

English 6-year Program Review 2024 - 2025

English:

Date: 04-14-2025

- Program Review (6-year), AY 2024-2025 - English

Sorted by: Program

SI Section Templates: SECTION 1: PROGRAM OVERVIEW (2024 template), SECTION 1: PROGRAM OVERVIEW - GOALS (2024 template), SECTION 2: COURSES (2024 Template), SECTION 2: COURSES - GOALS (2024 template), SECTION 2: Courses in Department (Table, 2024 template), SECTION 3: ASSESSMENT (2024 template), SECTION 3: Assessment of PLOs (Table), SECTION 3: Assessment of SLOs (Table), SECTION 4: STUDENT SUCCESS (2024 template), SECTION 4: STUDENT SUCCESS - GOALS (2024 template), SECTION 4: Student Success by Ethnicity/Race (Table), SECTION 4: Student Success by Gender (Table), SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT (2024 Template), SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT - GOALS (2024 Template), SECTION 6: RESOURCES (2024 Template), SECTION 6: RESOURCES - FACILITIES and EQUIPMENT GOALS (2024 Template), SECTION 6: RESOURCES - HIRING GOALS (2024 Template), SECTION 6: RESOURCES - OTHER RESOURCE GOALS (2024 Template), SECTION 6: RESOURCES - STUDENT SUPPORT GOALS (2024 Template), SECTION 6: RESOURCES - TECHNOLOGY GOALS (2024 Template), SECTION 7: CONCLUSION (2024 Template)

English

SECTION 1: PROGRAM OVERVIEW (2024 template)

Program Review (6-year), AY 2024-2025 - English

1.1 Introduction

List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles. Note major changes in personnel since the last program review.

Fall 2024: Full-Time Faculty

Sarah McKinnon

Heather Watson-Perez -- Dean of Student Equity and Success as of 1/1/25

Melissa Reeve

Christopher McBride

Michael Wylly

Erin Farmer

Joshua Scott

Jonathan Schouten

Isabel Anderson

Fall 2024: Part-Time Faculty

Jeremy Throne
Nicholas Talbott
Winifred Hunton-Chan
Kelly Ryan
Michele Lamons
Christina Gifford
Jacqlyn Vetter
Nathan Connolly
Steven Federle
Robert Whitton
Glenn Keyser
Ruth MacKechnie
Melanny Garcia
Hajera Ghori
Gary Engle
Samantha Shubrook
Renee Hamlin
Christopher Summers

Spring 2025: Part-Time Faculty New Hires

Faith Hanna
Daniel Bueno
Athena Murphy
Kehinde Badiru
Gaia Veenis

Major Changes in Personnel:

Loss of FT faculty

The English Department has been negatively impacted by seven unreplaced retirements, resignations, and/or reassignments. Full-time faculty retired, resigned, or were reassigned away from English without replacements in 2018 (2); 2020 (2); 2021 (1); 2022 (1) and 2023 (1). Part-time faculty hiring has been ongoing, but multiple full-time faculty replacements are needed.

Reluctance of the Administration and Academic Senate to Recruit Full-Time English Faculty

No new full-time hires have been allocated to the English Department since 2016, even while the department has lost 7 full-time faculty over the last 8 years. Other disciplines have been continually supported on campus with new hires, while the English Department has seen its full-time faculty numbers halved. The department looks forward to working with administration and the Academic Senate to remedy this situation. The department is excited to hire a new full-time faculty member who will be onboarded in Fall '25 to assist with coursework and administrative assignments.

Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes.

Note also any organizational changes (for example, if the program is now in a different School/Division than before).

If changes have already led to noticeable improvement, please describe.

There have been no significant curricular or sequential changes to the English degrees since our last program review in 2017. The English Department of Solano College continues to offer two degree pathways: the AA-T degree which conforms to the Associate Degree for Transfer as mandated by California Community Colleges Transfer Model Curriculum, and a more robust AA in English which meets and exceeds the ADT standards while crediting students for additional coursework expected of transfer partners who are not the CSU's (e.g. multiple University of California campuses such as UC Davis).

CTE Programs: Describe the membership of the program's advisory board. Describe how the program requirements are influenced by the advisory board, accrediting institutions, and other external organizations. Note how the membership might be expanded to get more helpful, diverse voices in the field.

n/a

CTE Programs: Provide advisory board minutes from the past two years [upload to the blue folder in the upper right corner of Section 1]. If minutes are unavailable, please describe what meetings have taken place, noting dates, if possible, along with attendees' names and professional positions.

n/a

1.2 Future Outlook

Describe conditions (inside the college, or beyond) that may affect the future of the program in the coming years. For example, note what factors may put a strain on the program or give it a boost in the next five years.

Understanding Transfer Patterns and Student Trends

The department will continue to monitor transfer patterns to CSUs, UCs, and other transfer institutions. According to Datamart, the number of degrees in English awarded appears to have returned to pre-Covid numbers. However, the number of ADTs awarded grossly exceeds the number of AA's:

AY	Number of AA-T	Number of AA	Total Degrees
2021-2022	15	2	17
2022-2023	16	1	17
2023-2024	15	2	17

Should these trends persist, the department may want to explore reducing its degree offering to an ADT only. Influencing factors may include the recent shift to Cal-GETC in Fall 2025 or other significant statewide legislation. The department may also want to assess the impact of other subjects and/or degree pathways in adjacent disciplines and how the English program may benefit, including journalism, creative writing and humanities. Finally, English is one of the disciplines contributing to the Ethnic Studies requirement, and English course enrollments may benefit from these additional pathways to the English degree.

English Full-time Faculty In Other Disciplines

For the last few years, Humanities, Film, and Journalism have been taught by full-time English faculty. These assignments also involved rewriting courses in Humanities as well as courses, certificates, and the ADT for Journalism. One consequence is that with the loss of Heather Watson-Perez to management, we were not able to offer Humanities courses this Spring.

Dual Enrollment – Vision 2030 -- CCAP

Vision 2030 calls for every high school student to complete 12 community college units by 12th grade. This is a significant and ambitious goal, and the English department will no doubt be front and center as we consider these efforts. The Academic Senate has created a taskforce that will meet in Spring 2025 with a goal of creating a cohesive focus (target population, classes to be taught, assignments) and to consider resources and professional development needed. The English department will need to contribute our perspective to this taskforce and we are uniquely qualified to assist in these efforts, as we have been involved in earlier dual enrollment efforts. English faculty have also been instrumental in the development of Learning Communities, First Year Experience, Puente, and other programs targeting underrepresented populations and students transitioning from one system to another (e.g. high school to community college, community college to University of California).

Rising Scholars

Our Rising Scholars programs have been offered at the Vacaville Prison systems (including CMF) for the past ten years, but have taken off in terms of coordinating efforts by offering in-person classes for English 1, 2, and 4 as well as English 24, the short story. Since 2020, we have been able to offer and fill the above classes as in-person offerings. The classes at CMF have been extremely successful; the retention and success rates at CMF and CSPA have exceeded those at the Fairfield campus with higher average student GPAs. In other words, Rising Scholars has shown its value as the retention numbers and GPA of our students are better than those outside the correctional institution. The program has grown over this period of time and is now recognized as the model for the state in offering courses at correctional institutions.

[Next up is validating the above statements by providing the numbers as they are made available here.---NEED THIS Data]

POCR Review for Online Courses

Faculty who teach online courses will work with the Solano College Online Committee to have their courses reviewed through the POCR process. This will provide the opportunity for improved online course quality and consistency. This process will also allow for courses to be offered via the California Virtual Campus online system, potentially promising increased course enrollments as students from other campuses enroll at SCC.

Credit by Exam

Credit by Exam has been an ongoing discussion in our department, but there are limits on the

Composition and Critical Thinking sequence. Although the California State University system will honor Credit for Prior Learning or Credit by Exam for the “core four,” the University of California will not. For our Literature and Creative Writing classes, there is the option. The department has agreed that we would allow a student the option to sit for a timed-essay exam or submit a research-supported paper that demonstrates a student has met the SLOs for the course. However, the college has not put in place the stipend agreed to in Board Policy 6041, section 2.D which states that “The College will negotiate with the faculty association to determine an appropriate stipend for faculty time related to assessing and awarding credit for prior learning.” As such, there is no method to compensate faculty for the time spent administering and assessing an exam or essay submission.

Assisting Underprepared Students and Non-readers

More and more, college faculty are encountering students who are not proficient readers and have relied on other strategies to get through their school work. However, those skills are not sufficient for college-level reading and writing. This challenge is not at all unique to Solano College and is the direct result of decades of poor reading instruction at the K-12 level, where the commodification and commercialization of the whole language model has derailed efforts to teach kids to read since as far back as the 1970s. This has been documented by many researchers as reported by Emily Hanford in her award-winning podcast “Sold a Story.” The gaps in literacy correlate to education gaps more broadly in that students of color and of lower socioeconomic status are most affected. While the whole language model has reached elementary schools everywhere, wealthier families, and parents with higher educational attainment, have generally made up the difference with home instruction, individual tutoring, or tutoring services.

The reading programs at SCC and most CCCs have been dismantled and fewer faculty have reading-specific training. There is little evidence that simply giving students more opportunities to read means that their reading will improve; the solution is direct instruction in old school reading strategies like phonics. Such a major challenge cannot be “owned” by the English Department, alone. However, we are best suited to lead the way and intend to look closely at the issue from a variety of angles, in collaboration with existing support services on campus, and develop a plan.

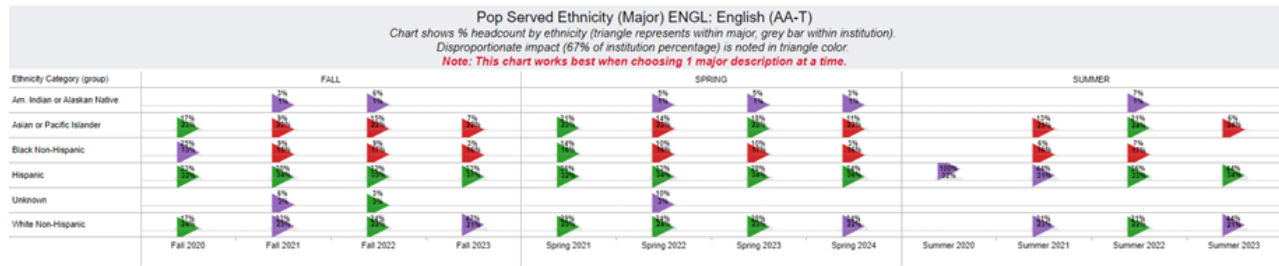
CTE programs: Review the provided labor market data, including employment and wage projections for employees in fields related to the program [upload any additional data to the blue folder in the upper right-hand corner of Section 1]. Comment on any areas that appear especially relevant to the program and its graduates.

n/a

1.3 Population

Address how the population of students majoring in the program and/or taking classes in the program differ from the college as a whole; note what demographics (age, race, gender, etc.), are more or less represented, if any. Reflect on and describe what your department might do to help draw a more diverse group of students.

Data indicated that there is not much disparity across classes, but below is information on English majors:



Gender data for English classes is consistent with the college as a whole (approximately 60% female and 40% male). Ethnicity data for English is also consistent with the college-wide data (on average, from 2013-2016, 21% Asian/Pacific Islander, 19% Black, 28% Hispanic, and 27% White).

In the student survey, students were asked to identify why they were taking Program courses. Please summarize and briefly discuss the results.

The expansion of online literature course offerings during COVID allowed the department to offer more literature courses than in prior years, which saw a significant decline in enrollment in such courses. Enrollment had declined to the point that we had cut back course offerings to a minimal selection of survey courses and one genre course per semester.

In recent semesters, enrollment in literature courses has increased. We currently offer and fill a healthy selection of online and in-person survey and genre courses, and the English Department is hoping to expand in-person offerings. Based on student responses to questions about why they were taking one of the literature offerings, we know that the American Literature and British Literature survey courses draw mostly English majors seeking to meet transfer requirements. However, there are a few students who take the courses to meet GE requirements and/or are avid readers interested in the course content.

The Multi-ethnic and African American Literature courses draw both English majors and students seeking to fulfill the newly-implemented Ethnic Studies graduation requirement. Students report taking the genre courses, such as Introduction to The Modern Novel, Introduction to The Short Story, and Introduction to Poetry for a variety of reasons, with enrollments including English majors, those interested in literature as a possible field of study, and students in other fields seeking to fulfill a GE requirement or Liberal Studies degree. The Introduction to Poetry course, offered online in the Fall semester, appeals to students in a number of other majors, including students in the Nursing Program, who find the online course convenient for their demanding schedules. Finally, we recently began offering literature courses in the College’s Rising Scholars Program of instruction in correctional institutions.

SECTION 1: PROGRAM OVERVIEW - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - English

----- Program Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
Recruitment	Career nights; English club; local high school visits	Department Chair/Faculty	Important	Long Term	Time and Energy (and Department Chair process)
Full-Time faculty 1st Year English Coordinator that would help coordinate tutors for the department	Revise Job Description for Fall 2025 start	English Department	Important	Short Term	Current funding option is temporary (AB1705)
Department Chair	Interest Based Bargaining	Josh Scott	Important	Short Term	Difficult to align divergent interests; Possible College pushback
Address issues with students' reading skills	Sabbatical for full time faculty member research best practices and create a plan to address reading instruction	Josh Scott/English Department	Important	Long term	College Resources

SECTION 2: COURSES (2024 Template)

Program Review (6-year), AY 2024-2025 - English

2.1 Course Offerings

Specify which courses in the department and/or degree/certificate have been deleted or added since the last program review, and what prompted those changes. If these changes have already led to improvement, please describe.

CTE programs: Note how advisory board input has contributed to course changes.

From ISER (and revised): In 2022, in response to student success data, the English Department decided to move from a co-requisite model for students falling below the transfer-level course on the multiple measures placement and instead offer a “super-sized,” 5-unit course, English 1X: College Composition with Support. This move eliminates the need for students to enroll in two separate CRNs, and avoids revising the course outline to include not only the discipline-specific elements of basic reading and writing skills but also student skills and student affective issues, such as a sense of belonging, self-confidence, and self-awareness. Additionally, the ESL/English faculty decided to eliminate the ESL pathway in favor of a 5-unit College Composition for Non-Native Speakers course supported by a faculty-staffed ESL lab in the Academic Success and

Tutoring Center. Both courses were approved by CSU, UC, and IGETC and first offered in Spring 2024.

Current Courses

ENGL001: College Composition
ENGL002 - Critical Thinking and Writing About Literature
ENGL004 - Critical Thinking and Writing
ENGL006 - Creative Writing I
ENGL007 - Creative Writing II
ENGL010 - Creative Writing III
ENGL018 - Intro To Mythology
ENGL021 - Introduction to Poetry
ENGL023 - Introduction to the Modern Novel
ENGL024 - Introduction to the Short Story
ENGL030 - Survey of American Literature I
ENGL031 - Survey of American Literature II
ENGL033 - Survey of African American Literature
ENGL036 - Multi-Ethnic Literature in America
ENGL039 - Introduction to LGBTQ+ Literature and Culture
ENGL040 - Survey of British Literature I
ENGL041 - Survey of British Literature II
ENGL044 - Introduction to Shakespeare
ENGL058 - Creative Writing: The Literary Magazine I
ENGL059 - Creative Writing: The Literary Magazine II

Deleted Courses:

English: Basic Skills Courses/All Eliminated by Assembly Bill 1705

1. English 305
2. English 350L/355L
3. English 360
4. English 370L
5. English 380

Describe what new course(s) are planned and provide reasons for these new offerings. How do the new courses align with the college mission and/or goals related to equity and student success?

CTE programs: Note how advisory board input has contributed to planned course changes.

Please add any new course plans to the Course Goals table at the end of Section 2.

We are overhauling English 001 to align with the Chancellor's office guidelines and common course numbering. We will be eliminating English 001X. The overall curriculum plan is meant to

align English department and SCC offerings with AB1705 requirements. This process is ongoing.

Common Course Numbering (CCN) for English 1, English 1X, English 1E:

A significant change to the course outline includes de-emphasizing research in Freshman College Composition which in many ways allows for a revolutionary approach for long-established department practices, including a hyper-focus on the writing process. Perhaps most appealing is the opportunity to remove some of the barriers that may exist related to the way research has been incorporated in our curriculum, not only as a large portion of the course work and students' grades, but also the corequisite of LR10 which requires students to enroll in an additional CRN (a confusing step at the point of registration) and take a fully online course in their first semester.

As a result, the department is discontinuing English 1X and unlinking LR10 from the first-year course, which will now be C1000: Academic Reading and Writing. The following changes were made to the COR:

Revised C1000 in eLumen:

1. Completed
 1. New version of DE tab
2. Deleted
 1. LR10 co-req
 2. Old description
 3. Research language in "objectives"
 4. Formal rhetoric/argument, Literature, and research sections in "course content"
3. Added
 1. Rationale for class size
 2. OER sources: reading anthology; writing support
 3. Just in time support, metacognition, and affective domain language (from 1X) to "course content"
4. Changed:
 1. SLO's we want to use the three CCN "objectives" as our new SLOs

As part of these changes, the department has determined that the class caps should be reduced from 30 to 25.

The department has also decided to discontinue English 1X. This has been a difficult decision for us as we are very aware that the population 1X has targeted has not been thriving—students with a high school GPA below 2.3 have a roughly 50% chance of passing English 1 at Solano College. However, these students are faring little better in English 1X (with a TA plus one more hour of support per week) than when they were allowed to take any section of English 1 during COVID. There are other factors during COVID which temporarily increased official success rates, including a) more forgiving drop policies and b) a widely-discussed hypothesis that faculty changed their levels of rigor and workload due to the unprecedented nature of the pandemic.

Whatever the case, we are no longer convinced that our students with a low high school GPA are benefitting from English 001X. Moreover, we are concerned that 1X is quarantining our least prepared students so that they are not benefitting from exposure to stronger students who have developed more successful writing and study habits. Indeed, many 1X faculty have reported chronically low assignment completion rates, and we are worried that this could be a behavior that is group-reinforcing: when a struggling student sees that many of their classmates have not turned in an assignment or completed required reading, they may incorrectly assume this behavior is normal or has no serious effect. For this reason, and because we want to support all students (and don't want students with a poor high school English experience to feel stigmatized) we have decided to engage in two changes: 1) remove English 1X from our schedule and 2) provide more support for all sections of English 1, including a) decreasing class max and b) developing an embedded tutor program and partnership with the ASTC that will benefit all

sections of English 1.

Common Course Numbering (CCN) for Critical Thinking, Literature and Critical Thinking

The CCN for English C1001 (English 4) includes the objective that students will “employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority” which would pair more closely with the curriculum and outcomes of LR10 and, therefore, the department has decided to link that course in the new iteration and for the sake of increasing student success. Rather than adopt the CCN Objectives as SLOs, the English department added them to the existing list of objectives and kept the SLOs of English 004.

2.2 Scheduling, Sequencing, and Fill

Describe the student survey feedback related to course scheduling. What barriers to enrollment do students report? In terms of timing, location, and instructional format of course offerings, what changes are suggested by the survey responses? (Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)

Barriers 100 ⓘ		
Q10 - Barriers - Selected Choice	Percentage	Count
I have not experienced any barriers enrolling in courses in this program/department	73%	73
The course(s) I needed were full	20%	20
The course(s) I needed were cancelled	2%	2
The course(s) I needed were not offered at convenient times	7%	7
The course(s) I needed were not offered at convenient locations	5%	5
The course(s) I needed were not offered this semester	3%	3
The course(s) I needed have not been offered while I've been at Solano	1%	1
Other/Comment	4%	4

The majority of students reported having no barriers to enrolling in English classes. The biggest barrier noted by respondents in the Student Survey is that the courses that students needed were full. This population represents only 20% of students surveyed.

The second barrier identified by students was the timing of classes. However, this was noted by only 7% of students surveyed.

One reality the English Department has faced regarding scheduling is a loss of full-time English professors. For most semesters, we end up having many students hoping to add classes, but we are unable to serve them due to the lack of full-time and part-time instructors being hired by the college. This issue is ongoing but has been addressed with faculty hiring in 2024 and 2025.

For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc.). If applicable, how might your department address the possible causes of low enrollment in specific courses?

One goal from the previous English program review in 2017 was to increase enrollment in Literature and Creative Writing courses. Progress on this goal continues, and is partly due to the increase in online classes as well as ethnic studies cross-listing for some English courses.

In-person literature courses are often under the maximum enrollment, but have met the minimum to run or have been allowed to run with low enrollment. For example, English 33: Survey of African American Literature which meets the Ethnic Studies requirement for all students and meets goals set out in the College's Student Equity and Achievement Plan has been offered with lower enrollments. The department has tested varying days and times and avoids offering more than one in-person class on the same days/times or in a single semester since the return from online only learning.

Creative Writing courses have regularly filled since our last program review.

We have been successful filling the majority of Literature courses since the pandemic as a result of offering online sections for English 18, Mythology.

In the Fall of 2019, the department decided to discontinue waitlists because students were signing up for classes that were full and under-enrolled sections were being canceled which caused chaos for students and faculty. As a result, nearly all sections of English 001, 002, and 004 have filled and run since that adjustment.

Note if there is a preferred sequence of classes that students should take in the department/degree/certificate, or if there is no preferred sequence, and how students are informed of your preferred sequence (if any). Describe any work done to support PACE/Guided Pathways and inform counselors. (Include a link to program homepage on SCC website.)

Please see the link below:

We have developed a 2-, 3-, and 4-year plan for English majors: <https://welcome.solano.edu/tassel-english/>. However, we are continuing to engage in the work of advertising PACE/Guided Pathways. We plan to work on guided self placement regarding 2, 3, and 4 year pathways for English majors. We also want students to make a more informed choices regarding English 002 or English 004 depending on their transfer and career plans.

2.3 Prerequisites, Course Advisories, and Placement.

Review and summarize student survey feedback regarding prerequisites. Note how advisories and pre- and co-requisites might be changed to get students better prepared for classes in the program.

(Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)

The college is now moving LR10 from a co-requisite for English 001. Eliminating LR10 in the first semester should ease the registration process, allow students to wait until they take English 002 or English 004 before they are required to enroll in a fully-online class, and serve transfer-bound students who are most in need of robust academic research skills. The reason the department is detaching LR10 from English C1000 is that students will still be required to take that course as a co-requisite to English 002 or English 1001. The department’s decision to keep this class is driven by the evidence showing that students benefit from a separate course that focuses on academic research skills and strategies.

SECTION 2: COURSES - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - English

----- Course Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
Pairing LR 10 with English 2 and 4, and moving it from English 1	Curriculum Review	English Department	Urgent	Short term	College pushback
Create a Student Survey that explores why students take English 2 and English 4, in order to understand their choices and how we can help them be more informed - and address any barriers; gather how students are receiving information about the courses and how we can improve disseminating information or other college barriers that exist	Create survey and have instructors share survey in their classes	English Department/Department Chair	Important	Long term	Time
Embedded tutors in ALL English 1 courses; first	Write Job description for embedded tutors	English Success Coordinator	Important	Long term	Leadership, hiring, finances

----- Course Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
semester tutors must co-enroll in a for-credit pedagogy and support course; paid orientation/guidance for English faculty	Create a semester-length course for ETs (something like DVC's ENGL140) Create and offer orientation for faculty	English Success Coordinator	Important	Long term	Leadership, hiring, finances

SECTION 2: Courses in Department (Table, 2024 template)

Program Review (6-year), AY 2024-2025 - English

Courses in Department	Count

SECTION 3: ASSESSMENT (2024 template)

Program Review (6-year), AY 2024-2025 - English

3.1 Program Learning Outcomes (PLOs)

Summarize the student survey feedback related to PLOs. To what extent do majors understand the PLOs, find the classes effective in preparing them to succeed in the PLOs, and feel they are able to achieve the PLOs?

Unfortunately, our Student Survey results are not applicable to this answer. We hope to conduct a student survey in the future that will provide us with more concrete answers. The low number of English majors also makes data gathering difficult.

3.2 Student Learning Outcomes (SLOs)

Review the current status of SLOs in your program. Note if all course SLOs are written and up-to-date (at least two per course). Identify which courses have not had the SLOs assessed in over two years, and note which of these courses have not been offered in over two years. Indicate when unassessed courses will be assessed and when courses not offered in the past two years will be offered. (The status of courses not offered in the last 5 years should be reviewed in curriculum, please put in goals in section 2.)

There is a clear need to increase the number of assessments being done for the core English sequence; however, all of the courses under ENGL have been assessed in the past two years.

Courses that have not been assessed for SLOs recently:

- English 24
- English 30
- English 31
- English 33
- English 36
- English 40
- English 41
- English 58
- English 59
- English 400

These will be assessed when courses are next offered (Fall 2025, Spring 2026, Fall 2026). English faculty can also work with the Assessment Committee for assistance with conducting assessments of SLOs for these courses.

Describe collaborative efforts among faculty to assess SLOs. For example, note if SLO assessments in online and face-to-face courses have been compared by instructors and between instructors, and what these comparisons indicate. Note if rubrics have been used in different sections of the same course, or across courses, to aid SLO assessment. If applicable, include a description of how faculty share/discuss their SLO assessments as a department and use them to guide changes in how courses are taught and in curriculum updates.

The English Department meets regularly (typically twice per month during the academic year, as well as during planned flex events). At many meetings, members of the department have worked together to assess SLOs, particularly early in the cycle of a new course. Most recently, full-time and part-time faculty met to evaluate the English 1 co-requisite, English 310D. Because of the proven efficacy of regular collaborative review of learning outcomes and curriculum, the department regularly discusses curriculum and student success, using SLOs and success data.

SECTION 3: Assessment of PLOs (Table)

Program Review (6-year), AY 2024-2025 - English

PLOs in Department	Expected Performance	Performance
English		
PLO		

PLOs in Department	Expected Performance	Performance
English (AA-T)		
Demonstrate, through the study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience (Active from Fall 2019)	70%	100%
Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity. (Active from Fall 2019)	70%	100%
Explore and/or demonstrate, through creative writing and/or analytical techniques, the practice and study of diverse literatures and publishing. (Active from Fall 2019)	70%	100%
Demonstrate college-level reading, writing, and analytical skills. (Active from Fall 2019)	70%	100%
Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies. (Active from Fall 2019)	70%	100%
English (AA)		
Demonstrate college-level reading, writing, and analytical skills. (Active from Fall 2019)	70%	100%
Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies. (Active from Fall 2019)	70%	0%
Explore and/or demonstrate, through creative writing and/or analytical techniques, the practice and study of diverse literatures and publishing. (Active from Fall 2019)	70%	0%
Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity. (Active from Fall 2019)	70%	100%
Demonstrate, through the study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience of reading literature from different perspectives (Active from Fall 2019)	70%	100%

SECTION 3: Assessment of SLOs (Table)**Program Review (6-year), AY 2024-2025 - English**

SLOs by Course in Department	Expected Performance	Performance
ENGLC1000 - Academic Reading and Writing		
1. Read analytically to understand and respond to diverse academic texts. (Active from Summer 2023)	70%	0%
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation. (Active from Summer 2023)	70%	0%
ENGL001 - College Composition		
1. Identify and evaluate main ideas, themes and logic in college-level reading, and use as the basis for text-based essays. (Active from Fall 2019)	70%	100%
2. Write logical, effective analytical essays which are coherent, well-organized, and well-supported. (Active from Fall 2019)	70%	100%
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work. (Active from Fall 2019)	70%	100%
ENGL002 - Critical Thinking and Writing About Literature		
1. Compose analytical essays that demonstrate knowledge of literary genres and their constituent elements and functions, using textual references and literary criticism as support. (Active from Fall 2019)	70%	100%
Logically discuss and analyze literature and ideas presented by others. (Active from Fall 2019)	70%	100%
ENGLC1001 - Critical Thinking and Writing		
Locate, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism. (Active from Fall 2019)	70%	100%
Logically discuss and analyze ideas presented by others through identifying a text's premises and assumptions in various social, historical, cultural, or psychological contexts. (Active from Fall 2019)	70%	100%

SLOs by Course in Department	Expected Performance	Performance
Write thesis-driven analytical essays that incorporate sources effectively from class readings and independent research. (Active from Fall 2019)	70%	100%
ENGL006 - Creative Writing I		
Compose a poem, story, chapter of a novel, and/or screenplay utilizing structural elements of poetry and fiction that communicates clearly and effectively to a reading audience. (Active from Fall 2019)	70%	100%
Engage in written and/or oral critiques of professional work and/or the work of peers in a workshop environment wherein the student demonstrates fluency in the key elements of the identified genres (e.g. short fiction, poetry, creative nonfiction, novel), as well as the choices an author has made or might make in a future iteration of the piece. (Active from Fall 2019)	70%	100%
ENGL007 - Creative Writing II		
Compose a poem, story, chapter of a novel, and/or screenplay utilizing structural elements of poetry and fiction that communicates clearly and effectively to a reading audience. (Active from Fall 2019)	70%	100%
Engage in written and/or oral critiques of professional work and/or the work of peers in a workshop environment wherein the student demonstrates advanced fluency in the key elements of the identified genres (e.g. short fiction, poetry, creative nonfiction) (Active from Fall 2019)	70%	100%
ENGL010 - Creative Writing III		
Demonstrate awareness of the submission process, including research, query construction, and manuscript-related formatting conventions. (Active from Fall 2019)	70%	100%
Develop and organize an individual, genre-specific project to demonstrate advanced competence. (Active from Fall 2019)	70%	100%
Compose a poem, story, chapter of a novel, and/or screenplay which demonstrates advanced proficiency in utilizing genre-appropriate structural elements to communicate clearly and effectively to a reading audience, including the creation of a pieces considered ready for submission for publication (e.g. literary magazines). (Active from Fall 2019)	70%	100%
ENGL021 - Introduction to Poetry		
1. Demonstrate understanding of genre elements, such as diction, tone, imagery, syntax, sound, and apply	70%	0%

SLOs by Course in Department	Expected Performance	Performance
techniques of close reading in analysis of meaning in poetry. (Active from Fall 2019)	70%	0%
2. Describe the major aesthetic and thematic trends in the development of the genre and explain the roles of various cultural groups, historical events, literary movements in shaping these trends. (Active from Fall 2019)	70%	0%
ENGL023 - Introduction to the Modern Novel		
Identify the major themes and formal innovations in the modern novel and explain their connection to historical events and cultural developments. (Active from Fall 2019)	70%	100%
Demonstrate understanding of the literary elements of fiction and genre conventions of the modern novel. (Active from Fall 2019)	70%	100%
ENGL024 - Introduction to the Short Story		
1. Demonstrate understanding of formal elements of the short story as they relate to meaning and interpretation. (Active from Fall 2019)	70%	0%
2. Describe and analyze stylistic and thematic variations among works from a variety of literary historical periods and cultural groups. (Active from Fall 2019)	70%	0%
3. Trace the development of the short story, analyzing the roles of various cultural groups, literary movements, and historical developments in shaping the genre. (Active from Fall 2019)	70%	0%
ENGL024 - Introduction to the Short Story		
4. Write clear and coherent literary analysis essays supported by textual evidence, employing the conventions of academic writing. (Active from Summer 2023)	70%	0%
ENGL030 - Survey of American Literature I		
1. Demonstrate comprehension of and ability to analyze significant American texts from pre-contact to 1865 for both genre and period characteristics, meaning, and importance in the evolution of American literature. (Active from Fall 2019)	70%	0%
2. Identify and analyze the roles of the various cultural groups, literary movements, and historical events in the development of American literature from pre-contact to the present. (Active from Fall 2019)	70%	0%
ENGL031 - Survey of American Literature II		

SLOs by Course in Department	Expected Performance	Performance
1. Demonstrate comprehension of and ability to analyze significant American texts from 1865-present for both genre and period characteristics, meaning, and importance in the evolution of American literature. (Active from Fall 2019)	70%	0%
2. Identify and analyze the roles of the various cultural groups, literary movements, and historical events in the development of American literature from 1865-present. (Active from Fall 2019)	70%	0%
ENGL033 - Survey of African American Literature		
Analyze and articulate concepts and themes analyzed in Black and African American Literature, such as race and racism, racialization, ethnicity, equity, self-determination, and anti-racism, as well as the power-dynamics of white supremacy and it's institutions, such as kidnapping and forced migration, racial slavery, Jim Crow, segregation, and mass incarceration. (Active from Fall 2022)	70%	0%
Analyze the ways in which theory, criticism, and knowledge have been produced by Black and African American writers to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles with a particular emphasis on agency and group-affirmation.. (Active from Fall 2022)	70%	0%
Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted through American Literature by Black and African American writers are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies, all of which intersect with class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, language, and/or age. (Active from Fall 2022)	70%	0%
Write clear and coherent argument and analysis supported by textual evidence, employing the conventions of academic writing. New (Active from Fall 2022)	70%	0%
ENGL036 - Multi-Ethnic Literature in America		
Analyze and articulate concepts and themes analyzed in African American,	70%	0%

SLOs by Course in Department	Expected Performance	Performance
Latino/a American, Native American, and Asian-American Literature, such as race and racism, racialization, ethnicity, equity, self-determination, and anti-racism, as well as the power-dynamics of ethno-centrism, eurocentrism, white supremacy, de/colonization, sovereignty, imperialism, and settler colonialism. (Active from Fall 2022)	70%	0%
Analyze the ways in which theory, criticism, and knowledge have been produced by African American, Latino/a American, Native American, and Asian-American writers to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation, including comparison between more than one group and/or generational differences. (Active from Fall 2022)	70%	0%
Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted through Literature by African American, Latino/a American, Native American, and Asian-American writers are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies, all of which intersect with class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, language, and/or age. (Active from Fall 2022)	70%	0%
Write clear and coherent argument and analysis supported by textual evidence, employing the conventions of academic writing. (Active from Fall 2022)	70%	0%
ENGL040 - Survey of English Literature I		
Demonstrate knowledge of the relationship between literary works and their historic and cultural context. (Active from Fall 2019)	70%	0%
Distinguish how writers reflect and respond to the literary traditions of their genre. (Active from Fall 2019)	70%	0%
Analyze the genres, themes, formal characteristics, and literary conventions of English literature from the Anglo-Saxon period to 1798. (Active from Fall 2019)	70%	0%
Demonstrate knowledge of the writing of the major literary figures in English	70%	0%

SLOs by Course in Department	Expected Performance	Performance
literature from the Anglo-Saxon period to 1798. (Active from Fall 2019)	70%	0%
ENGL041 - Survey of English Literature II		
Analyze the genres, themes, formal characteristics and literary conventions of English literature from approximately 1798 to the present. (Active from Fall 2019)	70%	0%
Demonstrate knowledge of the writing of the major literary figures in English literature from the 1790s to the present. (Active from Fall 2019)	70%	0%
Demonstrate knowledge of the relationship between literary works and their historic and cultural context. (Active from Fall 2019)	70%	0%
Distinguish how writers reflect and respond to the literary traditions, genres and conventions of their predecessors. (Active from Fall 2019)	70%	0%
ENGL049 - English Honors		
Exhibit an in-depth and advanced understanding of the area of emphasis for the independent study project in the area(s) of literature, composition and/or creative writing, as identified by the instructor of record. (Active from Fall 2019)	70%	0%
Complete advanced individual study which showcases the student's capacity for independent study, research, and writing as appropriate to the goals of the honors work as assigned by the instructor of record. (Active from Fall 2019)	70%	0%
ENGL058 - Creative Writing: The Literary Magazine I		
Create, design and edit a literary magazine to include showcasing an understanding of all editorial tasks necessary to produce a literary magazine, including but not limited to, page and line editing; correspondence; page layout; internal development, narrative and ordering logic; assembly of product; marketing. (Active from Fall 2019)	70%	0%
Demonstrate a critical awareness of the history of the literary magazine and publishing, to include the current literary publishing landscape, as well as the applicability of the ethics of publishing (e.g. censorship, funding, self-publication). (Active from Fall 2019)	70%	0%
Analyze for complex understanding(s) literary works, including the analysis of craft and success of a creative work, including fiction, poetry, creative non-	70%	0%

SLOs by Course in Department	Expected Performance	Performance
fiction, and genres where relevant (e.g. featured work, interviews, reviews), to include format, technical aspects, and literary elements, such as style, points of view, tone, and any of the literary devices that writers use. (Active from Fall 2019)	70%	0%
ENGL059 - Creative Writing: The Literary Magazine II		
Demonstrate an advanced understanding(s) of complex literary works, including taking the lead in discussions of the analysis of craft and success of a creative work, including fiction, poetry, creative non-fiction, and genres where relevant (e.g. featured work, interviews, reviews), to include format, technical aspects, and literary elements, such as style, points of view, tone, and any of the literary devices that writers use. (Active from Fall 2019)	70%	0%
Assume lead roles in the creation, design and editing of a literary magazine to complete all editorial tasks necessary to produce a literary magazine, including but not limited to, page and line editing; correspondence; page layout; internal development, narrative and ordering logic; assembly of product; marketing. (Active from Fall 2019)	70%	0%
Assume a lead role in the discussion and implementation of the ethics of publishing in class discussion, writings, and the design and editing of a literary magazine, to include an awareness of the history of the literary magazine, its current state/role in publishing literary content, and the application of core issues relevant to publishing ethics (e.g. censorship, funding, self-publication). (Active from Fall 2019)	70%	0%
ENGL400 - Advanced Technical Writing: Writing in the Scientific Professions		
1: Compose a manual or technical report project (3000-4,500 words) that includes a sequence of assignments, including the effective integration of visual and document design. (Active from Fall 2019)	70%	0%
2: Select and utilize the appropriate technical writing genre for a given audience and purpose, including the communication of any relevant ethical and legal standards as they relate to the scientific fields. (Active from Fall 2019)	70%	0%
ENGLXX001X - College Composition with Support		
1. Demonstrate the ability to read, analyze, and evaluate a variety of	70%	0%

SLOs by Course in Department	Expected Performance	Performance
primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. (Active from Fall 2022)	70%	0%
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. (Active from Fall 2022)	70%	0%
3. Apply proper methods of research and documentation (Active from Fall 2022)	70%	0%
ENGL310D - Advanced English Skills Lab		
1. Identify and evaluate main ideas, themes and logic in college-level reading, and use as the basis for text-based essays. (Active from Fall 2019)	70%	0%
2. Write logical, effective analytical essays which are coherent, well-organized, and well-supported. (Active from Fall 2019)	70%	0%
3. Apply proper methods of research and documentation. (Active from Fall 2019)	70%	100%
ENGLXX360 - Focused English Fundamentals		
Demonstrate the ability to critically read and analyze college level essays while identifying the controlling idea and main points. (Active from Fall 2019)	70%	0%
Write essays which demonstrate the ability to present a thesis and to develop it through coherent paragraphs with controlling ideas (Active from Fall 2019)	70%	0%
Demonstrate the ability to use a variety of sentence patterns and the standard conventions of written English correctly. (Active from Fall 2019)	70%	0%
Demonstrate the ability to synthesize ideas from readings and appropriately credit sources. (Active from Fall 2019)	70%	0%
ENGLXX310D - Advanced English Skills Lab		
1. Demonstrate the ability to read, analyze, and evaluate a variety of primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. (Active from Fall 2022)	70%	100%
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. (Active from Fall 2022)	70%	100%

SECTION 4: STUDENT SUCCESS (2024 template)

Program Review (6-year), AY 2024-2025 - English

4.1 Student Success and Support

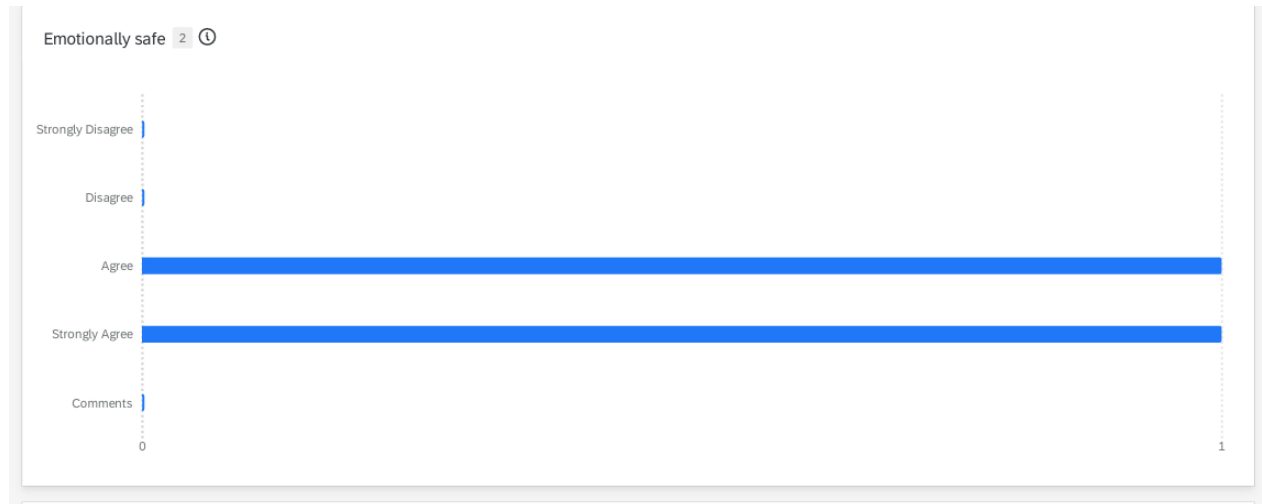
Describe the student survey feedback related to success. What barriers did students identify, and what did they find helpful? How did students address the question of equity and emotional safety?

Scheduling

I have not experienced any barriers enrolling in courses in this program/department	76%	120
The course(s) I needed were full	19%	30
The course(s) I needed were cancelled	2%	3
The course(s) I needed were not offered at convenient times	8%	13
The course(s) I needed were not offered at convenient locations	5%	8
The course(s) I needed were not offered this semester	3%	5
The course(s) I needed have not been offered while I've been at Solano	1%	1
Other/Comment	3%	4

Student Feedback:

Dual enrolling with LR10 was difficult for me for some reason. Took me multiple tries to find a class that would allow me to enroll to both at the same time

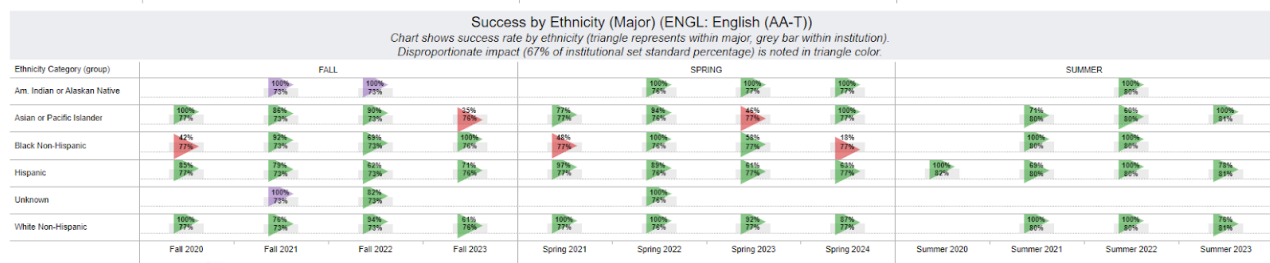


Student feedback suggests that they felt safe in English courses. There were a limited number of responses, but trends were positive.

4.2 Success by Population

Review the student success rates in the program/department. Note if certain groups are significantly more or less successful than their peers, and if there have been any clear trends upward or downward since the last program review. Explain how your student success rates compare to the College’s Institutional set standards. (Data reports provided by the Office of Research and Planning can be found in the blue folder.) Provide possible reasons for higher or lower success rates. What are possible interventions to address disparities?

Note. Individual instructors can request student success data by population for their courses from the Program Review Coordinator who will request the data be sent directly to the instructor.



The English course success rates across demographic groups are generally aligned with overall Solano College success. The department will continue working with the Dean of Student Equity & Success to address equity across English courses.

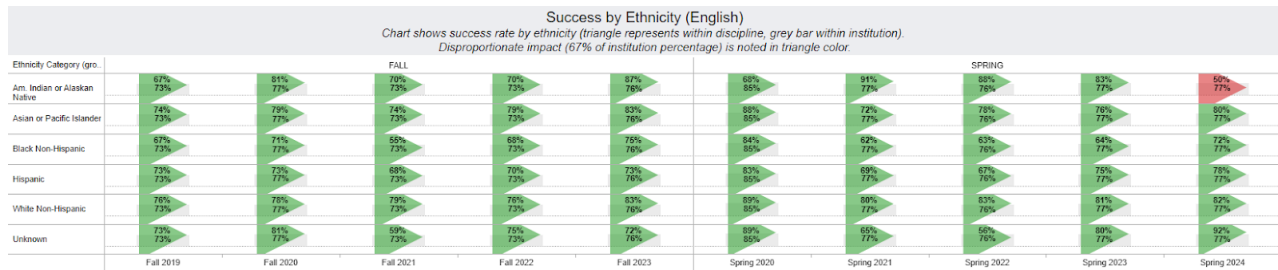
4.2a Success by Population in General Education Courses

If applicable, review student success data in your general education class(es) by population. Explain how your student success rates compare to the College’s Institutional set standards. What are possible interventions to address disparities? Data reports provided by the Office of Research and Planning can be found in the blue folder.)

How do your SLOs for your GE courses inform specific GELOs? (Access to SLO/GELO mapping will be provided, see blue folder.)

GE Course Success Rates by Subj (English)
Chart shows success rate by GE course ID each semester(s).

Course ID	FALL										SPRING									
	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Spring 2020		Spring 2021		Spring 2022		Spring 2023		Spring 2024	
	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success	Enrollments	Avg Success
ENGL 001	1,321	66%	1,303	72%	1,094	65%	1,168	71%	1,102	74%	678	81%	650	67%	724	62%	818	66%	733	69%
ENGL 001X																			112	61%
ENGL 002	403	81%	356	78%	345	75%	400	74%	400	84%	480	88%	501	70%	530	81%	591	80%	448	85%
ENGL 004	153	76%	158	84%	178	80%	161	80%	150	84%	201	92%	280	82%	200	77%	172	80%	189	84%



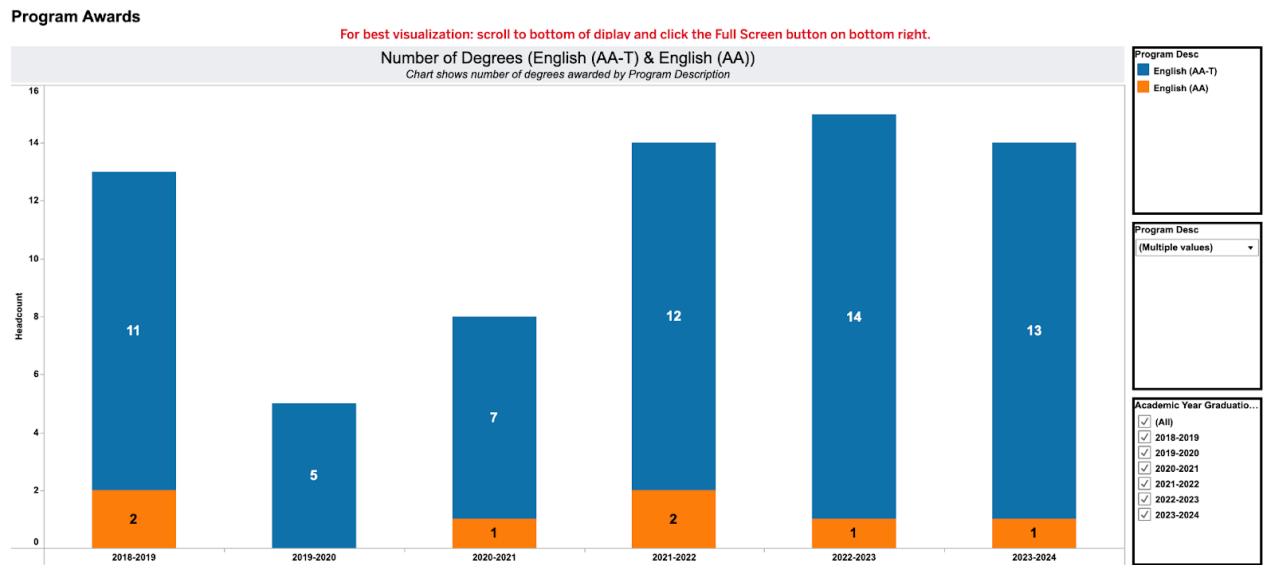
Prompted by AB1705 funding to support students in accelerated courses, English has been implementing a strategy for radical support for ENGL1X/1E students, beginning with creating a coordinator position that would empower an instructor to recruit, hire, and train Teaching Apprentices (a program that was in place in the past but struggled after the pandemic), offer training and seek out professional development opportunities for faculty, and serve as a liaison with student and academic services, outreach and recruitment, and counseling to deliver resources and support directly to the students in the classroom.

4.3 Degrees/Certificates Awarded (if applicable)

Review the number of degrees and certificates awarded over the past five years, if available, and address any clear upward or downward trends.

If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students don't need all the courses in the program to achieve their goals.

Note if certain populations of students are having greater difficulty completing the program. If so, what might be contributing to this and how might your department address it?



There was a sharp drop in degrees awarded for the 2019-2020 academic year, which is easily explained by the COVID shutdown in the Spring 2020 semester. Since then, we have increased the number of degrees awarded such that we are graduating slightly more English majors than before the pandemic. This may also reflect increased interest in reading brought on by the COVID pandemic.

4.4 Preparation for the Future

Describe how students are informed about future options, such as the kinds of schools they might transfer to, the kinds of employment available in their field, and what further degrees might be useful to get into a particular profession.

CTE programs: Note also if any agreement or MOU exists with employers to place graduates.

English faculty regularly inform students of opportunities for transfer information, including visits to four-year colleges, college fairs, and admissions team visits (both on-campus and virtual). Faculty also discuss career and transfer options with both majors and non-majors during the registration period each semester.

CTE programs: Note if there are any statewide, local or national tests that students should take, after leaving your program, in order to get employed or be more competitive in the job market. Note also if students need additional study or coursework (not provided by the college) before they are ready to take those tests. Explain how students are informed about these requirements.

n/a

SECTION 4: STUDENT SUCCESS - GOALS (2024 template)

Program Review (6-year), AY 2024-2025 - English

----- Program Goals -----	----- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Potential Barriers
Improve Scheduling for Students	Schedule Courses at Optimal Times	English Department	Important	Short	
LR 10 enrollment with English 001/002	Plan for Fall 2025 implementation	English Department/Library	Important	Short	

SECTION 4: Student Success by Ethnicity/Race (Table)

Program Review (6-year), AY 2024-2025 - English

Student Success by Race

SECTION 4: Student Success by Gender (Table)

Program Review (6-year), AY 2024-2025 - English

Student Success by Gender

SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT (2024 Template)

Program Review (6-year), AY 2024-2025 - English

5.1 Development and Engagement - Program

Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

English 33 and English 36

We have made efforts to increase student access to English 36 (Multi-Ethnic Literature), which meets the GE requirement for Ethnic Studies, over the last few years. Led by Isabel Anderson, who helped get the course cross-listed with Ethnic Studies, students have had access to 1-2 sections of ENGL036/ETHS036 courses per semester. This course attracts a large range of diverse students and helps to retain under-represented populations through an offering of diversified curriculum; many students are trying to transfer to a 4-year university, so retention numbers are high. English 33 (African American Literature) has been run over the last few years, in-person and online, depending on the semester, along with English 36. This has allowed students to have 2 different English courses that engage with BIPOC authors and content. The in-person classes did have low enrollment, but the online sections have been full. Heather Watson-Perez, who taught the course over the last few years, has now become a Dean at the college. This means that the section supposed to be run in Spring of 2025 can no longer be taught; the department needs to recruit another faculty member to teach the course so that students still have access to this important course that helps provide access to Black History and Literature.

Guest Writers: Reyna Grande and Jaime Cortez

***Suísun Valley Review (SVR)* has continued to publish annual editions, with issues released in 2019, 2022, 2023, and 2024, showcasing a diverse range of student and community voices. The journal serves as a platform for both emerging and established writers, featuring previously unpublished work and fostering literary engagement on campus.**

Featured Writers

Each year, SVR invites a distinguished writer to engage with students, contribute new work to the journal, and participate in a public reading. Recent featured writers include:

- 2019 – Don Schofield
- 2022 – Renee Hamlin
- 2023 – Nancy Au
- 2024 – Rosa Lane

Student and Community Readings

- Featured readings of Solano College students were held in collaboration with the City of Fairfield and the Fairfield Poet Laureate in 2023, 2024, and upcoming in 2025.
- In Fall 2024, SVR partnered with Phi Theta Kappa (PTK) and California Medical Facility (CMF) to host a virtual reading featuring currently incarcerated poets.
- SVR also showcased the work of Rising Scholars at CMF's Prison Palooza event in Spring 2024.

Creative Writing and English Program Engagement

- 2024 Solano Welcome Day featured a discussion on Creative Writing and English pathways.
- Creative Writing and English regularly participate in campus program showcases, hosting activities and information tables in 2022, 2023, and 2024.
- Interdisciplinary collaborations between Creative Writing and Visual Arts have provided students with unique opportunities for creative expression.

Creative Writing and Scholarship Support

In 2023, English and Creative Writing were highlighted at the Solano College Foundation Gala as part of a fundraiser for the Quinton Duval Scholarship. The event included a student showcase and a video featuring students from English courses.

5.2 Development and Engagement - Campus

Describe how the program has connected with the campus community. Include any cross-discipline collaborations, student clubs, or other activities that connect students in the program to the college as a whole.

Note whether there is currently need for more coordination with Counseling.

Suísun Valley Review (SVR) has continued to publish annual editions, with issues released in 2019, 2022, 2023, and 2024, showcasing a diverse range of student and community voices. The journal serves as a platform for both emerging and established writers, featuring previously unpublished work and fostering literary engagement on campus. In recent years, SVR has expanded its outreach to include underrepresented voices through targeted collaborations and events.

Creative Writing and English Program Engagement

- Featured readings of Solano College students were held in collaboration with the City of Fairfield and the Fairfield Poet Laureate in 2023, 2024, and upcoming in 2025, providing a public platform for student voices.
- In Fall 2024, SVR partnered with Phi Theta Kappa (PTK) and California Medical Facility (CMF) to host a virtual reading featuring currently incarcerated poets, expanding literary opportunities to students affected by the justice system.
- SVR showcased the work of Rising Scholars at CMF's Prison Palooza event in Spring 2024, integrating the voices of formerly and currently incarcerated students into the broader literary community.
- 2024 Solano Welcome Day featured a discussion on Creative Writing and English pathways, specifically addressing opportunities for first-generation college students and students from underrepresented backgrounds.
- Creative Writing and English regularly participate in campus program showcases, hosting activities and information tables in 2022, 2023, and 2024, ensuring accessibility to prospective and current students from diverse backgrounds.
- Interdisciplinary collaborations between Creative Writing and Visual Arts have provided students with unique opportunities for creative expression, highlighting voices that may otherwise go unheard.
- Each spring, the department sponsors the Quinton Duval in Creative Writing, an award in creative writing given to a Solano Student. The award winning piece is published in SVR, and the awardee is honored with a stipend and their name displayed on a plaque.
- In 2023, English and Creative Writing were highlighted at the Solano College Foundation Gala as part of a fundraiser for the Quinton Duval Scholarship, which provides financial assistance to students pursuing creative writing. The event included a student showcase and a video featuring students from English courses.

5.3 Outreach to the Community

Describe how the program has connected with the larger community. Provide examples of activities, field trips, and community/classroom partnerships since the last program review. Note who has been brought into the classroom, and where students

have been brought, beyond the classroom.

The Creative Writing and English programs engage with the broader community through literary events, educational partnerships, and public showcases to connect students with professional writers, local institutions, and artistic communities.

- Each year, *Suisun Valley Review* (SVR) invites a distinguished writer to work directly with students, contribute new work to the journal, and participate in a public reading. These engagements offer students mentorship and exposure to diverse literary voices. These visiting writers have led workshops, classroom discussions, and readings that enrich students' understanding of craft while strengthening connections between Solano College and the literary community.
- The program has fostered partnerships with local organizations, broadening opportunities for students to participate in community-based literary activities: City of Fairfield and the Fairfield Poet Laureate (2022–Present); Fairfield-Suisun Libraries and Teen Writing Contest (2024–Present). To expand students' engagement with the literary and artistic world, Creative Writing classes have participated in field trips:
 - San Francisco Museum of Modern Art (SFMOMA): Exploring visual storytelling and ekphrastic writing inspired by contemporary art.
 - City Lights Bookstore: Immersing students in the history of Beat poetry and independent publishing.
 - Legion of Honor: Connecting literature with art through guided tours and reflective writing.

SECTION 5: PROGRAM DEVELOPMENT AND ENGAGEMENT - GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

--- Outreach Goals -----	--- Actions to be taken ---	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Increase Student Enrollment	Outreach	English Department	Important	both	ongoing	tbd	time
Continue Writing Events	Hosting Events	English Department	Important	both	ongoing	tbd	funding

SECTION 6: RESOURCES (2024 Template)

Program Review (6-year), AY 2024-2025 - English

6.1 Human Resources

Describe the current staffing levels in the program, and whether they are currently adequate to meet students' needs. If the program has been functioning for a while without needed faculty/staff, note how long has this position been needed, and how this gap has affected the program.

Note what gaps will need filling within the next year, and within the next five years, and why new or replacement faculty/staff will be needed.

Due to increased workloads, a high number of adjunct faculty, and additional tasks, the English Department is currently struggling to find time for faculty and staff to meet to discuss teaching and learning outside of a monthly English department meeting. We currently have eight full-time faculty in the English department, with one new faculty to join in Fall '25. At the time of the previous program review, the department had fifteen full time faculty members

As a result, a high percentage of classes in English are taught by adjunct instructors. Since Fall 2012, retirements and resignations in English have outnumbered new hires, and we were already behind as we went into 2024. Moreover, it is anticipated that this ratio will continue to be adversely affected due to an increase in units for transfer-level composition courses as well as continuing release time in campus leadership, as many of our faculty are involved in release-time positions in school governance, and one professor is teaching classes outside the department in addition to assigned English classes.

Therefore, without more full-time instructors, we will have a difficult time providing support for our neediest students, as adjunct faculty are unable to work exclusively on our campuses, and are not allowed an adequate number of paid office hours. This loss of full-time instructors also means less time for professional development, assessment of curriculum, and opportunity for innovation, especially as an increasing amount of departmental work is required of an ever-shrinking number of full-time (and non-release time) faculty. To see greater student success, we simply must hire more full-time instructors, a position that is supported by a wealth of data.

As stated in Major Changes in Personal, English is negatively impacted by seven unreplaced retirements, resignations, and/or reassignments. (Full-time faculty retired, resigned, or were reassigned away from English without replacement in 2018 (2); 2020 (2); 2021 (1); 2022 (1) and 2023 (1).

We have a majority of English courses taught by part-time instructors. Between 55%-65% of courses are taught each semester by part-time faculty.

6.2 Technology

If the program has been functioning for a while without needed technology (IT, software, hardware), note how long the technology/equipment has been needed, and how this gap has affected the program.

Note what new or special technology will be needed in the next year, and the next five years, and why it will be needed.

A more robust web-based presence on the Solano College domain to expand the reach of SVR and other creative writing initiatives would be helpful. The program could also benefit from a dedicated lab space, potentially in collaboration with the Journalism program.

As we continue our journey with developing AI, having Canvas and the college invest in software that deeply scans student work for AI generation will be crucial. As of now, we do have this ability through Turnitin via Canvas, but this is not always reliable. There are also places in Canvas, like Student Discussion Posts that are not able to be scanned. This will be an ongoing issue as AI software continues to evolve and develop.

Advancements in technology have significantly enhanced the Creative Writing program's ability to produce and distribute *Suisun Valley Review* (SVR) while equipping students with essential skills in digital publishing.

The collaboration with the Graphics Department remains invaluable, as their ability to print physical copies of the magazine ensures SVR continues as a tangible and professional publication. However, expanding in-house binding capabilities would further streamline production, allowing for greater control over the final product and reducing outsourcing costs.

Maintaining up-to-date hardware and software is crucial for both faculty and students. Access to the Adobe Creative Suite, particularly InDesign and Photoshop, is essential.

Describe survey feedback describing students' experiences with technology in the classroom.

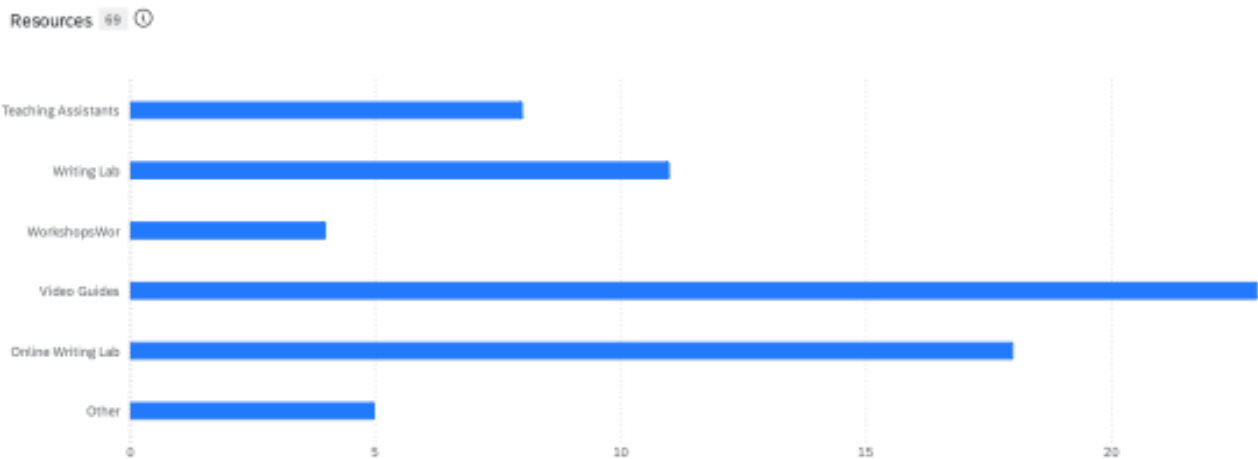
The student survey did not address technology in the classroom, so we have zero substantial feedback regarding this topic. Student access to technology appears adequate for more needs.

6.3 Facilities & Equipment**Note what classrooms, buildings, and other facilities the program currently uses/occupies.****Describe how the existing facilities/equipment serve the program's needs, and in what ways the existing facilities are inadequate to meet students' needs.****If the program has been functioning for a while with inadequate facilities/equipment, note how this has affected the program's health.****Note what new facilities/equipment will be needed in the coming years.**

Building 700 and its classrooms (along with the furniture) have not been upgraded in a long time (~20 years). It is now one of the older buildings on the Solano Campus. In summer 2024, the bathrooms were redone, but overall, the furniture in the classrooms often becomes a hurdle for creating small groups (furniture is heavy, clunky, and hard to shift around) and then being able to move back into a large group setting. The furniture is also hard for students to sit in for long periods of time and students who are of larger stature often complain about how small desks are. For these reasons the furniture does not meet classroom needs and will need replacement.

The Creative Writing program could benefit from a dedicated lab space in collaboration with Journalism. A shared digital publishing lab would provide students with access to the necessary technology while fostering cross-disciplinary learning in layout design, multimedia storytelling, and publication management. Such a space would not only enhance SVR’s and the Pulse’s production process but also expand opportunities for student-driven publishing projects, reinforcing Solano College’s role as a center for literary and journalistic innovation.

An ideal space would have a large, open room that could accommodate a variety of workstations for individuals and groups, a conference space for small group or one-on-one meetings, and offices for the advisors. Since both SVR and *The Pulse* are student productions, the room should be in a building that houses other student-led activities, such as 100, 400, 1400.



Describe survey feedback describing students’ experiences with the Program’s facilities/equipment.

Students did not provide applicable feedback regarding program facilities/equipment in the survey.

6.4 Library and Student Support Resources

Note how the program uses tutors and other specific support for student learning. Include any plan to change or expand student support in the goals list below.

Currently, our department does not have an active role with the tutoring program in the ASTC. Going forward, we want to collaborate with the ASTC during the training and mentoring of tutors. We are also working to embed tutors in all of our C1000 courses.

Currently, our department does not have an active role with the tutoring program in the ASTC. Going forward, we want to collaborate with the ASTC during the training and mentoring of tutors. We are also working to embed tutors in all of our C1000 courses.

Review the college’s discipline-specific library resources with a librarian. Summarize the current status of the library resources and plans to supplement the collection.

Upload the librarian’s collection evaluation form to the blue folder in the upper right-hand corner of Section 6.

Collection is adequate at this time.

6.5 Other Resources

Note the program’s routine or special costs not addressed above, such as regularly contracted services.

Note whether any of the funds for these goods/services come from a special source; if so, note if the funding will run out or will continue for the foreseeable future, and potential impact on the program.

n/a

6.6 Resources Leading to Improvement

Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, student support, and/or funding have led to an improved experience for students and greater student equity.

CTE programs: Address specifically any improvements funded by Perkins money or other sources.

This question has not been answered yet

SECTION 6: RESOURCES - FACILITIES and EQUIPMENT GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

--- Resource Goals -----	--- Actions to be taken ---	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
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--- Resource Goals ----- --	--- Actions to be taken --- ----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Desks like the ones in 800 bldg for 700 bldg	Order desks	Dean/Facilities	Important	Short term	one time	tbd	
Space for SVR and Solano Pulse	This is the initial action; order furniture, tech equipment	Dean Glines, VP Williams, SP Butler	Important	Short term	Perkins (Journalism CTE)	Tbd; space on campus needed	

SECTION 6: RESOURCES - HIRING GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

--- Resource Goals ----- --	--- Actions to be taken --- ----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Additional Full Time Instructors: possibly some split assignments - English/Journalism and/or English/Ethnic Studies	Submit request with next round of hiring	Department Chair	Important	Short Term	Ongoing	College Support	
Embedded Tutors for English C1000	Develop JDs; create a tutoring course; hire tutors	Department Chair/Program Coordinator	Important	Long term	AB1705	Unknown	Time, hiring and training

SECTION 6: RESOURCES - OTHER RESOURCE GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

This section has no content

SECTION 6: RESOURCES - STUDENT SUPPORT GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

--- Resource Goals ----- --	--- Actions to be taken --- ----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost	Potential Barriers
Online instructional designer to assist with student-friendly Canvas shells	Request from DE	John Perez and Laura Maghoney	Important	Long tem	Ongoing	TBD	hirng/time
Embed resources into English C1000 classrooms and shells	Coordinate with student services	English Success Coordinator; Department Chair; Heather Watson Perez	Important	Short term	Ongoing	TBD	

SECTION 6: RESOURCES - TECHNOLOGY GOALS (2024 Template)

Program Review (6-year), AY 2024-2025 - English

This section has no content

SECTION 7: CONCLUSION (2024 Template)

Program Review (6-year), AY 2024-2025 - English

7.1 Need for Improvement and Support

Summarize the program’s top two or three areas most in need of improvement and support.

English Faculty and the college will need to pay close attention to former “English 1X students” in the new C1000. These students will need extra support.
 The English program like all college departments will need to work to increase online student retention through collaboration and ongoing outreach to struggling students
 The English Department will need to expand in-person course offerings, especially in literature courses
 The English Department will need to work on guiding students to appropriate modality for their English courses (online or on campus)

7.2 Improvement, Success, and Strength

Summarize the program’s top two or three areas of improvement, success, and strength.

The English Department was able to provide full course offerings during the COVID-19 Pandemic, allowing students to continue towards their degrees under difficult circumstances

The department continued curriculum development to meet changing statewide guidelines for English courses

The English Department has been instrumental in assisting both associate's degree and transfer students with clear communication skills

7.3 Signature Page

The following faculty in the program (or in a related program) have read this self-study report and have had the opportunity to provide feedback:

Christopher McBride