Equity Grading Course Redesign Proposals: First Year Composition Classes

As the Composition Director in the English Program at CSUCI, I am submitting proposals for two EGCR teams. I will facilitate both teams, and the teams will collaborate throughout this process to share resources and strategies, assure cohesion across courses, and support assessment and sustainability of our shared efforts. Working together in this way is emblematic of our Composition Team, which has been committed to a collaborative approach to curriculum development, pedagogy, and assessment since the Composition Program was launched in 2003.

Faculty for each team, along with representative professional development opportunities faculty have pursued that are aligned with this effort, are identified below:

Composition Teams Facilitator

Stacey Anderson, *Associate Professor of English, Composition Director, Faculty Development Coordinator.* I have taught in the Composition Program since 2005, serving as a full-time lecturer in English until joining the tenure track in 2016. I have served a leading role in the Composition Program in various capacities since 2009. I served as a Proven Faculty Lead with the CSU Course Redesign program and as Professional Learning Community Facilitator and Coordinator with Teaching and Learning Innovations (TLi).

ENGL 102 Team

Stacey Beauregard, M.A. *Lecturer in English.* Stacey has taught as a full-time lecturer in English since 2012. She completed the ISLAS Academy as well as TLi's Blended Learning Preparation Program and Online Teaching Preparation Program. Stacey currently serves as a Digital Learning Mentor with TLi. She has also supported English Education as Interim Advisor and a portfolio reviewer.

Kathleen Klompien, **Ph.D.** *Lecturer in English.* Kathleen came to CSUCI in 2005 to direct the University Writing Center and collaborated with all aspects of our Composition Program, including teaching composition courses and participating in holistic team scoring of student writing. She moved full-time to English in 2016. Kathleen has been an active partner and leader in equity-centered efforts on our campus and in our region, including Projects ISLAS and ALAS and our Learning Communities.

Emily Spitler-Lawson, **M.A., M.F.A.** *Lecturer in English.* Emily joined the CSUCI English Program in 2016 and has been an active collaborator in our Learning Communities and Living Learning Communities ever since. She was part of the team that attended the National Summer Institute on Learning Communities at Evergreen State College in 2018 and is currently serving as a First Year Composition Embedded Multiliteracy Tutor Faculty Fellow.

Kim Vose, **Ph.D.** *Assistant Professor of English, English Education Coordinator.* Kim has taught in the Composition Program since 2011, serving as a full-time lecturer in English until joining the tenure track in 2018. She served as Adopting Faculty with the CSU Course Redesign program and as a Certified High School Workshop Facilitator with the CSU's Expository Reading and Writing Curriculum (ERWC).

ENGL 105 Team

Rachael Jordan, M.A. *Lecturer in English.* Rachael, a CSUCI alum, joined the English Program as a lecturer in 2012. She was an active partner in CSUCI's STEM Learning Communities and served as Adopting Faculty with the CSU Course Redesign program. She taught in the EOP Summer Bridge Program and currently teaches our Early Start course for incoming first year students. Rachael is a Learning Design Faculty Lead with Tli and is pursuing a Ph.D. in Technical Communication and Rhetoric at Texas Tech.

Clifton Justice, Ph.D. *Lecturer in English.* Clifton joined CSUCI's English Program in 2006. He completed Tli's Blended Learning Preparation Program and served as an ISLAS Ambassador. He was a Proven Faculty Lead with the CSU Course Redesign program and has been a Certified High School Workshop Facilitator with the CSU's ERWC program since 2015.

Nancy Park, Ph.D. *Lecturer in English.* Nancy joined the CSUCI English Program in 2016. She was also part of the team that attended the National Summer Institute on Learning Communities at Evergreen State College in 2018 and is currently serving as a First Year Composition Embedded Multiliteracy Tutor Faculty Fellow. Nancy also completed the Center for Community Engagement's Service-Learning Faculty Mentoring Program.

Ronit Sarig, M.A. *Lecturer in English.* Ronit joined CSUCI in 2018 and has been teaching writing in the CSU since 2002. She completed Tli's Online Teaching Preparation Program and ACUE's Course in Effective College Instruction. Ronit served as a Faculty Fellow with the Critical Friends Learning Collective and has taught in several of our Learning Communities and Living Learning Communities.

EGCR Courses

ENGL 102: Strategies of Successful College Writers

Focuses on helping students develop habits of mind and strategies for success in writing at the college-level. Students will learn to leverage campus resources and academic technologies throughout the recursive thinking and writing process (invention, prewriting, drafting, revising, editing, and peer review). Successful completion of ENGL 102 prepares students to enroll in ENGL 105 in the following semester to fulfill their first-year

writing requirement (GE Area A2: Written Communication). *GenEd: E (Lifelong Learning and Self Development)*

ENGL 105: Composition and Rhetoric

Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is the development of proficiency in conceptualizing, analyzing, and writing research-based academic texts. Substantial research and writing are required. *GenEd: A2 (Written Communication)*

Targeted Student Success Metrics

Our efforts with both of these classes are intended to help us regain the high pass rate we saw in these courses prior to the COVID-19 pandemic. (See below). During this process, we will triangulate qualitative and quantitative data from our courses and instructors with data provided by DAADA, consult with Learning Design experts, and leverage our institutional membership with OneHE.

ENGL 102 Pass Rates

Outcome Shown: Pass Rate

Academic Year	Semester	Course Comparison	Student Characteristics	All Students
2015-2016	Fall 2015	ENGL 102	All Students	94.0%
	Spring 2016	ENGL 102	All Students	97.4%
2016-2017	Fall 2016	ENGL 102	All Students	95.4%
2017-2018	Fall 2017	ENGL 102	All Students	95.1%
2018-2019	Fall 2018	ENGL 102	All Students	95.5%
2019-2020	Fall 2019	ENGL 102	All Students	92.8%
2020-2021	Fall 2020	ENGL 102	All Students	83.2%
2021-2022	Fall 2021	ENGL 102	All Students	81.1%

OC - Outcome Selecti..
81.14   97.44

A2 Pass Rates*

Outcome Shown: Pass Rate

Academic Year	Semester	Course Comparison	Student Characteristics	All Students	OC - Outcome Selecti..
					70.31 93.65
2015-2016	Fall 2015	A2: English Writing Courses	All Students	93.0%	
	Spring 2016	A2: English Writing Courses	All Students	91.4%	
2016-2017	Fall 2016	A2: English Writing Courses	All Students	92.0%	
	Spring 2017	A2: English Writing Courses	All Students	93.6%	
2017-2018	Fall 2017	A2: English Writing Courses	All Students	93.6%	
	Spring 2018	A2: English Writing Courses	All Students	92.6%	
2018-2019	Fall 2018	A2: English Writing Courses	All Students	91.7%	
	Spring 2019	A2: English Writing Courses	All Students	89.4%	
2019-2020	Fall 2019	A2: English Writing Courses	All Students	88.3%	
	Spring 2020	A2: English Writing Courses	All Students	90.0%	
2020-2021	Fall 2020	A2: English Writing Courses	All Students	72.0%	
	Spring 2021	A2: English Writing Courses	All Students	70.3%	
2021-2022	Fall 2021	A2: English Writing Courses	All Students	71.2%	
	Spring 2022	A2: English Writing Courses	All Students		

ENGL 103 and ENGL 105 prior to Fall 2019; ENGL 105 only from Fall 2019 forward

EGCR Plan

We will launch our efforts at our Composition Program Retreat on June 9, 2022, at which time we will identify lead faculty for each team. We will use Slack, MS Teams, and Google Drive for asynchronous collaboration among and between teams and meet via Zoom every other week. Deliverables will be shared openly on a Google Site. Our faculty are already familiar with these tools, including a robust Slack channel that has been instrumental to our curriculum development efforts during the pandemic, and we use them well. The theme of our program is Composing Community, and we are well-versed in working together while engaging in healthy debate and conversation in such collaborative endeavors.

Sustainability Plan

Our Composition Team is intimately familiar with the importance of sustainable teaching and learning practices. Since its inception in 2003, the Composition Program at CSUCI has prioritized ethical and material conditions that foster a humane, equitable, and sustaining teaching and learning environment for faculty and the students we serve. We

have seen firsthand that sustainable practices must be embedded in our program and courses and cannot rely on one-time funds or other non-contiguous means of support.

      Our faculty will work together to develop a plan for ongoing engagement with one another as we check-in during the semester and assess the efficacy of our efforts. We will be particularly attuned to how we can enhance student efficacy, accountability, and retention from midterms to finals, and from one semester to the next, in a manner that leverages available resources and effectively draws upon the expertise of our faculty.

      As Composition Director, I will be especially attentive to the features that are essential to increasing student success in these courses, including consistency in the composition of our faculty team, equitable working conditions, ample faculty development resources, and strict course caps of 20 students per section.