



Cañada College

**ANNUAL UPDATE
REPORT**

English

Annual Update Questions - Disciplines

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

The first change that has occurred since our last program review is that our enrollment numbers have recovered from the pandemic years, when one of our full-time faculty, Professor Susan Gangel, retired. At the time, we put in a Vacancy Replacement Request, but it was denied. We suspect this was because our enrollments were deemed too low to support a replacement hire. Note that this is a previously funded, unfilled position.

Although the two semesters available for resubmitting a Vacancy Replacement Request have passed, we would like to plead special circumstances (the pandemic) and have this resource request considered in light of the broader context and the fact that this is a previously funded, unfilled position. Enrollments have recovered dramatically since Professor Gangel retired in 2020. After hitting a low of 1,553 in the 2021-2022 academic year, our numbers have recovered to 1,933 enrollments for the 2023-2024 academic year. Because the enrollment in our composition classes is capped at 26, this increase in enrollment has contributed to a proportionate increase in sections offered and filled. See chart below.

Academic Year	Enrollment	Fall sections	Spring sections	FT faculty	FT/PT Ratio adjusted for comp load	
2019-2020	2,107	44 (42 ENGL/2 LIT)	44 (41 ENGL/3 LIT)	8 (35)	FT 72.7%	PT 27.3%
2021-2022	1,553	39 (37 ENGL/2 LIT)	36 (35 ENGL/1 LIT)	7 (28)	FT 77.7%	PT 22.3%
2022-2023	1,672	40 (37 ENGL/3 LIT)	39 (37 ENGL/2 LIT)	7 (28)	FT 71.8%	PT 28.2%
2023-2024	1,933	44 (41 ENGL/3 LIT)	44 (41 ENGL/3 LIT)	7 (28)	FT 63.6%	PT 36.4%
2024-2025	Fall only: 1,057	47 (45 ENGL/2 LIT)	46 (43 ENGL/3 LIT)	7 (28)	FT 60.8%	PT 39.2%

***NOTE:** In factoring FT/PT ratio, we use the lower of the two semesters to account for minimum sections needed to sustain full-time load. Also, "composition load" for Full-Time English faculty is four courses. Theoretically, for all 7 FT faculty to make workload, the department requires at least 28 sections per semester. The FT/PT ratios above are based on all FT faculty teaching a composition load.

We currently have seven full-time faculty but with 47 sections, we are entitled to closer to twelve (47 sections/4 sections per full-time faculty = 11.75) or at least the eight we are currently requesting.

Another change that has occurred since our last program review is less easily quantifiable: It is a realization of the full extent of the burden that has been placed on us by the state and the pandemic itself. Complying with AB 705 and 1705 has necessitated significant course and curriculum changes over the last several years. Our department has been and continues to be at the forefront of redesigning our pathway, which has required substantial inputs of time and energy from our full-time faculty. Now that the initial changes have been implemented, we have the additional work of ensuring that students don't fall through the cracks by remaining deeply involved with support services and developing our Writing Center. We are also grappling

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with the impact the COVID-19 pandemic itself has had on many students, leaving them underprepared for college-level course work. Adjunct faculty cannot and should not be expected to bear the burden of implementing changes to state education code while also figuring out how to compensate for the effects of several years of emergency online instruction.

Finally, our faculty are integral to two learning communities, Puente and Umoja, both of which require English classes as part of their core, cohorted curriculum. Puente has been a part of our college for some time now, but Umoja is relatively new, having been accepted into the state-wide organization just last year. We are still struggling to get the support that we need from certain quarters of the college. Both of these programs are central to the college's equity goals, and the extra time and professional development commitments that come along with teaching in these programs practically require that they be taught by full-time faculty.

2. Provide a summary of the progress you have made on the goals identified in your last program review.

The first three of our goals (improving outcomes in ENGL 105, developing the curricular support and pedagogical strategies to help underrepresented students, developing and expanding Umoja, Puente, and the Writing Center, and continuing to develop embedded tutoring and retention services that promote student success), are interrelated, and we have made significant progress towards all of them. As mentioned above, Umoja is now official and a program member of the state-wide Umoja Community; our Writing Center is fully staffed and full-time faculty are having their office hours there; and we have embedded tutors in some of our 105 classes. All that said, we are still meeting resistance and roadblocks when it comes to putting an embedded tutor in every 105 and getting a retention specialist devoted to English students and English classes, which we think is a sensible next step since most first-year students need help navigating the college and are also in our English 100 and 105 classes. Working through these barriers is obviously not the job of adjunct faculty as it involves institutional change and therefore a commitment of many years.

We have also made significant progress towards our other goals, which center around building a viable and attractive English major by marketing the value of the English AD-T to students intending to transfer; changing our literature rotation so that students can earn an English degree in two years; and improving our literature offerings. We have developed a rotation of literature courses so that our classes do not compete with those of our sister colleges and are working with Marketing on better means of promoting these courses, for example, through social media. We have also organized mixers, poetry readings, and workshops that have been well-attended and have raised the profile of the department. Finally, we are still preparing for an influx of ENGL 165 enrollments and a decrease in 110 enrollments, once the Cal-GETC single transfer path goes into effect (F 25). Like AB 705 and 1705, this change, which is also being imposed on us from the outside, necessitates ongoing adjustments to our pedagogy as well as our relationships with Counseling, the Learning Center, and the Writing Center.

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Our goals are largely unchanged since last year when we did Program Review. What has changed is noted above: our enrollments have recovered and the demands of the tasks required of us by the state and by the college's commitment to equity have come into clearer focus. Our resource request is another full-time position, the rationale for which was given in point 1 above.

Supporting Information



Resource Requests

CAN Discipline - English

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Full-time English faculty

Requesting Unit

English Department

Position Description

English faculty member to teach composition courses that are required of all students (ENGL 100 and ENGL 110 or ENGL 165); Literature courses that are required for the major; and enriching electives like Creative Writing, as well as participating in other college-wide committees and activities (shared governance, evaluation, hiring, equity, curriculum, professional development).

Status

Funded – Inactive

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

We have made significant progress towards the interrelated goals of improving outcomes in ENGL 105 and developing the curricular support and pedagogical strategies to help underrepresented students by forming a Community of Practice (COP) and Faculty Learning Program (FLP) POD to implement AB 705 and 1705; expanding Umoja, maintaining Puente, and launching STAR, an AANAPISI learning community; fleshing out the services provided by the Writing Center with workshops and full class sessions; and continuing to develop embedded tutoring and retention services that promote student success. As of last year, Umoja is officially part of the state-wide organization; our Writing Center is fully staffed and full-time faculty are having their office hours there; and we have embedded tutors in some of our 105 and 100 classes.

All that said, we are still meeting resistance and roadblocks when it comes to putting an embedded tutor in every 105 and getting a retention specialist devoted to English students and English classes, which we think is a sensible next step since most first-year students need help navigating the college and are also in our English 100 and 105 classes. Working through these barriers is obviously not the job of adjunct faculty as it involves institutional change and therefore a commitment of many years.

We have also made significant progress towards our other goals, which center around building a viable and attractive English major by marketing the value of the English AD-T to students intending to transfer; changing our literature rotation so that students can earn an English degree in two years; and improving our literature offerings. We have developed a rotation of literature courses so that our classes do not compete with those of our sister colleges and are working with Marketing to better promote these courses, for example, through social media. We have also organized mixers, poetry readings, and workshops that were well-attended and raised the profile of the department. We are still preparing for an influx of ENGL 165 enrollments and a decrease in 110 enrollments, once the Cal-GETC single transfer path goes into effect (F 25). Like AB 705 and 1705, this change, which is also being imposed on us from the outside, necessitates ongoing adjustments to our pedagogy as well as our relationships with Counseling, the Learning Center, and the Writing Center.

Finally, the seven current full-time faculty in the English department are leaders in projects and on committees that benefit the entire college and bring us closer to achieving our institutional goals. One of our faculty co-chairs the Student Equity and Achievement Program (SEAP); another chairs the Curriculum Committee; a third leads on professional development as the Faculty Teaching and Learning coordinator. One English faculty leads the Puente program, another has been crucial to building and winning recognition for Umoja, and another is responsible for conceiving of and launching STAR. We fought for, won, and staff the Writing Center, which supports writing across the curriculum. And, as noted above, we have participated in FLP PODs, COPs, and grant administration in our efforts to meet the demands of AB 705 and 1705. In filling this funded but empty position, we will be looking for

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someone who will continue the English department's tradition of leadership and service.

Critical Question: How does this resource request support closing the equity gap?

It provides us with more resources to successfully implement AB 705/1705, state-mandated curricular changes that are designed to close the equity gap but have yet to be proven to do so. Also, the department is committed to diversifying faculty and having full-time faculty that reflect the diversity of our students; we cannot do so if we cannot hire new people.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our faculty are integral to two learning communities, Puente and Umoja, both of which require English classes as part of their core, cohorted curriculum. Both of these programs are central to the college's equity goals, and the extra time and professional development commitments that come along with teaching in these programs practically require that they be taught by full-time faculty. We are also piloting an AANAPISI learning community--the STAR Learning Community--in spring 2025 with an official start date of fall 2025.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The college and district both have as part of their goals and strategic plans student centered-ness and equity. Adequate numbers of full-time faculty are crucial to both of these goals as full-time faculty are required to develop new curriculum and pedagogical approaches, to coordinate with student services for wrap-around support, and to provide students with stable and long-term mentoring and recommendations.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

As noted above, the position will help us to better implement AB705 and 1705, continue and broaden our programs for BIPOC, Latino/a, and AANAPISI students, and stabilize our Writing Center.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

7

2. What is the Full Time/Part Time ratio?

Fall 2024 28 FT/19 PT = 59.57; Spring 2025 28/18 = 60.86

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

NO: Fall 2022 28 FT/12 PT = 70; Sp 2023 28 FT/11 PT = 71.8 | Fall 2023 28 FT/16 PT = 63; Sp 2024 28 FT/16 PT = 63 | Fall 2024 28 FT/19 PT = 59.57; Sp 2025 28/18 = 60.86

4. Average number of sections offered per year.

93

5. Average departmental Fill Rate per year.

80

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

English faculty teach composition courses that are REQUIRED of ALL students for General Education (ENGL 100 and ENGL 110 or ENGL 165) and Literature courses that are required for the major; all English faculty teach all of the courses.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

No--it's just hard.

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8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

No--it's just hard.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

This is not a new position; it is previously funded and unfilled. After the college went online in March 2020, one of our full-time faculty, Professor Susan Gangel, retired. At the time, we put in a Vacancy Replacement Request, but it was denied because our enrollments were deemed too low to support a replacement hire. Since then, our enrollments have recovered and our workload has increased because of state and UC/CSU-mandated changes to curriculum.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture