



Skyline College

Comprehensive Program Review

SKY Dept - English

Instructional Comprehensive Program Review

Submitter Name:

Katie Hern

Submission Date:

01/25/2026

BACKGROUND

1.A. DIVISION:

Language Arts (LA)

PROGRAM NAME:

English & Literature

1.B. YEAR OF REVIEW:

2025 - 2026

1.C. PROGRAM REVIEW TEAM

Department coordinator Katie Hern served as lead; IEC members Michael Cross and Rachel Bell helped draft initial goals; the sections on professional development and college values were written collaboratively during a department meeting; our goals were also created during several department meetings; faculty and the dean were invited to provide feedback on the draft report and goals.

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

Through our core composition classes, the English program supports all Skyline students to build the reading, writing, critical thinking, and information literacy skills to be informed, reflective, and empowered communicators and global learners. Our multicultural literature classes strengthen students' analytical skills and provide the opportunity for them to deepen their empathy and understanding of diverse people's experiences.

ii. Alignment with the College Values:

Academic Excellence

Campus Climate

Community Partnership

Open Access

Social Justice

Student Success and Equity

Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.

Academic Excellence: Faculty in the English Department anchor our campus learning communities and the Honors Transfer Program. English faculty collaborate with colleagues and students across disciplines to support undergraduate research, campus outreach and activism, and critical thinking, reading, and writing in every academic field. We are active writers and readers who publish and engage in larger literary and creative writing communities.

Campus Climate: In English, our course outlines include explicit attention to diversity, respect, and belonging, including the expectation that faculty "use teaching approaches that address different styles of learners (visual, aural, verbal, physical) and different levels of preparedness," "create opportunities for students to share their viewpoints and questions, lead discussion, work collaboratively, and gain more confidence and agency in their learning," and "design course materials and content that makes students feel respected, supported, and valued."

Community Partnership: Skyline's Puente and Kababayan learning communities have partnerships with high school

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feeder programs (Kapatiran, Puente Herman@s) and Daly City's Kapwa Kultural Center. English faculty regularly invite writers into their classrooms as guest speakers, such as Lysley Tenorio, Sara Borjas, Alan Chazaro, Jason Bayani, Darius Simpson, Niijla Mu'min, Cesar Cruz, Dr. Christina Rodriguez, Oscar Garcia, Megan Correa, and Dr. Deborah Miranda. As co-founder of the California Acceleration Project, Dr. Katie Hern helped the college ensure strong implementation of AB705/1705, and Dr. Liza Erpelo was a key player in the federal AANAPISI grant with SFSU, CSM, and Cañada (Asian American Native American Pacific Islander Serving Institution).

Open Access: The English Department provides quality programs that meet our students where we find them, furnishing high-touch, rigorous academic environments, online and in-person. Faculty select topical, relevant texts that help students understand the complexities of their lived experiences, with Zero Textbook Cost courses that lower the cost barrier of pursuing educational goals.

Social Justice: The English department is committed to removing barriers to better serve all students, regardless of background, identity, and/or characteristics, and we seek to build classrooms that are not only inclusive, but also actively anti-racist. Most of the English faculty teach classes with social justice themes, including immigration, activism, Native American history, mental health, and bias.

Student Success and Equity: The English Department is committed to ensuring students have the resources to meet their educational needs. This is demonstrated by diverse and inclusive curricular materials, asset-based pedagogy, attention to universal design for learning, flexible grading and assessment methods, and providing varied course designs (ZTC, OER, online, in-person). Our shared pedagogy emphasizes transparent and scaffolded expectations, supporting cultural and linguistic diversity, collaborative and project-based activities, and putting students at the center of our focus.

Sustainability: The Skyline College English Department is committed to implementing practices that engage environmental justice, increasing our ZTC course offerings and using Canvas to minimize paper usage. Faculty have developed curricular materials centering environmental sustainability and participated in "Earth Day, Every Day," a PIF grant-funded working group that strives to make sustainability an integral part of how we operate.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

6.67

Adjunct Faculty FTE:

5.5

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

We have lost four full-time English faculty since fall 2017, dropping from 13 to 9 full-timers.

We have a particularly urgent need for a full-time faculty member who can take leadership over the successful Puente program, as Lucia Lachmayr prepares to step away from the role after many years of service. Lucia will be phasing out in 2026-27 and we will put in a FTEFAC request for at least one full-time English faculty member who can take over the lead for Puente Coordination and teaching the Puente English class.

A note about FT faculty data noted above. We have 9 full-time faculty but FTE is listed as 6.67 because of the 2.2 FTE reassigned time for faculty serving in coordinator roles (e.g., department coordinator, Honors Program, learning communities).

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1.F. PROFESSIONAL DEVELOPMENT

i. **Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Department Efforts

The English department has organized a number of equity-oriented professional development activities, including:

- Workshops and collaboration between English and ESOL faculty on AB705 (Fall 2019-Spr 2021)
- Review & discussion of disaggregated success data from our own classes, provided by PRIE (Fall 2021)
- Three English department meetings devoted to workshops by statewide Puente Project, on pedagogical practices to support Latine student success (2022-23)
- Community of Practice focused on equitable pedagogy post-AB1705 (three retreats, Spring 2024)
- Work on equity-based grading: the department voted to shift away from grading on a 0-100 scale, recognizing that it is a key driver of higher failure rates and inequities, and devoted several meetings and flex workshops to exploring alternative grading approaches (2023-2024)

Individual Faculty Efforts

English faculty have also participated in a number of equity-oriented professional development activities, including:

- A sabbatical, CTTL presentations, and curriculum development focused on complex racial trauma and systemic racism in the African-American community (Nathan Jones);
- Participating in the CTTL's equity coaching grant with the National Equity Project (Katie Hern, Lucia Lachmayr);
- "Grading for Equity" book group and implementation work (Jarrod Feiner, Katie Hern, Michael Cross, Lucia Lachmayr);
- ZTC course development (Michael Cross, Lucia Lachmayr, Rob Williams, Janice Sapigao, Lisa Weiss, Katie Hern, Rachel Bell, Greg Christensen);
- The development of equitable assessment strategies via SLOAC and flex leadership (Michael Cross);
- "Cultures of Growth" book circle discussing how Carol Dweck's "growth mindset" concept can be expanded institutionally (Katie Hern, Lucia Lachmayr);
- Collaborating on a President's Innovation fund grant to host guest speakers & create a new learning community to build belonging and institutional support for SWANA students, faculty, staff, and allies (South West Asia North Africa) (Janice Sapigao).
- Co-creation of a student leadership training program with Dr. Nate Nevado, Bridges+Beats, through a President's Innovation Fund grant (Liza Erpelo).
- Development & facilitation of an embedded peer mentorship program and student leadership training for Asian American, Native American, and Pacific Islander students (Liza Erpelo).
- Planning and organizing multiple events through the Critical Global Citizenship Education Project, international poetry readings, and student-led community art and poetry workshops (Rob Williams).

ii. **Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Increasing success and equity for Black/African-American and Pacific Islander students. We have persistent success gaps for these two groups and would like support from the larger college to understand and address these. This might include focus groups organized by PRIE, as well as enlisting departments/individuals to come to English meetings to share experiences, insights, and strategies, including the Black Student Union and the AANAPISI mentoring group.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

EXPANSION OF ZERO-TEXTBOOK-COST CLASSES

In 2023, we set a goal of supporting greater degree attainment, especially among lower-income students, by expanding our Zero Textbook Cost (ZTC) offerings. Having ZTC English composition courses is especially critical because these classes are required of all degree and transfer-seeking students, regardless of major. The college cannot achieve its broader ZTC goals without ZTC courses in English composition.

A team of 7 faculty have been working to develop key ZTC courses, producing curriculum "starter packs" in Canvas
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that include texts, assignments, and in-class activities that any faculty member can adopt or adapt in their own classes. An additional 8th faculty member did the labor-intensive work of transferring the department's free writing handbook to a more stable online platform, so that the resource can remain available to students.

We have made great progress on this goal:

- The department's free writing handbook is now available on a stable online platform (Rachel Bell, completed Spring 2024).

- We have published 6 ZTC thematic Canvas courses for our English composition sequence:

- English 100/105: Composing the Self (Michael Cross)
- English 100/105: Understanding Bias (Katie Hern)
- English 100/105: Media Literacy (Janice Sapigao)
- English 100/105: Activism (Rob Williams)
- English 110: Bogeymen and the Value of Fear in Fairy Tales (Michael Cross)
- English 110: Counternarratives (Lisa Weiss)

- We have several more composition courses underway, to be completed by Summer 2026.

- We are also working to convert other courses in the English & Literature program to ZTC, including creative writing, American Literature II, and British Literature, so that students could make it through their entire degree without paying for books.

Our ZTC offerings have increased more than six-fold. According to PRIE, in Fall 2020, English/Literature had 6 ZTC sections, with 122 students enrolled. In Spring 2025, we had 40 ZTC sections with 808 students enrolled.

Students have expressed deep appreciation for ZTC classes on a recent SMCCD survey:

> "It made the class feel more accessible and less stressful, and I could focus more on learning instead of trying to afford materials."

> "...as a father balancing financial responsibilities, family commitments, and the pressures of everyday life, affordability matters more than ever.... honestly, I would not be back in school today if it weren't for the reduced course and textbook costs... The Bay Area is incredibly expensive, and having this small light of hope allows me to stay focused on my education—even on long days when I'm burning the midnight oil after putting my child to bed. Being able to pursue my degree without having to choose between school and providing for my family is something I don't take for granted."

> "I could start learning on the first day without worrying about buying expensive books."

> "It shows that Skyline College is listening to students' concerns and taking tangible steps, in real time, to help struggling students."

EFFECTIVE AB705/1705 IMPLEMENTATION

In response to remediation reform legislation AB705/1705, the English department eliminated remedial classes and replaced them with extra support in transfer-level English. Students arriving with high school GPAs above 2.6 take the standard 3-unit composition class (Engl C1000, formerly Engl 100), while those with lower GPAs are placed into a 5-unit version of English composition (Engl C1000E, formerly Engl 105), where they have extended class time for guidance, collaboration, and practice and often an embedded tutor. Under this approach, lower GPA students have significantly higher completion at Skyline than at other community colleges. The lowest group – students arriving with GPAs below 1.9 – succeed at rates 15 percentage points higher than the statewide average: 51% at Skyline vs. 36% statewide.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

Negatively, generative AI tools like ChatGPT are making it much more difficult to ensure academic integrity. With these technologies, students can conceivably pass an English class without doing any of the reading and writing assignments. Some faculty have begun employing handwritten in-class exams as one strategy for ensuring student work is their own, but this is not possible in fully online asynchronous classes. This is having a particularly strong impact in our literature classes, which have been offered only online in recent years to support stronger enrollment.

Positively, the biggest external impact on our program were AB705 (2017) and AB1705 (2022), two pieces of legislation that prevent colleges from enrolling students in pre-transfer/remedial courses. Skyline's English department was an early adopter of placement reform, corequisite models of remediation, and high-challenge, high-support pedagogy. This left us well positioned to implement the laws with fidelity. After scaling back pre-transfer English classes for several years, Skyline stopped offering them entirely in Fall 2019. (One exception: a summer course offered only to current high school students, English 819.)

As noted in our last program review update, eliminating remedial courses produced dramatic gains in the percentage of students completing transfer-level English. In 2012-13, 65% of new students began in a remedial English course, and just 50% of them completed transfer-level English within a year of taking English. In 2019-20, we offered no remedial classes, and every new student began in transfer-level English, either the regular 3-unit version or the 5-unit extra-support version. That year, 77% of students completed transfer-level English within a year. These gains have remained steady in subsequent years. (Data from the state chancellor's office's transfer-level completion dashboard)

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Enrollment in literature courses is relatively low, and we offer just two sections per term. After a pandemic-related dip, our number of English majors has been 70-71 students for the last two years.

One factor influencing our low enrollment is a contract provision that disincentivizes full-time faculty from teaching literature. At most colleges in the state, English faculty meet their full load by teaching four classes - a recognition of the time it takes to provide feedback on at least 5,000 words of writing per student. SMCCCD recognizes this heavy grading load by weighting composition as 1.25 credits per unit taught. But this only applies if we teach four composition classes. If we teach a literature class, each composition unit is weighted as just 1.0, and teaching four classes leaves us under load.

Because of the workload penalty for teaching anything but composition, several full-time faculty members have never taught a literature class at the college. In a recent three-year period, 58% of our literature classes were taught by a single part-time faculty member who lived out of state.

Ultimately, this hurts students because full-time faculty are not well connected to English majors. We teach them in composition and then, for the most part, don't see them again. As students take their major courses, they have limited access to relationships and mentoring from full-time faculty, and program enrollment suffers because faculty aren't able to carry students with us from composition into literature classes.

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3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Our ethnic demographics in English and Literature follow the college's overall patterns fairly closely, with the following differences.

English classes enroll a higher share of Filipino and Latino students than the college as a whole, and a slightly lower share of white and Asian students.

Literature classes enroll a substantially higher share of Filipino students than the college as a whole (19.1% vs. 11.4%) and a somewhat higher share of multiracial students (10.2% vs. 7.9%) and Pacific Islander students (2.2% vs. 1.3%); all other groups are at parity with the overall college or slightly underenrolled in literature classes.

The positive or negative significance of these differences is not clear.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

Overall literature enrollment is lower than we'd like, in part because of the small number of English majors. A key factor shaping low literature enrollment is addressed elsewhere in this report (SMCCD contract provision disincentivizing full-time faculty from teaching literature, creates disconnect between majors and full-time faculty). Beyond this, we do not see any significant trends in literature enrollment.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

In 2025-26, we have worked with AFT to change the contract provision disincentivizing full-time faculty from teaching literature. Negotiations are still underway.

EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

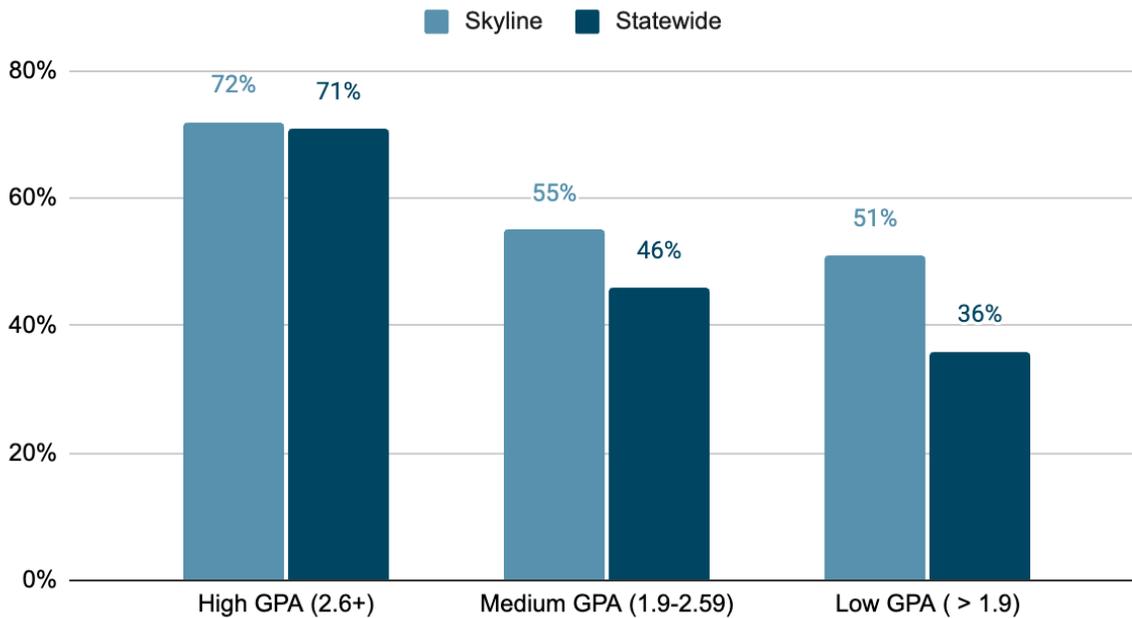
In English, our overall success rates have been consistently 67-69%, 8 to 10 percentage points lower than the college's overall success rates. It's hard to know the precise reason(s) for this difference, but it may be related to the fact that, like math, English composition courses are academically difficult requirements that all students must take and that many of them fear.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Our approach to the least prepared students (GPA below 2.6) is yielding higher success rates than at other community colleges statewide.

At Skyline, students arriving with GPAs below 2.6 are placed into the 5-unit version of the course, with extended class time for guidance, collaboration, and practice. Almost all sections of the course also have embedded tutors who support students during and outside of class. This appears to be particularly effective for students arriving with GPAs below 1.9, who succeed at rates 15 percentage points higher than the statewide average.

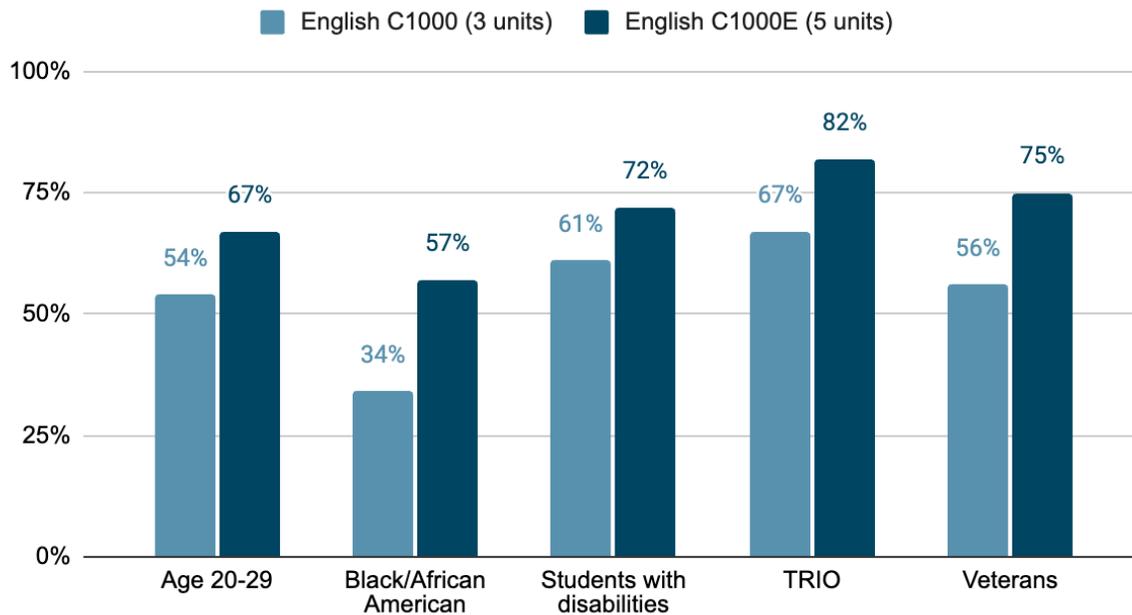
One-Year Completion of Transfer-Level English



Some High-GPA students do better with extra support.

In general, students with GPAs above 2.6 do not see success gains from taking the extra support, five-unit version of English composition (English C1000E). However, several groups with high GPAs do have higher success in this course, as noted below. Counselors might consider encouraging these students to consider English C1000E.

High-GPA Students With Higher Success in English C1000E



Online asynchronous courses have lower success than in-person and hybrid courses.

Face to Face	Hybrid	Asynch Online
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73%	72%	62%
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* Recently, LIT classes have been offered only online, asynchronous due to enrollment concerns.

We are having the lowest success with our Black students. We also have equity gaps for Hispanic, Pacific Islander, and Multiracial students.

	Sky Overall	English	Literature
Asian	86%	80%	91%
Black (Non-Hispanic)	66%	49%	44%
Filipino	77%	70%	64%
Hispanic/Latino	71%	62%	68%
Pacific Islander	65%	64%	71%
White (Non-Hispanic)	81%	71%	84%
Multiracial	77%	64%	78%

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

Hispanic students are our largest population with equity gaps, and this group is currently underserved in the larger college and district. One example: Skyline's Hispanic student headcount is over 5,000, but our learning community dedicated to these students (Puente) only has space for 26-30 students per year. A task force for the Student Equity Plan found that adding one more Puente cohort would nearly eliminate a key equity gap for both Hispanic and first-generation students. This task force's #1 recommendation was that the college add a second Puente cohort.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Three courses have especially low success rates. We are not concerned about two of them – Engl 695 is an independent study class with very limited enrollment, and English 650 is a tutoring class within the TRIO program and not part of the English program.

However, English 165 is troubling, with an average success rate below 50% and several semesters of success rates in the 30% range. Another concern is that we only offer one section of this class per semester, giving students little choice of faculty or modality. Under the AAT degree, the course is required of all English majors, so these issues pose a threat to degree completion.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

In the last several years, the English department has engaged in several useful assessment activities, including:

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- Revising our shared rubric for assessing student essays to make the language more student-friendly and align expectations across faculty
- Using that rubric to examine sample student essays together, having norming conversations in department meetings
- Working with the CTTL to integrate the rubric into Canvas, so that assessment results can be collected more easily

Assessment activities are most effective in relation to our core composition classes. Many sections of these classes are offered each term, and all faculty teach them, enabling us to have rich conversations about teaching and learning. However, part-time faculty are not paid to do SLO work or attend department meetings, so the conversation tends to be limited to full-time faculty.

Assessment in literature is more challenging. Because of the SMCCCD contract provision noted elsewhere, these classes have been primarily taught by part-time faculty, who are not paid for SLO work. Further, each LIT class is offered just once every 2-3 years, so there is no way for the faculty teaching a given class to reflect on assessment results together, even if the institution did pay them for this work.

SLO documentation in Nuventive has not been useful to us. The process is onerous and overly complicated, requiring time-consuming data entry for every SLO and every course. The work becomes increasingly abstracted, bureaucratic, and disconnected from what students do in our classrooms, and it has not yielded any useful insights for program improvement.

Over the last 7+ years, the people who have volunteered to serve, uncompensated, as SLO coordinators have had frustrating experiences trying to chase down faculty for their assessment results, learn how to navigate Nuventive, and then manually input other faculty's data into the system. As currently structured, no one wants to serve in this role.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

After reviewing the low success data for English 165 and the barrier to degree completion posed by offering just one section of this course per term, the English department has decided to expand the number of sections of English 165 offered each year, to remove this barrier for English majors and to provide more flexibility for all students – enabling them to choose either a literature or non-fiction focus for their second semester composition and critical thinking requirement.

We consulted with the college articulation officer and a counselor from the curriculum committee to ensure there were no negative implications for students of this change. The dean has committed to a gradual expansion of English 165 section offerings starting in Fall 2026, and the English coordinator has visited a counseling division meeting to inform counselors of the change and encourage them to enroll students in the expanded sections.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

We have an Associate of Arts for Transfer (AAT) in English and a local Associate's degree. In recent years, the number of students choosing the AAT has grown, as students appreciate the more seamless transfer experience it provides.

As a program with a small number of majors, our number of degrees awarded is not large -- between 5 and 11 per year. We believe this number could be increased if more full-time faculty taught literature classes and if we were intentional about creating community and mentoring opportunities for English majors, two intentions reflected in our program goals.

ii. What changes do the data suggest are necessary for the program to explore?

We would like to see a larger number of English majors, greater enrollment in literature classes, and more students completing an English degree.

The question to explore: How can we increase the sense of connection and mentoring for English majors?

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

We will use the labor market data to update the English department website re: careers and average salaries.

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

The English department worked with the PRIE office in Fall 2025 to design and administer a survey to Skyline English majors, including questions about their experience in the program, scheduling and modality preferences, and interests in different co-curricular activities. To expand the response pool, the survey was sent to all declared majors for the last five years. Unfortunately, by mid-January only 4 students had responded, so we do not have sufficient data to draw meaningful conclusions. Beyond the standard causes of low response rates, these outcomes may have been influenced by competing surveys (SMCCD textbook cost survey underway at same time), as well as disconnection from campus among students no longer attending. We will need to develop other ways to solicit input from majors.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Not Applicable

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Building on Successes

We want to continue expanding Zero Textbook Cost classes so that students can make their way through the entire English pathway without paying for books.

Areas for Attention:

We are concerned by the threat that generative AI poses to academic integrity in English and literature classes, especially in asynchronous online classes.

We are concerned that the 70 English majors each year are adrift with very little mentoring and connection to full-

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time faculty, who are disincentivized from teaching literature classes by a clause in the SMCCD contract.

We are concerned about equity gaps in the success of Black, Hispanic, and Pacific Islander students.

Goals & Resource Requests

Expand Zero-Textbook-Cost Course Offerings

Increase student completion and equity by expanding ZTC course offerings so that students can complete an English degree without paying for books by the end of 2027-2028.

Year Initiated

2023 - 2024

Goal Status

Active

Implementation Step(s) and Timelines

ZTC offerings in English and Literature grew more than six-fold between 2020 and 2025. According to PRIE, in Fall 2020, English/Literature had 6 ZTC sections, with 122 students enrolled. In Spring 2025, we had 40 ZTC sections with 808 students enrolled.

We have accomplished the goals set in our last program review update -- 1) we migrated the department's free online writing handbook to an open educational resources platform from its previous home, an unstable district web drive that was being eliminated, and 2) a team of seven faculty have worked to create ZTC Canvas "starter packs" with texts, assignments, and in-class activities that any faculty member can use or adapt. We now have ZTC classes developed or in progress for all of our core composition classes (English C1000, C1000E, C10001, and C1002), as well as creative writing and some of our literature classes. This is a huge accomplishment, not just for the department but for Skyline as a whole, because these courses are required of all degree-seeking students, not just English majors.

As a next step, we need to continue building ZTC curricula for the rest of the English degree, particularly our literature courses.

Implementation steps:

- 1) Work with the dean to ensure continuity in ZTC offerings when there are changes in faculty assigned to teach given courses, ensure that part-time faculty are aware of the process and funding available to support ZTC course development, and provide links to existing ZTC classes in Canvas Commons.
- 2) Continue to develop ZTC curricula throughout the literature rotation, with non-ZTC courses being the exception, not the default. Support faculty in this work by connecting them with state ZTC grant funding.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

01/22/2026

Academic Year Updated

2025 - 2026

Goal Update

Goals & Resource Requests

On Schedule

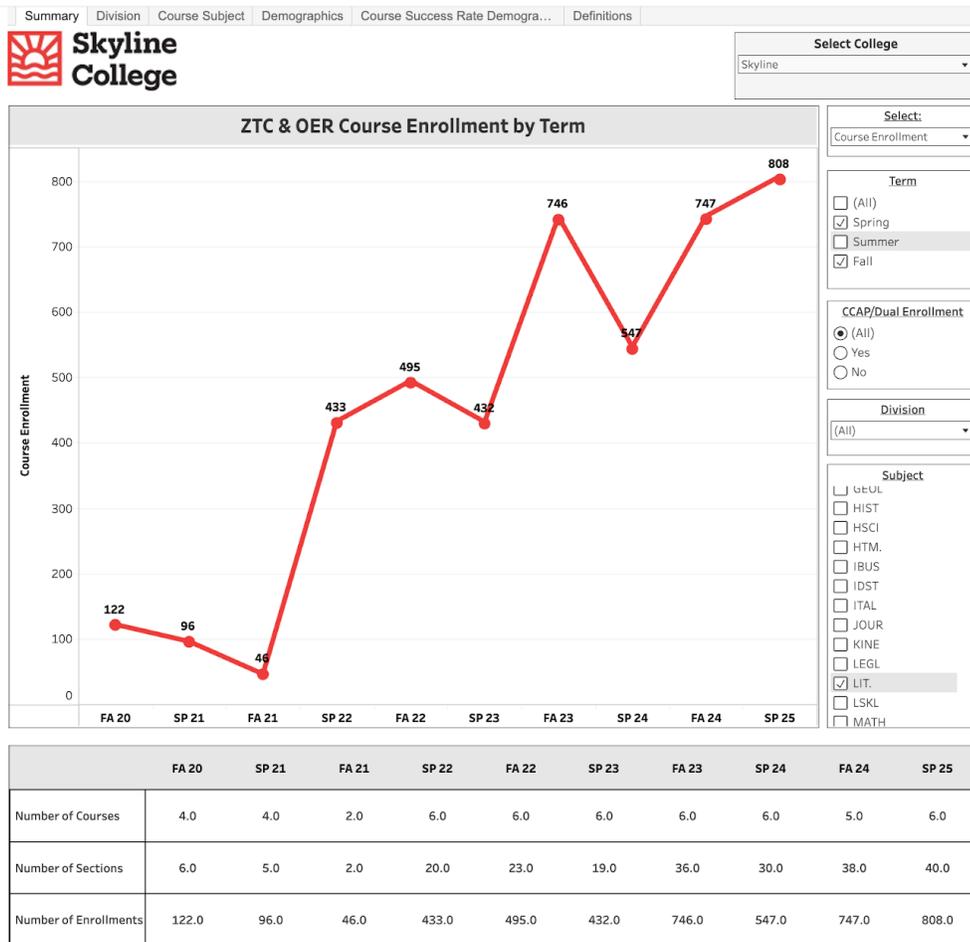
Goal Update Narrative

ZTC offerings in English and Literature grew more than six-fold between 2020 and 2025. According to PRIE, in Fall 2020, English/Literature had 6 ZTC sections, with 122 students enrolled. In Spring 2025, we had 40 ZTC sections with 808 students enrolled.

We have accomplished the goals set in our last program review update – 1) we migrated the department’s free online writing handbook to an open educational resources platform from its previous home, an unstable district web drive that was being eliminated, and 2) a team of seven faculty have worked to create ZTC Canvas "starter packs" with texts, assignments, and in-class activities that any faculty member can use or adapt. We now have ZTC classes developed or in progress for all of our core composition classes (English C1000, C1000E, C10001, and C1002), as well as creative writing and some of our literature classes. This is a huge accomplishment, not just for the department but for Skyline as a whole, because composition courses are required of all degree-seeking students, not just English majors.

Optional Tables & Graphs

SMCCCD ZTC Dashboard by [Tracy Huang](#)



Goals & Resource Requests

Strengthen the English Major Program

By the end of 2025-2026, ensure that English majors have strong mentoring and guidance from full-time faculty throughout their programs, by revising a contract provision that disincentivizes full-time faculty from teaching literature.

Starting in 2026-27, support retention and degree completion by organizing at least one event for current and prospective English majors per year.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

1) Work with AFT during 2025-26 negotiations to revise contract provision that disincentivizes English faculty from teaching literature.

Like many districts, SMCCCD recognizes the heavy grading load in composition classes, where faculty must provide feedback to at least 5,000 words of writing per student. Under the current contract, composition classes are loaded at 1.25 credits per unit, enabling faculty to teach four classes per term, consistent with the standard full-time load in English statewide.

However, this workload provision applies **only if** faculty teach four composition classes. If they teach even one literature course, this workload recognition disappears. The unintended consequence is that several full-time faculty who are experts in literature have never taught a literature class at Skyline, and in a recent three-year period, 58% of literature classes were taught by a single part-time faculty member living out of state. This leaves students with few opportunities to build relationships with, and receive mentoring from, full-time faculty as they complete their major courses. It also likely depresses literature enrollment, because students can't follow their composition faculty into literature classes.

2) Secure a contact list from MCPR for all current English majors and invite them to a community-building event early in Fall 2026; the event should include asking students to brainstorm for activities they'd like to participate in going forward (e.g., book groups, author events, alumni panels, an English major club).

3) Use the information gathered from students to plan annual or semi-annual events in future years to strengthen community and connectedness in the English program.

Mapping

- SKY College Values: (X - Selected)

- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

09/02/2022

Academic Year Updated

Goals & Resource Requests

2023 - 2024

Goal Update

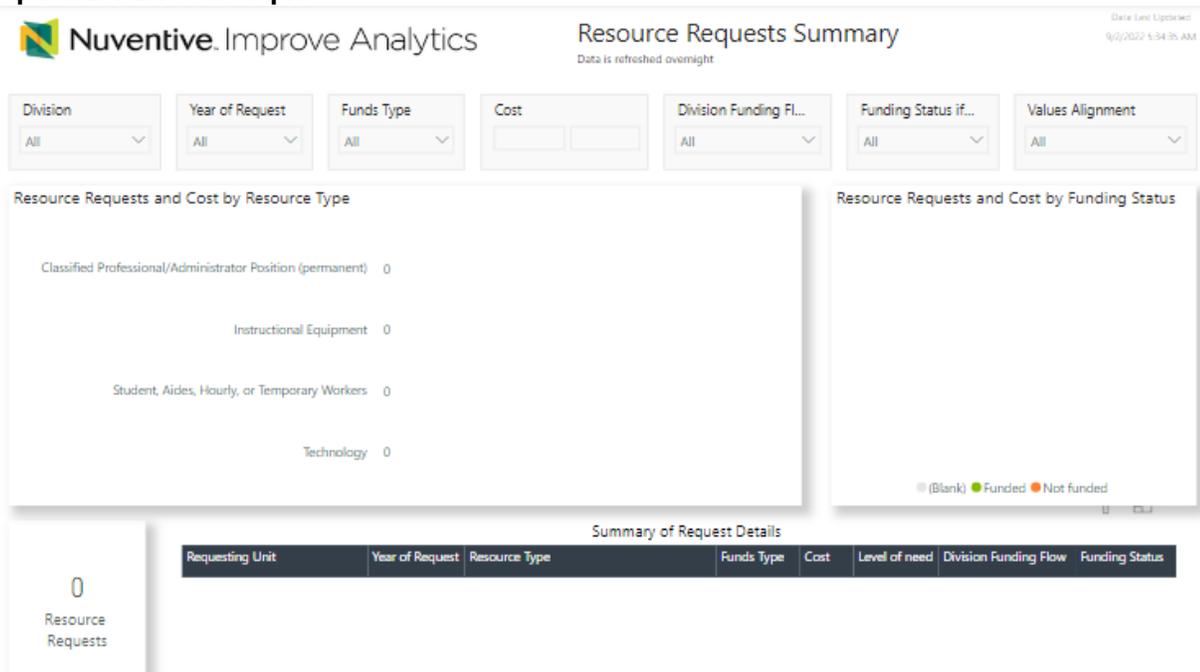
On Hold

Goal Update Narrative

We took several actions to strengthen the English major program for local Skyline students:

- " We tailored course offerings for greater student appeal, emphasizing literature by people of color, deactivating the Shakespeare course, and reactivating the queer literature course.
- " We coordinated with SMCCD sister colleges so that our literature offerings do not compete for enrollment.
- " We worked on the college-wide GE pathways effort as a strategy for drawing students to literature courses.
- " We have worked on advertising literature classes better.
- " We offer late-start sections for students with schedule gaps to fill, and we teach literature classes online to increase enrollment.
- " We studied enrollment in our lit courses and learned that they are, in fact, mostly serving SMCCD students. While the English major program remains smaller than we would like, we have decided to put this goal on hold while we focus on other department goals for the next two years.

Optional Tables & Graphs



Boost Success and Reduce Equity Gaps

Improve success rates for Black, Hispanic, and Pacific Islander students by at least 5 percentage points by Spring 2029.

Year Initiated

2021 - 2022

Goal Status

Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Because Hispanic/Latino students are Skyline's largest ethnic group (33%, 5,000+ headcount), two of our implementation strategies focus on this population:

- 1) Improve success rates and narrow the equity gap in completion of transfer-level English for Hispanic/Latino students by adding a second cohort of the successful Puente learning community by Fall 2027.
- 2) Support strong and equitable outcomes for Hispanic/Latino students by hiring a new full-time faculty member to teach in the Puente program in 2027-28 (longtime Puente English teacher Lucia Lachmayr is preparing to step out of the role at the end of Spring 2027).
- 3) Strengthen student success, equity, and consistency across the department through a shared departmental focus each year.

2025-26: Establish mentoring program to connect part-time and full-time faculty; share approaches through ZTC Canvas courses; maintain open culture where faculty can observe each other's courses in Canvas and in-person.

2026-27: Increase course success and equity through alternatives to 0-100 grading scale; check-in and provide support to faculty on this pre-existing department goal; Develop shared departmental guidance on critical issues, including AI in the English classroom and expectations for research.

2027-28: Collaborate with the broader college to investigate causes of low success among Black students and develop a set of retention strategies faculty can use in their classes (e.g., work with PRIE to conduct focus groups, invite Umoja folks and Black Student Union leaders to English meeting...)

2028-29: Collaborate with the broader college to investigate causes of low success among Pacific Islander students and develop a set of retention strategies faculty can use in their classes (e.g., work with PRIE to conduct focus groups, invite folks from AANAPISI grant to English meeting...)

Mapping

- SKY College Values: (X - Selected)

- **Social Justice:** undefined (X)
- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

10/27/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Goals & Resource Requests

This is the program goal we have worked on most extensively, and we will be carrying the goal forward for continued work. During the last year, the English department has taken the following actions:

" Each instructor received a data packet from PRIE with their own success rates, disaggregated by race/ethnicity, to identify our areas for improvement.

" We focused on Latino student success in 2022-23 and enlisted the statewide Puente Project to deliver a professional development series of 3 workshops.

" We identified grading policies as a key area for equity-focused attention, Dean Chris Gibson purchased copies of the book *Grading for Equity* for every faculty member, and we have had several sessions on this topic during department meetings, and several English faculty participated in a CTTL book group on the topic.

" We identified grading on a 0-100 scale as a key driver of inequity and made a departmental commitment to shift to alternative approaches in 2023-24, such as 0-4 scale, 50-100 scale, and contract grading.

Plans for 2023-25

We are focusing on the following professional development activities, with particular focus on students of African descent and Pacific Islander students, who have consistently lower success rates in our classes:

We will offer a faculty Community of Practice on high-challenge, high-support, equity-minded pedagogy in Spring 2024.

We will use AB1705 funding to pay for up to 15 faculty to participate in an online course in *Grading for Equity*.

We will increase cross-faculty collaboration to share effective practices, such as through open classrooms, mentoring, and ZTC efforts.

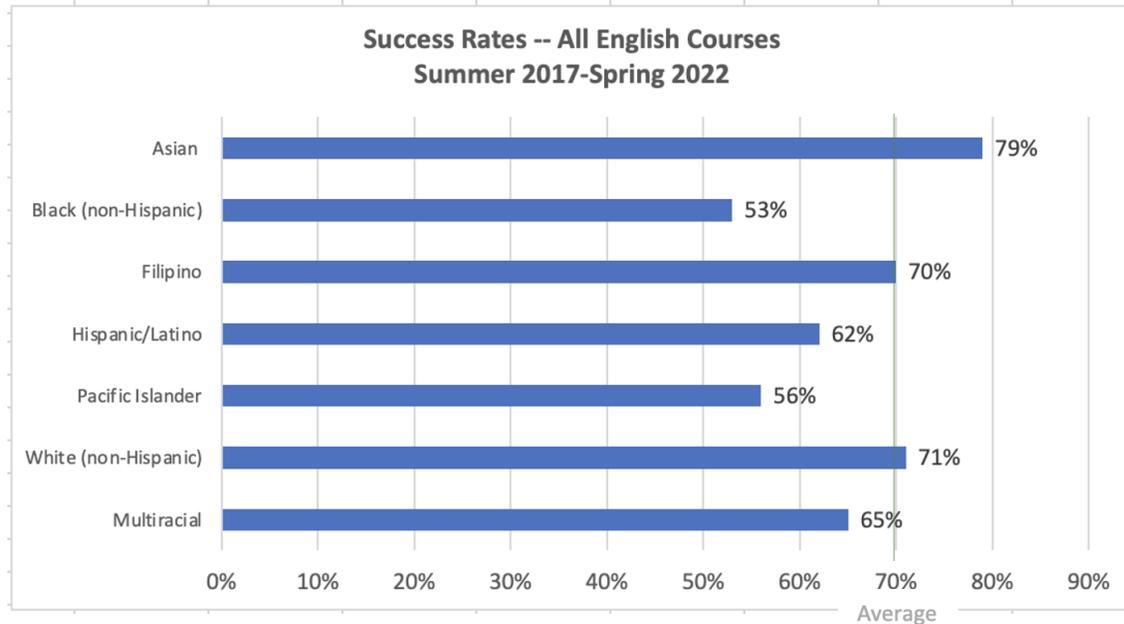
We are not submitting a new resource request for this goal because the English department has secured approximately \$37,000 of AB1705 funds for these efforts. We will likely need further resources for 2024-25 and beyond. Our anticipated request for a new full-time position in 2025-26 will also be key to achieving this goal.

Optional Tables & Graphs

Goals & Resource Requests

Equity Gaps in Course Success

While all racial/ethnic groups have made large completion gains over the last decade, gaps remain in course success rates, especially for Pacific Islanders and students of African descent.



Asian = 17.9%	Black = 2.6%	Filipino = 19.6%	Hispanic = 33.5%	Pacific Islander = 1.6%	White = 14.9%	Multiracial = 7.7%
Not represented in graph: American Indian/Alaska Native (<1%), Unreported Ethnicity (2.1%)						

Source: [Program data packet](#), Skyline PRIE Office

Create comfortable, learning-centered classrooms by replacing old furniture

We need furniture that accommodates a wider range of body sizes and is easily moved around for both collaborative and individual activities.

Year Initiated

2023 - 2024

Goal Status

Inactive

Implementation Step(s) and Timelines

In our last program review update, we set a goal to secure the resources to update classroom furniture. We achieved this goal.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

UPDATE

Goal Update Date

01/22/2026

Academic Year Updated

2025 - 2026

Goals & Resource Requests

Goal Update

Completed

Goal Update Narrative

In our last program review update, we set a goal to secure the resources to update classroom furniture. We achieved this goal.

Resource Request

Division Name

Language Arts (LA)

Year of Request

2023 - 2024

Resource Type

Instructional Equipment

Resource Name

Update classroom furniture

Resource Description

We need furniture that accommodates a wider range of body sizes and is easily moved around for both collaborative and individual activities.

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This goal contributes to our master plan goal 1 re: being an equitable institution and goal #5 re: fostering a thriving learning environment. The current desks are too small for people with larger bodies, and they are cumbersome to move into different configurations (e.g., group work, individual work during exams). The English rooms that need updating: 8-109, 8-319, 8-118, 8-117.

Cost

110,000

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Use Remote Learning Data to Strengthen All Modalities of Teaching

This goal reflected the department's concerns early in the COVID-19 pandemic and are no longer a priority.

Year Initiated

2021 - 2022

Goal Status

Inactive

Mapping

- SKY College Values: (X - Selected)

- **Campus Climate:** undefined (X)
- **Open Access:** undefined (X)
- **Student Success and Equity:** undefined (X)
- **Academic Excellence:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)

Goals & Resource Requests

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

10/27/2023

Academic Year Updated

2023 - 2024

Goal Update

Discontinued

Goal Update Narrative

We formulated this goal during the period of returning from pandemic online instruction, a time when we were concerned that our mix of modalities may not have been optimal. In the time since, we have monitored enrollment patterns and our own experiences in the classroom. One shift we have made is to offer primarily in-person sections of English 105 because of concerns that fully online modality does not effectively provide the kind of support students need. Overall, we are satisfied with the current mix of modalities, as well as the training and support provided by the CTTL.