 15
10. Wednesday, November 12
11. Wednesday, December 3

Spring 2026 English Department Meetings:

1. Wednesday, January 21
2. Wednesday, February 18
3. Wednesday, March 25
4. Wednesday, April 15
5. Wednesday, May 13

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 C1000 and ENGL C1000/112 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, Institutional Effectiveness, 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, 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 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 2025 and spring 2026 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, and this year saw the inception of a Journalism Club, co-sponsored by adjuncts Michael McMahon and Bruce Henderson.

### **Core Topic Plan of Action: Enrollment and Efficiency**

The English department is in its fourth year of a six-year Program Review cycle. During our first year, 2022-2023, we chose not to pursue a core topic and focused exclusively on the annual report or yearly update. During our second year of the cycle, 2023-2024, we chose Innovative Scheduling as our core topic, and we completed the yearly update. For year three, 2024-2025, we selected Curriculum Design as our core topic and combined that with our annual report. This year, our fourth year in the cycle, the English Department selected Enrollment and Efficiency as our core topic. Professor Alina Romo led this charge as part of Program Review, gathering and analyzing Institutional Effectiveness data. The core topic report is linked here: [Enrollment and Efficiency](#). As agreed upon by the department, Romo authored the core topic and Tina Nuñez authored by the yearly update, for a shared stipend of \$500.

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

#### **Fall 2025:**

As we do bi-annually, the English Department participated in fall Bow-WOW!, which took place on September 3, 2025. Department volunteers contributed to set up, table staffing, break down, and book and other donations. We promoted English programs, such as Puente and *Harvest*, and otherwise advertised and highlighted English courses, our transfer degree, and all things writing and literature. As usual, we gave away dozens of free novels, memoirs, children's books, and other texts to promote literacy and a lifetime love of literature. Note that the department also participated in this event in the spring.

English Department members participated in the *Grading for Equity* training led by author Joe Feldman on September 19, 2025. This event and the associated webinar training became a driving force in curricular changes made by faculty members and is one of the core requirements for participating in the First Year Experience program, which will be piloted next year.

*Harvest*, Hancock’s student-produced literary journal announced its annual call for submissions. Ultimately, as they do each year, students enrolled in ENGL 107 and ENGL 108, under the instruction of English Professor Chris Carroll, read, selected, edited, and published chosen manuscripts for the 2026 edition of the journal.



**Spring 2026:**

**English Department Substitutes:** To maximize staffing and to minimize class cancellations when a regular instructor could not teach on a specific day or series of days, the English Department implemented an English Department substitute list. We used this list to staff classes to provide part-time substitutes for full-timers when they needed to attend conferences or otherwise couldn’t make a regular class session. The implementation was successful, both for instructors and students, as the classes were staffed rather than cancelled and students received face-to-face instruction, so we will continue this practice moving forward. Our substitute list for the spring 2026 term follows:

**English Department Substitute List - Spring 2026**

Name	Monday	Tuesday	Wednesday	Thursday	Friday
June Henry	10am-1:30pm	10am-1:30pm	10am-1:30pm	10am-1:30pm	
Anthony Halderman	9am-4pm	9am-4pm			
Ryan Meza	anytime	after 2pm	after 2pm	after 2pm	anytime
Christine Licoscas	after 5pm	after 5pm			
Kathy Ford	morning	anytime	morning	before 4pm	
Matt Hidingier	10am-2pm	8am-12pm or 3pm - 5pm	10am-2pm	8am-12pm or 3pm - 5pm	
Richard Mahon	anytime but 5pm-8pm	anytime	anytime	anytime	anytime

**Read Across America**



AHC English Department: Read Across America

Representatives from the English Department participated in Read Across America Week and, on March 6, 2026, promoted AHC by reading to K-3 students at Libbon Elementary School. We joined thirty or so other representatives from the community, including police and fire department personnel, in advocating an early and life-long love of literacy. Next year, we hope to scale up by planning earlier and incorporating others from across campus: including administration; faculty; staff; and students; especially our student ambassadors, tutors, and athletes.

### **AHC Planning Retreat**

On February 6, 2026, a handful of representatives from the English Department participated in the college's annual planning retreat: Julia Raybould-Rodgers, Trevor Passage, Susie Kopecy, Tina Nuñez, and Dean Mary Patrick. We joined our AHC colleagues in collaborative planning with the goal of, as the retreat materials noted, "integrating resilience, equity, and adaptability into the next Education Master Plan to enhance the success of AHC's efforts to support students and the local community."

On March 26, 2026, we celebrated the *Harvest Literary Journal* launch and reading, hosted by faculty advisor Chris Carroll and the English Department.

The **Dr. Kate Adams Poetry Symposium** on April 6, 2026, featured poet Joseph Kason Lacour and included an opening tribute to Kate Adams by Tina Nuñez with a reading of Kate's original poetry, published in Hancock's student-produced literary journal *Harvest 2005* and *Harvest 2006*, respectively: "Mother-Daughter Cruise" and "Acceptance."



### PLO Party

On April 22, 2026, the English Department held a Program Learning Outcomes/SPOL data entry workshop wherein part-time and full-time faculty met to collaboratively enter program outcome data, which we use to evaluate instruction and for program review.

### Poetry Reading





Jaun Felipe Herrera

The Juan Felipe Hererra poetry reading, sponsored by the AHC library and followed by a Q&A session and book signing, took place on April 24, 2026. The event, featuring the first Mexican-American poet laureate of the United States, was well attended, including English Department participation.

### Tutor Expo



The Enhancing Student Success Through Tutoring TUTOR EXPO, a conference for tutors by tutors, was held on Saturday, April 25, 2026. The conference, funded by the Academic Senate Innovation Award, and co-hosted by English Professor Julia Raybould-Rodgers and Academic Resource Coordinator Elaine Healy, featured keynote speaker Dr. Sean Gottlieb, Chemistry Professor, who gave an excellent talk: “Everybody Wins: Academic and Personal Growth Through Tutoring.” Breakout workshops on innovative tutoring practices, led by AHC Embedded Tutors, included sessions such as the following: “Tips for Tutoring English Language Learners,” “Equity and Inclusion: The Importance of Supporting Diverse Populations,” and “Co-Tutoring: Collaborating with Other Tutors in the Workplace.” The event also included a faculty panel that highlighted the importance of tutoring and how instructors can encourage students to access tutoring. Professor Tina Nuñez participated in the faculty panel, and adjunct English faculty Matt Hidinger attended. Overall, the successful mini conference included sixty-five attendees: forty-three student tutors, fifteen faculty across disciplines, and seven staff.

### **Retirements and Recognitions**

A handful of English faculty participated in the Retirements and Recognitions Ceremony featuring Tina Nuñez’s twenty-five years of service, Janae Dimick’s and Richard Mahon’s ten years of service, and Kacie Wills’ tenure: May 20, 2026.

### **2026 AHC Graduation**



AHC Commencement: English Department Representatives

English faculty also proudly participated in the 2026 AHC Commencement: Professors Tina Nuñez, Julia Raybould-Rodgers, Alina Romo, and Melanie Brunet; librarians Sharaya Olmeda and Susie Kopecky; Writing Center Coordinator Elaine Healy; and Dean Mary Patrick

In addition to the progress 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. Furthermore, beginning in the summer of 2023 and continuing to spring 2026, ENGL faculty have participated in the 30-hour DE pedagogy/andragogy training. At last count, thirty-one 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 DE Peer Review process, further demonstrating our department's commitment to excellent instruction and student retention and success in the online 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/andragogy training (or the equivalent as approved by Fred Patrick), demonstrating our ongoing commitment to quality DE instruction. Only two of our full-time faculty have not completed the training: one, because she does not teach online and the other, because she has completed the equivalent training. In turn, over three-fourths of our adjunct instructors have completed the training, which leaves us well-positioned to effectively staff online and hybrid sections.

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. Alina Romo (FT)
20. Tracy Scovil (PT)
21. Robert Senior (FT)
22. Robert Spieser (PT)
23. Kacie Wills (FT)
24. Paul Yun (PT)

25. Anthony Halderman (PT)
26. Marc García-Martínez (FT)
27. Shimon Tanaka (FT)
28. Matt Hidingen (PT)
29. Richard Mahon (PT)
30. Bebhinn McIlroy (PT)
31. Patrick Shattuck (PT)

## Diversity, Equity, and Inclusion:

### Blooming Against the Odds and Lightning Talks

English Department faculty participated in the DEAI/EEO Committee’s spring lunch on April 23, 2026. The “Blooming Against the Odds” celebration, highlighted the ways in which the AHC community works intentionally and diligently to improve student equity and access across campus. The event featured faculty lightning talks, across disciplines, including Professor Nuñez’s talk on “Cultivating Confidence and Community.”

ALLAN HANCOCK COLLEGE

Four Innovative Approaches:

### Cultivating Confidence and Community: Tina Nuñez

**Focus:** Classroom strategies that foster self-advocacy, belonging, risk taking, and process learning, as well as retention and success, under the DEIA umbrella.

- (1) Checking in and Looping Back
- (2) Active Reading Circles
- (3) Grading for Equity Process Writing
- (4) Gentle Handoff to Support Services



The DEIA-EEO Committee offered the following professional development: a grant-funded self-paced **Grading for Equity** course beginning spring of 2025 and continuing through spring of 2026. Faculty who participated were 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. The following English Professors have completed, are currently taking, or are scheduled to take the training:

1. Jessica Solorio (5/13/25)
2. Kacie Wills (5/14/25)
3. Julia Raybould-Rodgers (5/14/25)
4. June Henry (5/23/25)

5. Alina Romo (5/26/25)
6. Robert Speiser (5/28/25)
7. Peter Huk (5/28/25)
8. Tina Nuñez (5/29/25)
9. Chellis Ying Hood (5/30/25)
10. Janae Dimick (6/2/25)
11. Rob Senior (spring 2026)
12. Patrick Shattuck (summer 2026)
13. Katharine Ford (summer 2026)

### **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 2026-2027 so we can support diversity and equity in hiring, not only in our department but across disciplines.

Our commitment to DEIA, includes our teaching presence at the Lompoc Prison: FCI 1 and FCI 2. While our offerings at the prison have been consistent in terms of sections since fall of 2024, upon recent enrollment and course demands, we will increase our presence beginning fall of 2026, by teaching two more sections than usual, including ENGL C1000 and ENGL C1001:

### **English Department U.S. Penitentiary Courses Fall 2024 - Spring 2026**

#### **Fall 2024**

U.S. Penitentiary Courses = 2 ENGL 101 sections (2 instructors)

#### **Spring 2025**

U.S. Penitentiary Courses = 2 ENGL 101 (2 instructors)

#### **Fall 2025**

U.S. Penitentiary Courses = 1 ENGL C1000 (1 instructor)

Note: One section had to be cancelled, not due to low enrollment but because we could not staff it.

#### **Spring 2026**

U.S. Penitentiary Courses = 2 ENGL C1000 sections (1 instructor)

#### **Fall 2026**

U.S. Penitentiary Courses = 2 ENGL C1000 sections and 2 ENGL C1000 sections (2 instructors)

Moving forward, the Lompoc Prison Education Staff would like to launch a guest faculty lecture series, an unpaid volunteer opportunity, much like a *TED Talk*, which could expose curious faculty to the possibility of teaching in a carceral environment. While this project is still in the inception stage, it would be a great way to expose faculty to the prison educational setting and, perhaps, create a small pool of potential English prison instructors, as the prison sections are often difficult to staff.

Finally, our commitment to revising our ENGL/ES courses a fourth time, with the goal of CalGETC Area 6 approval, despite obvious roadblocks, such as evaluators not sincerely reading our proposals and, instead, offering copy and paste scripted feedback, further demonstrates our dedication to culturally responsive, DEIA-centered curriculum and instruction.

### **Learning Communities:**

#### **Puente Program:**

Chris Carroll, Puente Program English instructor, reports the following: “During fall, Puente students attended a motivational transfer conference at UC Davis. Students also attended campus orientations and events at CSU Sacramento. During spring semester, students visited UCLA, CSU Northridge, and UC Irvine. 22 out of 26 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 2026. Six Puente students from the 24/25 cohort graduated in spring 26 and will be transferring to universities. Four English faculty, representing full-time and adjunct faculty—Nuñez, Olmeda, Healy, and Meza -- served as Puente Mentors and participated in the fall Puente Kick-Off and the spring Mock Interview Night.”

Unfortunately, due to budget constraints, as reported by Dean Patrick this spring, the Puente Learning Community will not go for fall 2027. 2026-2027, in fact, will be a planning year for the program, rather than an implementation year. New Puente instructor Kacie Wills and Puente counselor Cynthia Diaz will collaborate in planning for 2027-2028, when we hope to resume implementation.

#### **Athlete Learning Community:**

Robert Senior, instructor for the Athlete Learning Community, reports the following update for the Student Athlete Cohort (2025-2026):

“This year’s student athlete learning community saw similar patterns of success when compared to previous years: the fall cohort once again outperformed the spring in both success and retention. In our most recent meeting, which was attended by Communications instructor Andrea Sanders, Counselor Ricardo Navarrete, Athletics Dean Kim Ensign, and English Professor Rob Senior, we developed a plan to address this discrepancy. Because enrollment is substantially lower in the spring due to student athlete practice and competition schedules, we will attempt to offer two cohorts in the fall, one on Mondays and Wednesdays and the other on Tuesdays and Thursdays. The spring cohort will no longer be offered. This, of course, brings about the need for additional staff to teach the cohort for both English and Communications. We have started the process of

identifying faculty who may have an interest in the program. Once identified, we plan to mentor these new faculty by sharing best practices and the specific curriculum we have developed to meet the needs of our student athletes. Because fall schedules are already in place for 2026, our hope is to implement this new schedule in 2027. We appreciate the continued support of our administrators as we reassess and implement the changes we feel are necessary to offer this important learning community.”

**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 board forums, exams, quizzes, and low-stakes writing assignments, among others. Several faculty have moved to in-class writing 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, although such tools are proving increasingly inconsistent and, therefore, unreliable. We will continue to grapple with A.I. usage on students’ part and rely on explicit A.I and academic integrity policies on course syllabi. Professors Nuñez, Raybould-Rodgers, and Kopecky hope to glean insight at the upcoming Online Teachers Conference, given its emphasis on A.I., that we can share with the department and other colleagues.

**AHC Foundation Scholarship Awards:**

English Professors Chellis Ying Hood and Susie Kopecky have represented the department and advocated for AHC students by serving on the Scholarship Committee 2025 - 2026. We proudly share this year’s AHC Foundation Scholarship award recipients for English majors for this year:

<b>Student Name</b>	<b>Scholarship Name</b>	<b>Amount</b>
John Muller	Isaacson Literature	\$4,570
John Muller	Justin Atkinson Humanities	\$3,515
Lina Fernanda Casadiegos Patino	Nathan A. & Ruth S. Lipscomb	\$4,910
Maria Amador Santos	ASBG	\$500
Maria Amador Santos	Dr. Kate Adams Memorial	\$1,100
Andrea Valencia	Lynne Bland Burke Memorial	\$1,000

**Zero and Low Textbook Costs:**

English faculty continue to participate in OER training and are offering OER/ZTC classes. Our participation in OER projects and offerings has expanded noticeably in the last two years as evidenced from the following information:

**English Department - OER/ZTC Courses**

**Spring 2026**

Chellis Ying Hood ENGL 100 Writing in Career/Tech Fields

Jennifer Jozwiak	ENGL 100 Writing in Career/Tech Fields
Darren Sullivan	ENGL C1000 Academic Reading and Writing
Darren Sullivan	ENGL 112 Transfer English Composition Skills
Ryan Meza	ENGL C1000 Academic Reading and Writing
Ryan Meza	ENGL 112 Transfer English Composition Skills
M. Garcia-Martinez	ENGL C1000 Academic Reading and Writing (three sections)
Jennifer Jowiak	ENGL C1000 Academic Reading and Writing
M. Garcia-Martinez	ENGL C1001 Critical Thinking and Writing

### Fall 2025

Chellis Ying Hood	ENGL 100 Writing in Career/Tech Fields (two sections)
Chellis Ying Hood	ENGL 102 Freshman Composition Literature (two sections)
Richard Mahon	ENGL C1000 Academic Reading and Writing
Jennifer Jozwiak	ENGL C1000 Academic Reading and Writing

### Spring 2025

*Unable to locate any OER/ZTC information.*

### Fall 2024

Richard Mahon	ENGL 101 Freshman Composition: Exposition
Darren Sullivan	ENGL 101 Freshman Composition: Exposition
Darren Sullivan	ENGL 112 Transfer English Composition Skills

Additionally, as we aim to provide no or low-cost courses to our students to encourage participation and to promote equitable access, we offer a range of LTC (low textbook cost) sections that require \$40.00 or fewer dollars on texts and materials on the behalf of enrolled students.

**OER Text Development:** English Professors Julia Raybould-Rodgers and Tina Nuñez developed an Open Educational Resource textbook: *OER Research and Style Manual*. This text is intended to be openly used, at no cost to students, in ENGL C1000 and ENGL C1001, both of which require style manuals as texts on the corresponding Course Outlines of Record. We welcome other faculty across disciplines to use and modify the resource, and we have offered it and will continue to do so to our CCAP high school partners.

### 2025-2026 Conference Participation:

English faculty continue to participate in professional development conferences to maximize student success. This year English full-time and part-time faculty participated in conferences such as, but not limited to, the following:

Tina Nuñez and Julia Raybould-Rodgers attended the RP Group Conference: “Strengthening Student Success” (October 7-10, 2025). The conference highlights included dual enrollment practices statewide, equity, and the use of Success Coaches.

Online Teaching Conference: “Designing the Future of Online Learning: Human Element, Ethics, Innovation, and AI (June 23-25, 2026): Tina Nuñez, Julia Raybould-Rodgers, and Susie Kopecky.

## Ongoing Committee Participation and Representation:

1. Chellis Ying Hood and Susie Kopecky: Scholarship Committee
2. Robert Senior: Distance Education Committee (stepping down: will be replaced by Chad Kelly for 2026-2027)
3. Jennifer Jozwiak: Sabbatical Committee
4. Melanie Brunet: Academic Senator (stepping down: will be replaced by Karina Lara for 2026-2027)
5. Alina Romo: Academic Senator
6. Chris Carroll: Academic Senator
7. Trevor Passage: AP&P Representative
8. Julia Raybould-Rodgers and Kacie Wills: Student Success and Equity
9. Shimon Tanaka: LOAC
10. Jessica Solorio: PFA English Representative

## Other:

English Professor **Melanie Brunet** reports that she completed JAPN 102 and NATA 112 (Native American Visual/Musical Art) at SBBC and is currently taking JAPN 21 (Japanese Culture) and JAPN 3 (103) at Irvine Valley College, where she is studying for an Associate's in Japanese.

As ENGL 107 and 108 instructor and *Harvest* advisor, Professor **Chris Carroll** oversaw the production of *Harvest 2026*, Hancock's student-produced literary journal. The related two-sequence course, English 107 and 108, successfully made in fall 2025 and spring 2026 with healthy enrollments, and both courses generated solid pass rates, indicating a strong re-emergence of the program that was revived in 2022-2023. The courses culminated with the hardcopy release of the literary journal with a publication of 50 copies as well as a reading event attended by 45 people. The publication has seen small growth in writing submissions for each of the past four years.

English Professor **Jennifer Jozwiak** reports the following: "The Mindfulness and Wellness ENGL C1000 classes show that students are positively engaged with the course content and reporting encouraging personal life changes along with improved writing techniques. Career and Technical Writing ENGL 100 students report satisfaction and increased reading and writing skills with the successful completion of two research papers. Hypothes.is collaborations in all online DE classes increasingly engage students in course content and with their peers and professor. Students consistently give positive feedback and often prefer these annotations over discussions. The collaboration with Karina Lara, the embedded librarian for my DE classes has proven exceptionally rewarding for both students and faculty. Students report great interest in learning new library access techniques and research skills and respond very positively to working with Karina on a one-on-one basis. Research papers are significantly more scholarly with the assistance of the embedded librarian."

English Professor **Julie Knight** put her sabbatical work into practice in the classroom and found new joy in coaching student writers in the AHC Writing Center. She continues to expand the breadth of her TESOL master's degree by completing literature courses: Modern Fiction at AHC and *The Nightmare of Reason and the Logic of Madness in Edgar Allan Poe* at the University of La

Verne. She also attended the 2026 Western Society for Eighteenth Century Studies hosted by Colleagues Romo and Wills.

**Ryan Meza**, part-time English faculty since fall 2022, contributed to instruction, student support, outreach, department service, professional development, and curriculum work during the 2025–2026 academic year. Highlights include but are not limited to the following: continued teaching Academic Reading and Writing, ENGL C1000, and ENGL C1000/112; continued serving as co-advisor for Pride Alliance (since 2022); served as a Puente mentor; led four Bulldog Bound Workshops; served as an evaluator in the part-time faculty observation and review process; regularly attended and participated in English Department meetings; participated in the English DE Peer Review process as reviewer and reviewee; and attended the CCC Chancellor’s Office 2026 Pathways to Equity Conference; selected as an [EPIC Community College Faculty Fellow](#) through [Stanford University’s Education Partnership for Internationalizing Curriculum](#).

English Professor and Department Chair **Tina Nuñez** attended and participated in three conferences this year: the Online Teacher’s Conference, 2025 and 2026, and the RP Group Conference: Strengthening Student Success, 2025. Nuñez also had two original poems published in *Harvest 2026*, Hancock’s student-produced literary journal: “Mujer Peligrosa” and “Driving Home.” She participated in this year’s local Read Across America event, sharing children’s literature at Libbon Elementary; she was a presenter at the annual Kate Adams Poetry Symposium; she gave a Lightning Talk on “Cultivating Confidence and Community” at the DEIA “Blooming Against the Odds” luncheon; she served as a Puente Project mentor; and she co—authored an *OER Research and Style Manual* with colleague Raybould-Rodgers.

English Professor **Julia Raybould-Rodgers** attended The Council for the Study of Community Colleges (CSCC) Conference on April 2, 2026 and participated in a panel on “Embedded Tutoring in California Community College: Perspectives from the Field.” She gave a short presentation and answered questions about English embedded tutoring at Allan Hancock College.

**Dr. Alina Romo** reports she and Dr. Kacie Wills organized and hosted the 2026 Western Society for Eighteenth Century Studies (WSECS) in February. (WSECS is the regional arm of the American Society for Eighteenth Century Studies, the country’s major academic society in this field.) Holding the conference was a first for both the society and the college, as the conference has never been held at a community college before. The conference brought scholars from around the country and the world to Hancock, highlighting the conference theme of “Collaboration.” Romo continues in her role as a board member on the Higher Education and the Profession, Community Colleges (HEP) Forum within the Modern Language Association (MLA). She traveled to Toronto, Canada to facilitate the forum’s conference panel on the role of community colleges within the academy, and she will continue to serve on the forum for the next two years. Romo traveled to New York, for the annual Society for the Advancement of Scandinavian Studies (SASS) conference where she presented in honor of Mary Kay Norseng, *emerita* UCLA. Romo’s paper examined Professor Norseng’s seminal article on *Hedda Gabler* and detailed Norseng’s impacts on the field of Ibsen studies. Romo also traveled to the National Library of Scotland in Edinburgh, Scotland to undertake research in the special collections archive of Alexander Fraser Tytler, an eighteenth-century historian, translator, and professor of classics. She transcribed and documented the contents of his commonplace books. Romo’s research findings have been accepted to next year’s North American Society for the Study of Romanticism (NASSR) conference.

English Professor, **Patrick Shattuck**, adjunct since 2015, not only came on board this year as a CCAP instructor, he also released his newest novel, *Sea of Glass*.

This past spring of 2026 **Darren Sullivan** advised eight members of the Allan Hancock College Drama Club through three performances of Classical and Modern dramatic scenes and monologues. Students directed, acted, and staged the performances with the audience seated on the Boyd Hall stage creating an intimate studio theater atmosphere. Students designed and ran the lights as well as handling the fundraising. Their friends and family were deeply impressed. His one-act play, *Hemingway Country*, was a semi-finalist at the Austin Film Festival Script Competition for 2025. His newest screenplay, *Robin Hood's Son*, just won "Best Feature" at The Berlin International Screenwriting Festival for the Spring 2026. <https://www.berlinscriptfestival.com/winners-of-spring-season-2026/>

**Dr. Kacie Wills** reports that she and Dr. Alina Romo organized and hosted the Western Society for Eighteenth-Century Studies Conference at Hancock in February. The conference, themed "Eighteenth-Century Collaborations, included scholars from around the country and gave AHC students an opportunity to experience a professional conference. She published a co-authored article, "Implementing Anti-Racist Pedagogy: A Workshop About Integrating Theory Across the Curriculum," in the *Journal on Excellence in College Teaching*, vol. 36.3 (2025). p. 1-10. <https://celt.miamioh.edu/index.php/JECT/article/view/1197>. As communications fellow for the Keats-Shelley Association of America and editor of online content for *Keat-Shelley Journal+*, Wills compiled teaching content on the K-SAA website related to this year's public outreach theme of Birdsong <https://www.k-saa.org/2025-birdsong-pedagogy>, as well as numerous blog posts and interviews with authors from the *Keats-Shelley Journal*. Her paper, "Fancy, Self-Fashioning, and Colonial Subjugation in Byron's *The Island*" was accepted for the 2026 North American Society for the Study of Romanticism conference that will be held in Los Angeles in November, and her paper, "Reynolds, Tupaia, Reihana, and the British Colonial Print Matrix," was accepted to MLA, which will be held in Los Angeles in January 2027. Wills will be submitting her completed manuscript, *The Pacific, Romanticism, and the British Colonial Print Matrix*, in fulfillment of her contract with Liverpool University Press in September.

**Kristi Brickey**, the amazing Administrative Assistant for English, continues to contribute to and support our department in many crucial ways. She is also very active in department and college events and is a valuable, much appreciated, and, indeed, loved 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 were approved this academic year.

### **ENGL Program Learning Outcomes**

**PLO 1:** Analyze, interpret, and evaluate a diverse range of fiction and non-fiction texts and media. [ENGL C1001, C1002, 105, 106, 107, 108, 110, 119, 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. [ENGL C1001, C1002, 117, 118, 119, 130, 131, 132, 133, 135, 138, 139, 144, 145, 146, 148, 180]

**PLO 3:** Create genre-specific, language-appropriate texts and/or documents for determined audiences. [ENGL C1001, C1002, 104, 105, 106, 107, 108, 110, 137, 140, 180]

**PLO 4:** Articulate the connections, relationships and/or enduring themes among culture, history, and language. [ENGL 105, 117, 118, 119, 130, 131, 132, 137, 138, 139, 144, 145, 146, 148, 180]

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.

**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)?

This spring, the English Department participated in the piloting of a digital DE Peer Review submission process. Eight full and part-time English instructors participated in the new process, which involved submitting an online version of the review to Fred Patrick. The process went smoothly except for the fact that the submitting department does not receive a copy of the digital form, nor does the dean's office. Therefore, the process needs to be streamlined to provide a digital copy of the form to the hosting department and/or the dean. The department chair needs the information for this part of the yearly update that is part of program review, and the dean's office should have a copy of the digital form in case of future accreditation checks. As a temporary fix, Fred Patrick has summarized some, but not all, of the information and sent it, upon request, to my department linked here: [Senior's review of Henderson ENGL C1000](#), [Ying Hood's review of Nuñez ENGL 106](#), [Meza's review of Nuñez ENGL 131](#). The following English courses were DE peer reviewed in spring 2026:

English DE Peer Review Spring 2026

Course	Instructor	Peer Reviewer
ENGL C1000	Bruce Henderson	Robert Senior
ENGL C1001	Julia Raybould-Rodgers	Janae Dimick
ENGL 131	Tina Nuñez	Ryan Meza
ENGL 106	Tina Nuñez	Chellis Ying Hood
ENGL C1000	Ryan Meza	Matt Hiding

b. What were some key findings regarding RSI

- Some strengths:

All English DE courses reviewed in spring 2026 showed regular 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 2026 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 2026 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:

One of the best ways we can improve our DE Peer Review process is to garner more participation. While we have had historically, including this year, participation from both full-time and part-time English instructors, such participation is spotty and often involves the same instructors from year to year. Perhaps the college could institute some sort of rotation plan, so all or most or 75% of --some reasonable determination suggested, perhaps, by the DE Committee—DE instructors within a particular department participate over the course of a 6-year Program Review cycle. Otherwise, participation is voluntary, which is fine and preferred, except that the volunteers tend to be the same instructors repeatedly.

d. What is the plan for improvement?

Next year, especially now that we have experience with the new DE Peer Review digital submission form, we intend to begin our peer reviews in the fall, which will give us more time to solicit participation.

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

- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

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

**Sample:**

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

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

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

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Class set of MacBook Neo laptops computers
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2025-2026</i>
<b>Description:</b>	
<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>The English Department requests \$16,339.88 for a class set of 30 13-inch MacBook Neo laptop computers to replace the outdated MacBooks in the Building C computer cart. The excel spreadsheet can be accessed here: <a href="#">ENGL Resource Request 2025-2026</a>. The <a href="#">corresponding estimate</a> is also linked here.</p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

## **Area of Focus Discussion Template**

### **ENROLLMENT TRENDS AND EFFICIENCY**

**Enrollment Trends and Efficiency** – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

**Possible topics:**

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. **What data were analyzed and what were the main conclusions?** Data pertaining to the following groups was analyzed for academic year 2025-2026:

- A. Overall English Department enrollment and FTES trends, both excluding and including CCAP
- B. Overall success, retention, and persistence for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)
  - i. Success, retention, and persistence by modality for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)
  - ii. Success, retention, and persistence by gender for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)
  - iii. Success, retention, and persistence by ethnicity for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)
- C. Success, retention, and persistence by modality for ENGL 130 and ENGL 131, core courses within the English major.

**A) Overall English Department enrollment and FTES trends, both excluding and including CCAP:** For the last ten years, the English department has seen falling FTES numbers. To put it bluntly: our enrollments are falling. From academic years 2015-2016 through 2016-2017, FTES were 880.4-871.5, dropping to 526.2 in post-pandemic years, and now rising in academic year 2025-2026 to 640.5. These numbers include CCAP. When CCAP is removed, the enrollments indicate that beginning in academic year 2020-2021, CCAP is an increasing driver of our FTES. When isolating the FTES for CCAP alone, the numbers clearly indicate the growing role CCAP has on our FTES numbers. In academic year 2021-2022 the CCAP FTES was 1.4. That number has dramatically increased since then to 67.1 in 2024-2025 and 99.8 FTES in 2025-2026. At the same time that the FTES numbers for CCAP have risen, so too have the enrollment numbers, from 20 students in

2021-2022 to 1,217 students in 2025-2026. In 2021-2022, there was one section of CCAP whereas in 2025-2026 there were thirty-eight. It is important to note that CCAP enrollments benefit our FTES numbers while not impacting our FTEF numbers in any way since these courses are taught by high school teachers and not Allan Hancock College professors.

**FTEFs:** The English Department has lowered its FTEF significantly, from an average range of 61.618-68.664 in academic years 2015-2018-2019, to 54.063 in academic year 2025-2026. This suggests that our faculty are helping the college lower its operational costs and are functioning at a more efficient rate than in previous years. When fewer faculty teach a larger number of students, more tuition is generated per dollar spent on salaries, etc. In this way, the English Department is maximizing its current faculty at a more efficient rate than in previous years. Alternately, however, lower FTEF numbers may also suggest the English Department is sacrificing quality to efficiency. Low student-to-faculty ratios are a metric for measuring the quality of the learning environment, indicating how much time, for example, a professor can spend with any one student. When FTEF numbers are low, it indicates a higher student-to-faculty ratio, suggesting less individual attention for our students and the potential for a higher degree of faculty burn out.

**Persistence:** In fall 2024, the average AHC total persistence percentage was 64%. According to institutional data, male identifying students and white identifying students were both disproportionately impacted groups in the college. For English majors, there are no disproportionately impacted groups in terms of persistence from fall to spring. In fall of 2024, English majors persisted at the rate of 72%, which is above the AHC average. This percentage can be broken down further in terms of ethnicity and gender: 67% Hispanic, 75% white, 100% of other and 65% female, 86% male, and 50% non-binary. Taken together, English majors persisted from fall to spring at a rate higher than the college's, across multiple metrics.

**Success and Retention:** In academic year 2024-2025, students taking courses within the English Department had an overall success rate of 64% compared to the college rate of 75%. The overall retention rate for English was 86% whereas the college had an 89% retention rate.

**By Ethnicity:** The overall AHC success numbers for academic year 2024-2025 disaggregated by ethnicity were 73% Hispanic, 81% white, and other 77%. The retention numbers are 89%, 91%, and 90% respectively. For students enrolled in all English courses the success numbers disaggregated by ethnicity were 61% Hispanic, 74% white, and 66% other. This is an increase for English in all categories from over the last five years. This is notable because one of the key disproportionately impacted student groups on campus is Hispanic. The English Department's success rates have risen in this category, indicating the department's continued dedication to our Hispanic students' success.

**By Gender:** The overall success and retention rates for gender at the college level are 75% for female identifying students, 75% for male identifying students, and 78% for non-binary identifying students. The retention rates are 89%, 90%, and 91%, respectively. For students

enrolled in English classes the overall success rate for both female and male identifying students is 64% whereas non-binary students in English succeeded at 63%. The retention numbers are 86% and 79%, respectively.

**By Modality:** The overall success and retention rates by modality for the college are 58% success and 85% retention for hybrid, 74% success and 85% retention for online synchronous, 71% success and 86% for online asynchronous, and 79% success and 91% retention for onsite instruction. For students enrolled in all English courses the numbers are as follows: 53% success and 83% retention for hybrid classes, 64% success and 81% retention for online asynchronous classes, and 74% success and 91% retention for fully onsite instruction.

See next section for further breakdown of above data as it relates to ENGL 101 (C1000) and ENGL 103 (C1001).

## FTES FTEF

Course Summary by Department and Academic Year \*Stuck? Press F5 to reset view\*

Credit Status: CR Time Period Type: Academic Year View Detail: Department Course Campus: (All) CCAP Filter: Not CCAP

Spotlight ie FTEF

Credit Status	Department	View Detail Filter Subject	View Detail Filter Course	Time Period											
				15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	
CR	English	All	All	Sections	235	230	218	233	223	213	217	203	194	209	198
				Max Enroll	6,853	6,926	6,841	6,986	6,404	6,223	6,107	5,366	5,120	5,512	5,218
				Census Enroll	6,119	6,106	5,927	6,039	5,634	5,074	4,715	4,536	4,583	5,013	4,689
				Avg Class Size	26.0	26.5	27.2	25.9	25.3	23.8	21.7	22.3	23.6	24.0	23.7
				FTEF	880.4	871.5	780.6	757.6	667.5	596.0	552.3	521.9	523.1	577.3	540.6
				FTEF/FTEF	68.664	66.981	61.618	63.557	59.512	57.629	58.683	54.749	52.083	57.307	54.063
<b>Grand Total</b>				Sections	235	230	218	233	223	213	217	203	194	209	198
				Max Enroll	6,853	6,926	6,841	6,986	6,404	6,223	6,107	5,366	5,120	5,512	5,218
				Census Enroll	6,119	6,106	5,927	6,039	5,634	5,074	4,715	4,536	4,583	5,013	4,689
				Avg Class Size	26.0	26.5	27.2	25.9	25.3	23.8	21.7	22.3	23.6	24.0	23.7
				FTEF	880.4	871.5	780.6	757.6	667.5	596.0	552.3	521.9	523.1	577.3	540.6
				FTEF	68.664	66.981	61.618	63.557	59.512	57.629	58.683	54.749	52.083	57.307	54.063
				FTEF/FTEF	12.8	13.0	12.7	11.9	11.2	10.3	9.4	9.5	10.0	10.1	10.0

## FTES FTEF

Course Summary by Department and Academic Year \*Stuck? Press F5 to reset view\*



Credit Status: CR Time Period Type: Academic Year View Detail: Department Course Campus: (All) CCAP Filter: (All)

Spotlight ie FTEF

Credit Status	Department	View Detail Filter Subject	View Detail Filter Course	Time Period											
				15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	
CR	English	All	All	Sections	235	230	218	233	223	213	218	205	196	231	236
				Max Enroll	6,853	6,926	6,841	6,986	6,404	6,223	6,127	5,406	5,180	6,127	6,435
				Census Enroll	6,119	6,106	5,927	6,039	5,634	5,074	4,726	4,557	4,608	5,564	5,627
				Avg Class Size	26.0	26.5	27.2	25.9	25.3	23.8	21.7	22.2	23.5	24.1	23.8
				FTEF	880.4	871.5	780.6	757.6	667.5	596.0	553.7	524.4	526.2	644.4	640.5
				FTEF	68.664	66.981	61.618	63.557	59.512	57.629	58.683	54.749	52.083	57.307	54.063
<b>Grand Total</b>				Sections	235	230	218	233	223	213	218	205	196	231	236
				Max Enroll	6,853	6,926	6,841	6,986	6,404	6,223	6,127	5,406	5,180	6,127	6,435
				Census Enroll	6,119	6,106	5,927	6,039	5,634	5,074	4,726	4,557	4,608	5,564	5,627
				Avg Class Size	26.0	26.5	27.2	25.9	25.3	23.8	21.7	22.2	23.5	24.1	23.8
				FTEF	880.4	871.5	780.6	757.6	667.5	596.0	553.7	524.4	526.2	644.4	640.5
				FTEF	68.664	66.981	61.618	63.557	59.512	57.629	58.683	54.749	52.083	57.307	54.063
				FTEF/FTEF	12.8	13.0	12.7	11.9	11.2	10.3	9.4	9.6	10.1	11.2	11.8

## FTES FTEF

Course Summary by Department and Academic Year \*Stuck? Press F5 to reset view\*

Credit Status: CR | Time Period Type: Academic Year | View Detail: Department | Course Campus: Off Campus | CCAP Filter: CCAP Course |  

Credit Status	Department	View Detail Filter Subject	View Detail Filter Course	Time Period						
				21-22	22-23	23-24	24-25	25-26		
CR	English	All	All	Sections	1	2	2	22	38	
				Max Enroll	20	40	60	615	1,217	
				Census Enroll	11	21	25	551	938	
				Avg Class Size	11.0	10.5	12.5	25.0	24.7	
				FTEF	1.4	2.6	3.0	67.1	99.8	
				FTEF						
				FTEF/ FTEF						
				Grand Total	Sections	1	2	2	22	38
				Max Enroll	20	40	60	615	1,217	
				Census Enroll	11	21	25	551	938	
Avg Class Size	11.0	10.5	12.5	25.0	24.7					
FTEF	1.4	2.6	3.0	67.1	99.8					
FTEF										
FTEF/ FTEF										

**B) Overall success, retention, and persistence for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)** Academic year 2024-2025 had the highest success and persistence rates for ENGL 101 (C1000) in the last five years, increasing from an average of 55% to 61% success and from approximately 80% up to 86% retention. ENGL 103 (C1001) also saw an increase although less dramatic, 77% and 88%, respectively.

- i) Success, retention, and persistence by modality for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)** The overall success and retention rates by modality for the college are 58% success and 85% retention for hybrid, 74% success and 85% retention for online synchronous, 71% success and 86% for online asynchronous, and 79% success and 91% retention for onsite instruction. Since academic year 2021-2022, ENGL 101 (ENGL C1000) has illustrated disproportionate impact in the hybrid modality in terms of both success and retention. In academic year 2024-2025, the success rate for hybrid ENGL 101 classes was 53% with a retention rate of 83%. The fully online asynchronous courses also illustrate disproportionate impact regarding success and retention, with a success rate of 56% and a retention rate of 80%. In academic year 2024-2025, fully in-person courses increased success and retention from the year before, up to 79% and 95%. These are the highest success and retention rates in this modality for the last five years.

Since 2021-2022, English 103 (C1001) has shown disproportionate impact in terms of success and retention in the fully online asynchronous modality. Success rates have ranged from 64% to 74% across the period, with academic year 2024-2025 illustrating success rates of 68% and retention rates of 82%. For the fully onsite courses, the success rates are 84% whereas the retention rates are 92%.

# PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



ii) **Success, retention, and persistence by gender for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)** The overall success and retention rates for gender at the college level are 75% for female identifying students, 75% for male identifying students, and 78% for non-binary identifying students. The retention rates are 89%, 90%, and 91%, respectively.

Three of the last five academic years illustrate disproportionate impact in success in ENGL 101 (C1000) among our male students. Academic year 2024-2025, however, identifies a seven-point increase in the success of students who identify as male. The success rate for male identifying students in this year is 60% with a retention rate of 86% up from 84% the previous year. There is no DI for male identifying students in academic year 2024-2025. Female identifying students also increased their success rates, from 51%-57% in the past five years to 61% in academic year 2024-2024. The retention rate for female identifying students also increased from 83% in the previous year to 86% in academic year 2024-2025. Success rates for students who identify as non-binary have stayed relatively consistent over the past five academic years, dropping to 40% in 2022-2023, indicating disproportionate impact for that group, and rising in 2024-2025 to 53%. The retention rates for students who identify as non-binary have stayed flat for the last two academic years, at 74%.

Success and retention rates among gender groups in ENGL 103 (C1001) have fluctuated within a similar range for the last five years, with the last two academic years, 2023-2024 and 2024-2025, showing an increase across all three groups. In academic year 2023-2024, success rates for female identifying students was 78%; in the following year it was 76%. For the same range of years, male identifying students

succeeded at 79% and 78%, respectively and non-binary identifying students held at 83% across both years. Retention rates for all three groups held within one percentage point for both male and female identifying students whereas non-binary identifying students decreased retention from 100% to 89%. It should be noted that the portion of the student body who identify as non-binary is relatively small, so a drastic change in retention and success can be brought on by a limited number of students.

## PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



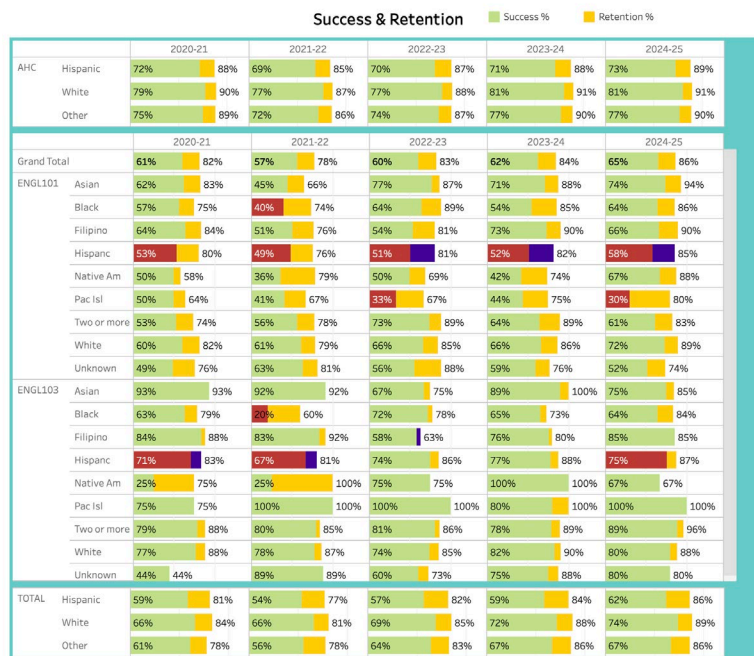
- iii) **Success, retention, and persistence by ethnicity for ENGL 101 (ENGL C1000) and ENGL 103 (ENGL C1001)** The overall AHC success numbers for academic year 2024-2025 disaggregated by ethnicity are 73% Hispanic, 81% white, and other 77%. The retention numbers are 89%, 91%, and 90% respectively.

Since 2020-2021, ENGL 101 (C1000) has shown disproportionate impact for Hispanic students, ranging from 49% in 2021-2022 to the average of 51% across other years. In academic year 2024-2025, that number rose to 58%, a six point increase from the year before. The retention rate also increased in the same year to 85% for Hispanic students. Although illustrating improvements, ENGL 101 (ENGL C1000) consistently illustrates disproportionate impact on Hispanic students. The only other group illustrating DI is Pacific Islander, with success rates between 30% to 33% and retention rates from 64% to 80%. White students succeeded at a rate of 72% in academic year 2024-2025 and were retained at 89%. The category of Other, which includes Asian, Black, Native American, Multi-racial, Filipino, and Unknown, has a 62% success rate and a 85% retention rate, the highest of both rates for that category over the last five years. While white identifying and Hispanic identifying students perform under the college average in terms of success and retention, students who

identify as one of the aforementioned categories within Other perform above the average.

ENGL 103 (C1001) also shows disproportionate impact for Hispanic students although two of the five last academic years did not illustrate DI for this population. In academic year 2024-2025, the success rate for ENGL 103 (C1001) was 75%, which illustrates DI. The retention rate of 87%, however, does not indicate DI for this group. White students during the same academic year have a success rate of 81% and a retention rate of 89%. Students who identify as one of the ethnicities listed under Other (see above) succeeded at 80% and were retained by 88%.

## PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



**C) Success, retention, and persistence by modality for ENGL 130 and ENGL 131, core courses within the English major:** In academic year 2024-2024, the English Department began offering its core literature courses onsite in alternating years. Although the data below is not from the current academic year, 2025-2026, the previous year's data is only now available to evaluate. Based on the first year's success, retention, and persistence rates the following conclusions can be drawn:

The courses were taught onsite by two different professors. The overall success, retention, and persistence rates for ENGL 130 and 131 taught onsite are significantly higher than online. ENGL 130 ranged from a 65% success rate to a 75% success rate from academic year 2020-2021 through academic year 2023-2024. The retention rate during the same period was between 74% and 83%. In academic year 2024-2025, the success rate for ENGL

130 was 85% and the retention rate was 90%. ENGL 131 ranged from a 50% success rate to 74% success rate from academic year 2020-2021 through academic year 2023-2024. The retention rate during the same period was between 68% and 83%. In academic year 2024-2025, the success rate for ENGL 131 was 80% and the retention rate was 87%. In previous years, Hispanic students were often disproportionately impacted in terms of success rates. Since Fall of 2023, there have not been any groups disproportionately impacted in either ENGL 130 or 131.

## PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



- 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?

The major challenges the English Department faces in terms of enrollments and efficacy are largely out of our control. Nation-wide trends in decreasing enrollments within higher education are not going to change any time soon, with all data pointing to the acceleration of declining enrollment over the next ten years. Moreover, CCAP is mandated at the State level, decreasing local control over where and how students access our courses or college at all. While CCAP students help our enrollment and FTEF numbers in the short term, the long-term ramifications of an entire generation leapfrogging over the college experience will not be understood for decades. If, as is often parroted, CCAP students “were never going to come to Hancock anyway,” and if less children are being born across the country thereby impacting the student population for years to come, then CCAP is really just a short-term fix for a much bigger, systemic problem. Since these trends are outside the department’s control, what lies in our control becomes that much more critical, especially

in terms of serving those students overlooked by CCAP and other acceleration models. These students, low-income, first-generation, Hispanic, and male students, along with returning and older students, must become our focus. The department has already made significant gains in serving these populations, but more work must be done. CCAP and AB1705 both use the concept of equity as the means by which to offer *less* to California's Black, Hispanic, first-generation, and low-income students. In this view, access is equal to education. Access, however, is not equal to quality or expertise. What the English Department at Hancock offers, that a local high school cannot, is stellar faculty, teachers who are scholars, writers, poets, authors, and experts in their fields. One of the greatest crimes in education is handing a student a subpar education and calling it knowledge. The challenge our department faces is not just plummeting enrollments and the encroachment of CCAP on our classes, but rather, it is the task of showing our community just how much better an education they and their children will receive if they join us in our classrooms, classrooms in which marginalized students aren't just handed access but are challenged to claim their educations.

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

First, due to the ongoing and increasing success of face-to-face onsite modalities, the English Department should consider a) increasing the availability of fully in-person sections of ENGL 101 (C1000) and b) determining why online success rates for the same courses, both hybrid and asynchronous, are lower. To do this, the English Department should work with Administration in terms of scheduling and Counselling in terms of messaging.

Second, due to the ongoing and increasing number of CCAP students taking their English courses at the high school with high school teachers rather than college professors, the English Department needs to begin an advertising campaign, emphasizing the work its faculty are doing in the community and within the academy. Moreover, we should be tracking our transfer placements in order to highlight the incredible outcomes for AHC English majors.

**ACTIONABLE:** In terms of the former, more fully in-person sections of ENGL 101 (C1000) should be offered at "prime" scheduling times so that more students may access them. In terms of the latter, students often perceive a hybrid or online modality as "easier," since there are less hours in the classroom, but in many ways hybrid and online courses entail more individual work for the student to do on their own time outside of the classroom setting. The disproportionate impact illustrated within Hispanic and male student population groups may be due to scheduling choices based on the misconception that less time in the classroom means less work overall. By working with Counselling and the First Year Cohort group, incoming Freshman should be made aware of the vast differences, workloads, and expectations across the modalities.

**ACTIONABLE:** A pamphlet outlining the differences among the various modalities and their respective workloads should be created and circulated to incoming students at the Registration Rally and Bow Wow, etc. An online version should be posted on the English

Department webpage, as well. Posters detailing the information with a QR code to the English Department webpage should be made and hung around campus.

**ACTIONABLE:** Collect data from the University Transfer Center and from surveys sent to past students about their university attendance, funding opportunities, and post-degree careers. Make it the standard of practice to collect transfer data every year from our English majors.

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

Measuring results will occur by evaluating Institutional Effectiveness data, revisiting each of the categories and subcategories detailed in this review of program efficacy. By tracking student outcomes alongside the changes described above, the English Department will be able to continue modifying course modalities and schedules in order to best serve students. Results will also be measured by evaluating student surveys and University Transfer Center data.



# Proposal

**Proposal Number**

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05/05/2026

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Cooperative Piggy-Back Agreement held by Downey Unified School District and Apple Inc. Apple Corporate Contract Number 1695400. Customer Contract Number Bid No. 23/24-11 for Apple Computer Products, Services, and Related items.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MHFA4LL/A 13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD - Silver	30	499.00	14,970.00 USD
			Recycle Fee	120.00 USD
	Specifications			
	<ul style="list-style-type: none"> <li>Chip (Processor): A18 Pro</li> <li>Unified Memory: 8GB unified memory</li> <li>SSD Storage: 256GB SSD storage</li> <li>Power Adapter: 20W USB-C Power Adapter</li> <li>Keyboard Language: Magic Keyboard - US English</li> <li>Accessory Kit: Accessory Kit</li> </ul>			

Subtotal 15,090.00 USD

Estimated Tax 1,309.88 USD

Total 16,399.88 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

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

**EQUIPMENT NEEDS**

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ - 2	Equipment	5 Video cameras \$600 each	One-time	1 = High	\$ 3,000.00
English		Yearly Planning and Core Topic	2025-2026		Equipment	Class set of 30 13-inch MacBook Neo laptops to replace outdated MacBooks in the Building C Computer Cart: see estimate	One-time	1 = High	\$16,339.88
					Equipment				
						TOTAL			TOTAL \$ 19,339.88

Program Review Signature Page:

  
Aina Romo (Jun 1, 2026 16:26:44 PDT)

*Christina Nunez*

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Program Review Lead



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Program Dean



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Vice President, Academic Affairs

Jun 1, 2026

Jun 1, 2026

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Date

Jun 8, 2026

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Date

Jun 15, 2026

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Date










# 25.26 ENGL Yearly Planning - Enrollment and Efficiency Core Topic








Final Audit Report

2026-06-15

Created:	2026-06-01
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAJFIZdf7SCxO8l3g_vfVO4tvZKovi-tyt

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