Santa Rosa Junior College

Program Resource Planning Process

English 2018

1.1a Mission

The English Department is committed to consistent, quality instruction at all levels of our curriculum, from English 305.1 through English 5 and literature classes.

The Department has a multi-part mission: 1) To further the basic literacy growth and cognitive skill development of all students; 2) To provide students with the reading, writing, and thinking skills that are necessary for success in college courses and the workplace; 3) To prepare students for transfer not only in English but in a variety of subjects requiring strong reading, writing and thinking skills; and 4) To foster an appreciation of English and American literatures, as well as other literatures available in English translation; and 5) in doing the foregoing, to help students cultivate the creative, intellectual, social, emotional, aesthetic and ethical capabilities that are required of responsible, engaged citizens, and that are essential, as John Dewey put it, to "a life of rich significance."

1.1b Mission Alignment

The English Department's mission is both consistent with and crucial to the District's mission, institutional goals, and initiatives. The comprehensive mission of the English Department's instructional program maps closely on to the college's basic mission statement: "SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community."

I.   Community Outreach, Development & Involvement: The Department is involved in the newly created Early Assessment Program(EAP), which encourages high school juniors to take an English assessment test (including a writing sample) in order to determine their readiness for college-level English courses. The Department has voted to recognize a student's "exempt status," which allows the student to enroll in English 1A without taking the Junior College's assessment test for English

placement. This parallels the CSU's acceptance and thus furnishes further evidence of articulation between the high schools, junior college and California State University system. The Department will also acknowledge "conditional status," a new category in EAP that alerts students in the 11th grade to the need for English remediation in the 12th grade as a way to prepare for college-level reading and writing. The Department has staffed booths at the Day Under the Oaks celebration in May 2013 and 2014, and at First Oaks events in both years. In 2013-14, English faculty created and coordinated the campus-wide "Ask Me" program, which brings together SRJC faculty, staff, and administrators in building a culture of inquiry among our students, and promoting student success, by helping students ask questions and obtain needed information when and where they need it.

II.   Multi-Campus Coordination: On the Petaluma Campus, the English Department offered 48 sections of English classes in Fall 2013 and 37 in spring 2014. These sections include developmental as well as transfer-level courses. It is also a goal for the Department to offer at least one literature class for majors in Petaluma each academic year. The department chair travels to Petaluma several times per semester to meet with concerned students and/or faculty, and to plan and coordinate department affairs, and Petaluma faculty attend department meetings in person or virtually on the Santa Rosa campus. We await negotiations between the District and AFA to further explore strategies for effective coordination between the two campuses. The ideal fix would be to restore the coordinator position that we had in Petaluma until 2003, with re-assigned time going to the faculty member serving as the liaison between the two campuses.

III.   Student Learning Outcomes: The Department has conducted five Learning Assessment projects, two for English 1A, one for English 302, one for English 100, and one (in progress) for English 5. The Department and the chair continue to respond to new directives and tasks handed down either from ACCJC, or Project Learn. We will soon complete a 6-year Cycle SLO Assessment Plan. All of the Department's currently active courses have approved SLOs. The Department is actively assessing SLOs, and will have completed SLO assessments for 100% of courses that are regularly offered by the Fall of 2014. Other courses whose offerings have been irregular due to schedule and budget cuts may have to wait until they are next offered to have their SLOs assessed.

IV.   Basic Skills/Immigrant Education:
We are using BSI funding to better serve Basic Skills students through integrated programs, including Smart Start (English 305.1/Counseling 355; English 307/Counseling 60; English 100/Counseling 60) and First-Year experience (English 100/Counseling 10). We have also supported Basic Skills students through interdisciplinary learning communities: English 100/Math 150A, English 100/Child 90.1, English 100/Anthropology 2.

The Basic Skills Committee has also supported the development of embedded Counseling sessions for all 300-level English, ESL and College Skills courses. These sessions provide students with needed information about Counseling, the new Priority registration process, Financial Aid, the English pathway, etc. All English 305.1, 307, 305x/306x, and 302x/100x courses are eligible for embedded Counseling visits.

English faculty are leading SRJC's Reading Apprenticeship efforts on campus; Reading Apprenticeship is a proven strategy to increase student success and is supported by the Basic Skills Initiative and 3CSN. After participating in the Leadership Community of Practice in Reading Apprenticeship, these faculty have led workshops on RA and started a RA focused inquiry group on campus that meets monthly.

The English Developmental Committee has devised a 5-year plan to (1) strengthen the existing pathway and (2) engage in pathway redesign to create an alternative pathway incorporating best practices supported by the Basic Skills Initiative. To achieve the first part of this plan, the developmental committee has selected course leaders for the entire developmental pathway to facilitate assignment/best practice sharing. Also, Developmental Committee meetings will be open in the future to all English instructors to increase participation and build our capacity to better facilitate learning. To fulfill the second part of the plan, members of the Developmental Committee will participate in the California Acceleration project to pilot an accelerated 307 in Fall 2014. Faculty participating in the pilot will share their new knowledge with English faculty, create common assignments, assign common texts, and create a shared capstone common assessment. Participation in CAP is at no cost to the district; CAP faculty will attend three 2-day institutes to develop accelerated curriculum and learn accelerated pedagogy and they'll receive mentoring to aid in the implementation of both.

Over the summer of 2013, the English department began offering JAM sessions to prepare students for the English Placement Exam. Many students take the placement without understanding the importance of the exam, let alone what they'll be tested on. Initial results of the JAMs have been promising. Most students who retook the placement tested one English course higher in the pathway, sometimes two courses. Five more JAM sessions are schedule for late Spring/Summer. We are working with the Dean of Student Success to collect SIDs and to examine how successful JAM students are in the English pathway. Much more remains to be done in all of these areas, and the English Department is committed to this effort— given necessary resources and staff.

   Enrollment Management & Retention: Each semester, the Department makes adjustments to its schedule based on placement data and enrollment patterns. Because of our size, our enrollment patterns generally reflect those of the College as a whole.

I.   The English Department acknowledges the central role it plays in reflecting the principles and enacting the practices of the Basic Skills Initiative/Immigrant Education, to increase retention and improve student success. In addition to pursuing the Basic Skills initiatives described above in IV, the Department shows its commitment to student retention through the following: a) The Writing Center, which in summer 2008 moved to a larger classroom with the objective of serving one-third more students; b) The First-Year Experience; c) The Smart-Start Program; d)Learning Communities; e) the Common Reading Experience (CRE) that links students in courses inside and outside the English Department through a common work of literature; f)The Puente Program; g)hybrid and online classes; and

h)interdisciplinary and special focus classes. Retention has been steady; in 2011 it was 76.1%, and in fall 2013 74.1%.

While our mission is consistent with and crucial to the college's mission, initiatives, and goals, the Department does not at present have enough full time faculty to effectively carry out this mission. In fall 2014, we will have 25 full time faculty members, a 7.4% drop from the 27 we had in fall 2009 and a 24.2% drop from the 33 we had in 2004. Of this number, one will be on reduced load (from 100% to 70%), and eight will be in tenure review (two in their first year). Five will be on the Petaluma campus. Even before BSI and Learning Assessment Projects were added to the Department's responsibilities, we did not have enough contract faculty to do the work we are charged with doing. Clearly, the intersection of rising enrollments and the decline in full-time faculty justifies the Department's request for additional full-time staff.

1.1c Description

The English Department is the largest academic department at SRJC, offering 197 course sections at multiple locations in Fall 2013 and serving approximately 6654 students in fall 2013 (12,667 in the full academic year 2012-13). At the heart of English pedagogy across the full range of the Department's offerings is instruction in writing informed by reading; this instruction ranges across the rhetorical, syntactic, grammatical, and conceptual levels. Department enrollments include a large developmental population (more than 30% of total enrollments) as well as transfer-level courses and a growing number of English majors. All students pursuing an AA/AS degree or planning to transfer must take courses in the English Department. In fall 2009, English 1A replaced English 100 as the requirement for the AA degree. This new requirement has impacted the Department in numerous ways, among them, by adding more multi-language students to English 1A than in the past. These multi-language students typically require more one-on-one time with the instructor than native students, thus increasing the time commitment from English instructors who teach primarily reading and writing.

To support student retention and success, the department sponsors a Writing Center, with a total of 8070 student hours logged in fall 2013. For English 1A students, the department offers a Work of Literary Merit (WOLM) program, which each semester organizes a lecture series to support study of a common text, such as Charles Dickens's *Great Expectations* and Junot Diaz's *The Brief, Wondrous Life of Oscar Wao*. In spring 2012, the Department concluded its pilot project involving a common and customized handbook for all students enrolled in pathway courses, 305 through 1A. This allowed students to become familiar with the handbook's content, knowing they would be using the same book in subsequent English courses, in courses outside the English Department, and in the Department's Writing Center. Although the use of a

common handbook is considered a BSI "best practice," tied to student retention and success, the Department elected to terminate the project at the end of spring 2012.

The English Department is also responsible for coordinating the reading and scoring of approximately five thousand writing samples each year as part of the Assessment test for English Placement.

1.1d Hours of Office Operation and Service by Location

The English Department offers classes from 7:00 am until 10:00 pm, Monday through Thursday, on both the Santa Rosa and Petaluma campuses. In addition, we offer Friday classes from 9 am-12 pm on both campuses, Friday and Saturday hybrid sections of English 1A, and Friday and Saturday hybrid sections of English 100.

The Department Office in Santa Rosa has Administrative Assistant coverage from 7:30 am until 4:30 pm, Monday through Thursday, and from 8:30 am to 1:30 pm on Friday. In summer 2014, due to the retirement of the department's Administrative Assistant, the office was open only from 8-2 M-Th while classes were being offered while a replacement was being recruited. Since we lost our 60% AAII position several years ago, there has been no coverage in the evening, despite the Department's offering many classes in the evening hours. A Writing Center Assistant (currently an STNC) oversees our Writing Center from 9-1 Monday through Thursday. No staff are assigned specifically to the English Department on the Petaluma campus.

1.2 Program/Unit Context and Environmental Scan

Since 2011 it has become clear that the vision of the Community College set forth some 50 years ago in California's Master Plan for Higher Education has in effect been replaced by a new regime for Community College Education, most clearly embodied in the Student Success Act of 2012. This sweeping change presents particular challenges to the English Department. The Master Plan's emphases on access, opportunity, enrichment, and service to the community are gone; we are now confronted with a vision of "success" defined quantitatively, for students, by the speed with which a student completes an education plan leading to employability, and for the college, by the numerical outputs—pass-throughs, degrees and certificates awarded, and so on, all counted on an institutional state scorecard. Where the college, under the Master Plan, was once understood as a place that awarded grades reflecting the quality of student's learning, now, under the Student Success Act, it is understood as a place that is itself to be graded on its success in teaching, and that success, in turn, is understood strictly in terms of the quantity of its numerical outputs. These new values—speed, efficiency, maximized outputs measured quantitatively—have never been the core values of the discipline of English, whose key values (at the risk of oversimplification) have always focused on the qualities of the

individual writer's voice on the page, and of the individual mind expressing itself through that voice.

A related change is the transformation of our student's literacy by the revolutionary growth of the internet, and the rise of new forms of digital literacy. It is no coincidence these digital literacies share substantial values with the educational regime of the Student Success Act: smart phones, kindles, laptops, and in general an increasingly pervasive total digital environment, all value speed, and quantitative volume; indeed, they implicitly redefine cultural quality in these quantitative terms. Proposals to create MOOCs (Massive Online Open Courses) for CC credit are one example of the convergence of these technological and educational developments. But perhaps the most telling example is the proposal currently under consideration by the state to implement a state-wide writing assessment instrument, in which student essays will be read by machines. The implicit message communicated to students by such an instrument could hardly be clearer: that the educational institution understands them as abstract units in a large technological system that values speed and efficiency above all, or in other words, that the environment in which their writing takes place is literally inhuman. Doubtless some students will imaginatively project the next logical step in these developments: when machines are developed that will replace not only the faculty members who read their essays, but the students who write them.

Indeed, from the perspective of a discipline traditionally devoted to relatively slower practices of ruminative critical reflection, and rooted in a fundamental conviction of the incalculable value of the individual's voice, the rush to embrace such apparently dazzling new technological potencies can seem strikingly unreflective, and uncritical. The English Department faculty recognize that there is no binary opposition between technological and cultural changes and traditional values: change has been a constant in modern culture for a long time, and the Department's faculty have for many years been working hard and thoughtfully to integrate digital technologies into their pedagogy, and to stay abreast of change. Still, the task of adapting our pedagogy to this latest round of arguably revolutionary changes will be occupying the Department for the foreseeable future.

2.1a Budget Needs

In 2017-18 the English Department was looking to update our course offerings, having just completed our three-year pilot of ACCELERATED English 307. Since our results were convincing (an astounding 80% completion rate), the College provided money for the English department to offer an in-house training for a new course, English 309, a 5-unit accelerated course, paying 10 contract and adjunct instructors to learn the basics of acceleration pedagogy and to further grow our Community of Practice. This effort would be in line with ensuing initiatives from the Chancellor's Office, specifically AB705. So we thought. The department is in the process of planning for the implementation of AB705, which unfortunately changes its mandates every month. As of now, a group of faculty will need to work on curriculum development and a Directed Self Placement tool this summer. These efforts will continue through 2018-19 to meet

the deadline of Fall 2019, when full implementation of AB705 is due. All English faculty, 27 full time and 65 adjunct, will need to be prepared to teach our new courses: a revised ENGL 1A and the new ENGL 1A with co-requisite. In order to ensure all faculty are on board, extra department meetings and trainings will be necessary, which means all 65 adjuncts need to be paid to attend these meetings. Also, as part of the AB705implementation, the English faculty will need to have regular norming sessions to unify academic standards in the transition to our new curriculum and ongoingly.

The English Department's greatest challenge each year has always been to align academic standards in each course, without infringing on an instructor's autonomy in choosing texts and designing courses and lesson plans. Instructors at each level of the Pathway depend upon their colleagues to prepare students to meet the challenges of the subsequent course. Without periodic norming of large numbers of faculty, this predictable and reliable transition from one course to the next does not happen. We are grateful for the College's financial support of this work in the past four years (2014-17), and we would like to ask that this support become a regular feature of the English Department budget. It will be increasingly important as the results of AB705 roll out in the next few years.

To meet the challenges inherent in AB 705, the Department would like its budget to include additional money for student support services, such as readers (cut in 2002), Writing Center access, and a peer writing tutor program. English faculty read an estimated 600 student papers each semester, and readers allow instructors to focus on essential skills and global revision. As we transition into AB 705 curriculum changes, we anticipate many student success will rely on extra support to succeed. Readers, student support services, IA/STNC's, and a peer writing tutor program will provide the kind of comprehensive, individualized feedback on student's papers that encourages students to persist in their efforts to improve.

The English Department's budget for supplies, services, and equipment FY 2016-17 was $21,432.37

    4000s (Supplies): $20,603.32 (-1.42% change from 2015-16)
    5000s (Services): $ 129.05 (-46.19% change from 2015-16)
    6000s (Equipment): $ 700.00 (0% change from 2015-16)

    Although the Department has become very efficient in keeping its supply and copy expenses low, for 2017-18 we had to absorb the supply budget for the Writing Center.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	$20,000.00	AB 705 implementation.
0002	ALL	02	01	$10,000.00	Periodic norming (assessment training & alignment) of adjunct faculty teaching courses in the Pathway is necessary to standardize expectations and evaluations of student writing.
0003	ALL	02	01	$5,000.00	Attending professional conferences is an essential element of an instructor's ability to stay current with ongoing research into the discipline and pedagogy specifically for AB 705.
0004	ALL	01	01	$4,000.00	Readers enable English faculty to provide the comprehensive feedback on each paper that encourages students to persist in their efforts to improve. Such feedback is acknowledged as an important "best practice" by the Basic Skills Movement nationwide.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Asst. III	40.00	12.00	Personnel matters: Prepares PAFs, monitors time sheets, monitors load balances, verifies budget allocation, tallies Hiring Committee screening information, maintains absence records, maintains accurate files related to IA schedules and classified evaluations; compiles scores from student evaluation forms and transcribes student comments; arranges for substitutes. Budget matters: Prepares POs, makes budget and expenditure transfers, makes deposits to multiple accounts, maintains records of STNC expenses, maintains accurate records of all expenditures of department accounts, trouble shoots/tracks problems. Curriculum matters: Works with the Curriculum Committee to enter data into the curriculum program, prepares paperwork for submission of new or revised courses; maintains records of all curriculum work in process. Scheduling matters: Assists chair in developing schedule, maps schedule to available classrooms, sends out Interest Letters, determines sign-up dates and times for contract and adjunct faculty, provides load information for faculty, assists Scheduling Committee with sign-up process, enters data on filemaker pro document and cross-checks and verifies the information with the AAI, transfers information to Scheduling proof, prepares SCFs as needed. Student Matters: Accepts and stamps student papers, answers questions; schedules student appointments with department chair. Miscellaneous: Prepares maintenance requests, deals with copier problems, orders supplies, collects and distributes mail, provides clerical support for chair, posts classes, assists faculty with department-related projects.
Instructional Asst. Sr.	15.00	10.00	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.
Instructional Asst. Sr.	9.00	10.00	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.
Instructional Asst. Sr.	3.00	10.00	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	32.00	12.00	35 hours per week during academic calendar, less during summer. Staffing (chairs Hiring Committee), schedule development (chairs Scheduling Committee), SLOs, curriculum, assessment, program planning and evaluation, faculty and staff evaluations, communicate with faculty (27 full time, 65 adjunct) via department meetings and department newsletter, receive and address student concerns and complaints, receive and address faculty concerns and complaints, supervise staff, manage a growing paperwork load including the Sisyphean task of the PRPP, manage a growing email load, orient new faculty, advocate for department programs with administration, spearhead department initiatives.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Writing Center Assistant (STNC)	20.00	9.00	*150 days over two semesters* Coordinates the day-to-day operations in the Writing Center; opens the Writing Center in the morning; oversees the Timekeeper and student attendance; provides consistency from hour to our as faculty and Instructional Assistants come in and out of the Writing Center; provides one-on-one tutorial assistance to students; strives to coordinate computer and network maintenance in the absence of the Microcomputer Specialist position formerly assigned to the Writing Center; maintains the Writing Center budget; places orders and maintains supplies; develops and oversees I.A. schedules; organizes special events and completes special projects as assigned; develops and prepares procedural handouts.
Instructional Assistant (STNC)	8.00	9.00	Works with students in the English Department's Writing Center, answering their questions about an assignment and offering advice in relation to an essay's rhetorical effectiveness, development, organization, grammar and punctuation.
Instructional Assistant (STNC)	6.00	9.00	Works with students in the English Department's Writing Center, answering their questions about an assignment and offering advice in relation to an essay's rhetorical effectiveness, development, organization, grammar and punctuation.
AA I (STNC)	20.00	9.00	AA I. STNC performs the duties of an AA I, assisting the Department's AA III in all areas of workload (position is currently unfilled as of April 2015).
PALS (STNC)	10.00	5.00	PALS Program

2.2d Adequacy and Effectiveness of Staffing

The English Department is critically understaffed, to the point where basic functions are going undone. With the departure of an AA I (at 60%) in 2010 and two full-time Microcomputer Specialists at 100% in 2007 and 2011, our AA III has been swamped with work. Three examples out of many: there is no office staff present to serve students and faculty whatsoever from 4:30 p.m. to 10:00, a period when the Department offers a dozen or more sections. And doing our Spring 2015 job interview process, our AAIII had to leave the office closed during working hours for much of several days in order to cross campus and provide support for the committee. We would like to add back a half-time AAI to address these shortcomings.

As part of our departmental effort to revitalize our Writing Center, we need to change our current STNC Writing Center Assistant to a permanent classified position, to improve the continuity and effectiveness of management, and the continuity and effectiveness of technical and pedagogical support. This position (currently 20 hours/wk at $17.25 hr) replaced a Microcomputer Specialist II position (32 hrs/wk) in 2007 at a greatly reduced cost to the District. The M.S. II was removed in 2007 for personnel reasons; there was never any question

that the pedagogical and administrative needs of the Writing Center justified that classified position. Since the loss of this full-time position, student use of the Writing Center has gone up 30% in terms of hours, and the Writing Center now serves an average of nearly 1900 students each semester. In light of the AB 705 transformation, in light of 1A being the AA requirement, and keeping in mind the essential role of a well-supported Writing Center in offering vital just-in-time supplemental instruction, and improving retention and outcomes—a role that has been well-established by educational research--the Writing Center warrants a Writing Center Coordinator position of at least 50%.

We need more Instructional Assistant hours to fully staff our Petaluma Writing Center, to support the Petaluma Puente Program Connections. On the Santa Rosa campus, we do not have enough I.A. time to cover our Writing Center hours.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	02	STNC	Administrative Assistant I for English Department	Classified
0001	Santa Rosa	01	01	None	Writing Center Coordinator	Classified
0002	Santa Rosa	01	01	STNCs	Writing Center Coordinator--IA	Classified
0003	Santa Rosa	01	01	None	Instructional Assistant	Classified
0004	Petaluma	01	01	STNC	Instructional Assistant (Regularize STNCs)	Classified

2.3a Current Contract Faculty Positions

Position	Description
English Instructor 22 positions Santa Rosa	Most English instructors are hired as generalists, and are expected to be able to teach the full range of development, transfer-level, and literature classes. Three faculty members co-coordinate the Puente Program, UMOJA, and APASS. Two of the 22 current SR positions have been on reduced load (50%), one since fall 2016 and one since fall 2017. For the past two years, nine contract faculty have been in tenure review, including three sabbatical leave replacements in 2017-2018. Five will be in tenure review in 2018-2019. One just received tenure this year.
English Instructors 5 positions Petaluma	Generalists. One of the five co-coordinates the Puente Program; one will be co-coordinating Connections starting fall 2018. One is a new hire (2017), who will be the only contract faculty in Petaluma in tenure review. One just received tenure this year. The current department chair is technically assigned to the Petaluma campus, though she teaches only one class there and spends most of her time in Santa Rosa.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
English	22.7000	42.9200	30.6800	57.0800	In a Department as large as English this ratio varies from semester to semester, depending on the number of faculty on sabbatical, on reduced load, or teaching abroad, and on growth or shrinkage in the schedule. As of April 2018 we have 27 contract faculty, and a total of 66 part-time faculty in our adjunct pool. In the Fall of 2017, 45 of the adjuncts in the pool were teaching, and in the Spring of 2018, 40 of the adjuncts were teaching. However, the English full-time/part-time ratio needs to be put into context. Program integrity for a department with a long, sequential pathway of courses requires ongoing, time and labor-intensive norming sessions to agree on what constitutes A, B, and C work at each level of instruction and to agree upon outcomes and objectives at each level. Adjunct faculty have for years not been required to participate in these sessions, nor compensated for doing so. Nor are adjunct faculty compensated for completing SLO assessments. Thus, roughly 50% of classes in any given semester have been taught by adjunct faculty whose familiarity with the objectives and standards set by the department, including SLOs, is variable and uncertain. A further problem with our large adjunct teaching footprint is the high turnover rate for adjunct faculty. Some leave for full-time positions, some retire, and some find better incomes or more classes at other colleges. In recent years especially, we have had huge numbers of new adjunct faculty who require orientation to the department (we've hired 25 in the last two years). The high number of adjunct faculty is particularly problematic at this time because the Department is trying to reinforce consistency in addressing student learning outcomes for its Pathway, and more broadly to respond actively and effectively to new pressure from Student Success Act directives to improve outcomes. The funding the college provided for norming sessions during our Department in-service days in Spring 2014 was a crucial and welcome move to address these glaring issues, but it was only a first step. The long-term pathways to improving student retention and success throughout the English pathway are to hire more contract faculty, increasing the ratio of FT to PT, and to provide reliable, ongoing funding for adjunct orientation, professional development, assessment, and norming.

2.3c Faculty Within Retirement Range

In 2018-19, five out of a total of 27 contract faculty will be within retirement range. Also, as of Fall 2017, two English full-time faculty member are on pre-retirement load reduction of 50%, and another on a load reduction of 70%.

19 out of 55 adjunct faculty (35%) teaching in Spring 2014 were within retirement range.

As of 1/17/18, nine English instructors are 55 years or older.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The English Department has hired over 50 new adjunct faculty since spring 2006, 30+ in the last four years. Over roughly the same period our full-time faculty has shrunk from 33 to 27, with an ebb and flow of retirements and new hires. In spite of the new hires, the English Department still has been unable to staff its courses every semester for the last four years. We've cancelled full sections of English courses because there was no instructor available, and turned away dozens of students seeking seats in sections of 1A and 5 which were all full. For the Fall of 2018, we will again have 10 to 15 unstaffed sections that we will again try to fill by hiring more brand new probationary adjuncts. Since English is a foundational discipline for ALL students, the College would see increased enrollment and more student success with a firm commitment from the administration to fully-staff our Department.

The workload involved in such enormous rates of hiring, and in orienting, mentoring, norming, and evaluating such large numbers of probationary adjuncts, is also unsustainable, especially with our reduced numbers of contract faculty. See 2.3b for the threats to program integrity

posed by the combination of a growing and rapidly changing number of adjunct faculty in any given semester, and insufficient full-time faculty; these threats are exacerbated by the sheer volume of full-time faculty workload devoted to managing the constant incoming flood of adjunct faculty.

After starting to rebound from its low of 22 in 2012, to 27 this coming year (2018-19), the FT faculty ranks are still inadequate. Out of 27, 6 will be in tenure review in Fall 2018, and so barred contractually (and by professional common sense) from taking on a full load of department and college service. A core of our hardest working and highest achieving regular faculty devote much or most of their time to critical work outside the department, in the union, in statewide organizations, or in critical local programs (Equity, Puente, Connections, UMOJA, APASS), and professional development. By regularly working well beyond their contractual obligation to meet student, department, and district needs, our core of senior faculty has until now enabled the department to continue to function. But this is not a sustainable pathway forward for the department; it is a recipe for burning out our most productive and valuable faculty. The Department is still far from having adequate contract faculty to staff department and district committees, address college and state initiatives, and above all, to do the necessary ongoing work of maintaining, assessing, and renewing our instructional program. We strain in particular to do the critical work of norming grading standards, which is extremely time and labor-intensive (for a faculty this size a norming session may require up to 400 teacher hours), and which to be successful requires that a healthy majority of the faculty, full-time and adjunct, attend norming sessions. With AB705 breathing down our necks, this work will be critical as we transition to the demands of AB705.

The English Department continues to need additional full-time faculty in order to successfully carry out its mission as the largest department on campus, through whose doors pass all students who transfer or graduate from SRJC. We ask for three positions in 2018-2019. We expect that we will need similar numbers of new full-time faculty each year for the next 2-3 years in order to move the department, however slowly, back towards full staffing levels (33+ contract faculty), and back on to a sustainable pathway to the future.

English is the largest and most foundational department on campus. All students need English. Without strong reading and writing skills, students cannot succeed academically in courses across the curriculum. The College would enroll more students and ensure their success if it made a commitment to fully staff the English Department.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	3 English Instructors to replace retirements.	The number of English full-time faculty is still down 7 FT positions from full ranks as AB 705 implementation is upon us. With the projections from the chancellor's office, we will face overwhelming staff shortages, making it critically difficult for the Department to maintain its program. Current full-time faculty, for example, are working overtime and straining to complete required SLO assessments, and to do meaningful independent work towards maintaining, updating, and renewing our instructional program. We are also straining simply to staff classes. Students can't make their SLO objectives if they can't enroll in a class.
0001	Santa Rosa	02	01	Writing Center Coordinator	Increase reassigned time to 53.3334% for coordinator position due to labor intensive nature of position

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

We currently have a mobile lab cart for 20 laptop computers. We only have 10 laptops. We need 20 more.

3 more first right to assignment classrooms

Since Emeritus has not been remodeled in over 30 years, we are in dire need of the following:

- Projector and screen for the Margaret Clark conference room (1647).

- New furniture, chairs, and shelves for the Margaret Clarke conference room (1647).

- New furniture in Emeritus classrooms (desks, teaching stations, bulletin boards)

- New window coverings for all classrooms

- New flooring and paint in all classrooms

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	01	4' x 12' White Board	1	$1,160.73	$1,160.73	Lori Kuwabara	1453	Lori Kuwabara
0002	Santa Rosa	04	01	Laptops for mobile lab	20	$1,200.00	$24,000.00	Lori Kuwabara	1652	Loi Kuwabara

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	06	Web cam, mic, and speaker for instructors to Zoom	2	$500.00	$100.00	Lori Kuwabara	1648	Lori Kuwabara

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	01	Urgent	Emeritus or Other	TBA	$0.00	Additional right of first assignment rooms (3) for English. English courses are impacted during prime times (9:00 to 3:00), and the District currently loses enrollment and cannot meet demand as per Student Success legislation because there are not enough rooms open for English sections..
0002	Santa Rosa	04	07	Urgent	Emeritus	Emeritus	$0.00	Update/upgrade heating/air conditioning equipment, which now leaks periodically and copiously into at least two classrooms assigned to the English Department (1628 and 1684).
0003	ALL	04	07	Urgent	Emeritus	1654	$0.00	Repair frequent water leaks from the ceiling in faculty office. Instructor's personal belongings and furniture have been repeatedly damaged by water leaks from the hydronic system for heating Emeritus.
0004	ALL	04	07	Urgent	Emeritus E Staff Parking Lot	E Staff Lot	$0.00	Install a large, clearly visible sign near the dumpster/entrance to the E lot, stating that students may not park in staff lots before 3pm. During the first week of school, instructors are unable to find parking in the staff lots.

2.5b Analysis of Existing Facilities

English needs more designated classroom space for prime time classes. The lack of adequate English classroom space loses the District significant FTES each semester.

An appropriate English classroom has room for 30 students, white boards, desks or moveable tables for small-group work, computer projection and a DVD player (i.e. a media enhanced classroom), and a digital copy stand.

Our classrooms and Writing Center have appropriate furniture and equipment for disabled students.

All classes, office, and work spaces need a major facelift! When is that Emeritus remodel happening?

3.1 Develop Financial Resources

Because we lack the faculty to undertake grant requests, the English Department is not seeking grant funding for the 2013-14.

3.2 Serve our Diverse Communities

English is doing an excellent job of recruiting diverse faculty, as evidenced by the fact that four of our last eight contract faculty hires, since 2012, have ethnically diverse backgrounds. The English Department is working with a group on the Academic Senate to identify and put in place best practices for recruiting and hiring a diverse faculty. At present, the Department's total faculty is 66% female, 34% male. Among contract faculty, 57% are female and 43% are male (before spring 2013 hiring).

Since its inception, many English faculty have served as facilitators and participants in S.E.E.D.   English faculty also foster a sensitivity to diversity through our instructional program, which offers English 22 (Ethnic Diversity in American Literature), and English 33 (Chicano Literature), and through our WOLM program, which frequently features works by women and writers of color (e.g. in the last 10 years alone, Leslie Marmon Silko, James Baldwin, Zora Neale Hurston, Sherman Alexie, Nella Larsen, and Junot Diaz), and through our pathway courses, which often incorporate diverse writers and texts. English faculty are key players in initiatives promoting multicultural education across campus. English faculty are also centrally involved

with the new, campus-wide SRJC Reads program, which for 2014-15 has selected Reyna Grande's memoir, The Distance Between Us.

3.3 Cultivate a Healthy Organization

See 2.1a for the in-service professional development activities the department instituted in 2013-14. The English Department would benefit from the college designating more of its official required Professional Development Activities to department-generated and centered activities. Similarly, the department's professional development program would benefit from the addition of more full-time faculty, reducing the burdensome extra workload we are currently laboring under, and freeing up some more time for regular, in-house, departmental professional development.

We provide release time for our staff to attend appropriate trainings.

3.4 Safety and Emergency Preparedness

The English Department's AAIII is the contact person for the IIPP, for the 2013-14 Academic year.
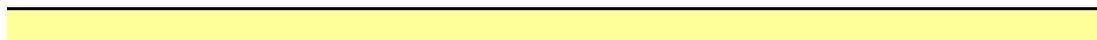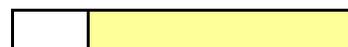
We have seen a growing number of disruptive and dangerous students. Although the Chair has informed faculty of appropriate practices and responses via the department newsletter and during department meetings, and although, through practice, the department is getting better at dealing with these situations, we need more department training and discussion about dealing with disruptive and dangerous students.

3.5 Establish a Culture of Sustainability

The English Department has made major cuts to its use of paper and toner in copying. It participates in campus-wde recycling programs. However, perhaps due to recent budget cuts, the paper recyling bins in faculty offices are no longer regularly emptied, and often sit full for days or weeks at a time.

Many English instructors continue to move their course materials online, creating savings in paper and toner, and reducing student costs.

4.1a Course Student Learning Outcomes Assessment

Course SLO assessment results have been used to improve student learning at the course level through consideration of and reflection upon results of assessments by the instructor or instructors who did the assessments, and through conversations among faculty.

The English Department's calendar for a cycle of assessments reflects the importance of aligning SLOs for prerequisite courses in the English pathway, by scheduling assessments in the order of courses in the English sequence (e.g., 300s followed by 100s followed by 1A etc.).

Course	SLO #s	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Comments	Year of Next Assessment
Engl 1A	1	K. Walker	S 2014	S2014		2016-17
Engl 1B	1	J. Sarraf	F 2013	S 2014		2017-18
Engl 2	1	J. McGhee	S 2014	S 2014		2018-19
Engl 3	2,3	M. Kort	S 2014	S 2014		2018-19
Engl 4A	2,3	D. Fisher, J. Hegland	S 2014	S 2014		2017-18
Engl 4B	2,3	D. Fisher, J. Hegland	S 2014	S 2014		2017-18
Engl 4C	2,3	D. Fisher, J. Hegland	S 2014	S 2014		2017-18
Engl 5	3	K. Walker	S 2014	S 2014		2017-18
Engl 7		D. Fisher	F 2013	S 2014		2016-17
Engl 11					Has not been offered.	2017-18
Engl 25	all	M. Bishop	F 2013	S 2014		2016-17
Engl 27	2,3	M. Giordano, J. Weser	S 2014	S 2014		2016-17
Engl30.1	2,3	T. Mulcaire	F 2013	S 2014		2016-17
Engl30.2	2	K. Walker	S 2014	S 2014		2018-19
Engl 33		?				2016-17
Engl46.1	5	K. Walker	F 2012	F 2013		2018-19
Engl46.2	2	M. Kort	S 2014	S 2014		2015-16
Engl 49		T. Mulcaire	F 2013	S 2014		2018-19
Engl 100	3	J. Weser; L. Kuwabara; T. Wakefield; A. Insull; A. Ysunza	F 2011	S 2012		2015-16

Engl100x						2015-16
Engl302x	4	C. Foster				2015-16
Engl305x	2	M. Bojanowski	F 2013	S 2014		2014-15
Engl305.1	4	M. VanAalst	S 2014	S 2014		2014-15
Engl306x	2	M. Bojanowski	F 2013	S 2014		2014-15
Engl307	2	N. Veiga	S 2014	S 2014		2014-15
Engl770		?				2014-15

4.1b Program Student Learning Outcomes Assessment

	Assessment of the English major will be completed by Fall 2014.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Engl 46.1	Fall 2012	Fall 2013	N/A
Course	Engl 46.2	Spring 2014	Spring 2014	N/A
Course	English 10 (not offered)	N/A	N/A	N/A
Course	English 100	Spring 2012	Spring 2012	N/A
Course	English 102 (not offered)	N/A	N/A	N/A
Course	English 12 (not offered)	N/A	N/A	N/A
Course	English 1A	Spring 2014	Spring 2015	N/A
Course	English 1B	Fall 2013	Spring 2014	N/A
Course	English 2	Spring 2014	Spring 2014	N/A
Course	English 22 (not offered)	N/A	N/A	N/A
Course	English 25	Fall 2013	Spring 2014	N/A
Course	English 27	Spring 2014	Spring 2014	N/A
Course	English 3	Spring 2014	Spring 2014	N/A
Course	English 30.1	Fall 2013	Spring 2014	N/A
Course	English 30.2	Spring 2014	Spring 2014	N/A
Course	English 302x	Spring 2014	Spring 2014	N/A
Course	English 305x	Fall 2013	Spring 2014	N/A
Course	English 306x	Fall 2010	Summer 2011	N/A
Course	English 306x	Fall 2013	Spring 2014	N/A
Course	English 307	Spring 2014	Spring 2014	N/A
Course	English 31 (not offered)	N/A	N/A	N/A
Course	English 33	N/A	N/A	N/A
Course	English 49	Fall 2013	Spring 2014	N/A
Course	English 4ABC	Spring 2014	Spring 2014	N/A
Course	English 5	Spring 2014	Spring 2014	N/A
Course	English 7	Fall 2013	Spring 2014	N/A
Course	English 80 (not offered)	N/A	N/A	N/A

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	English 9 (not offered)	N/A	N/A	N/A
Course	Engll 305.1	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
English 10			X					X		X	X	X	X			X
English 100			X	X				X		X	X	X			X	X
English 102			X	X	X			X	X	X	X	X	X	X	X	X
English 12			X					X		X	X	X			X	
English 1A			X					X		X	X					
English 1B			X					X		X	X					
English 2								X	X	X	X	X	X		X	
English 22, 31, 32,													X	X	X	
English 25								X		X						
English 27								X	X	X	X	X				
English 3								X	X	X	X	X	X			
English 30.1 and 30.2								X	X	X	X	X				
English 302			X					X								
English 305			X					X								
English 306			X					X		X	X	X				X
English 33								X		X	X	X	X	X	X	
English 4 A, B, C												X				
English 46.1								X		X	X	X	X	X	X	
English 46.2								X		X	X	X	X	X	X	
English 49			X							X	X	X				X
English 5			X					X		X	X					
English 7								X	X	X	X	X	X		X	
English 80		X										X	X	X	X	X

4.2b Narrative (Optional)

As a community of educators, the faculty of the English Department at SRJC places the utmost value on meaningful assessment of our student's learning experiences and of our teaching

methods and practices. As of 2014-15, we continue to struggle with long-standing challenges to the work of such meaningful assessment. Among these challenges are a inadequate number of contract faculty, whose correspondingly and steadily growing workload makes it harder and harder to allot time to priorities such as meaningful assessment.

5.0 Performance Measures

Existing PRPP data indicate that the Department is meeting its performance targets and expectations.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The English Department offers a balanced class schedule within the constraints of the MW and TR schedule. We offer classes from 7:00 am through 10:00 pm, Monday through Thursday, from 9:00-12:00 on Fridays, and hybrid courses that meet on Fridays and Saturdays each semester.

The Department offers a good geographic distribution of classes at Santa Rosa and Petaluma. We offered 148 sections in SR in Spring 2014 and 37 in Petaluma.

The Department offers numerous online and hybrid courses. The online offerings include sections of English 1A, English 1B, English 100 and English 5. In spring 2014, there were six sections of 1A, two sections of 1B, two sections of 100, and one section of 5 offered on line.   The hybrid courses include a Friday English 1A and a Saturday English 100.

Student Headcounts: The data show a slight decrease in headcount from fall 2012 to fall 2014, from 6643 to 6652 and then 6548 enrollments.   The Department is considering how to deliver more on-line instruction, encouraging faculty to become trained in this method of teaching. Directing some college resources towards this goal would help us to grow our online program.

Our English 1A classes (70 sections in fall 2011) are always impacted during prime times, 9:00-3:00. We would offer more sections during those times if classrooms were available.

In Fall 2014 our English 1A sections were impacted throughout the schedule. We opened one late-starting section, which quickly filled. When A&R sent a "blast" email to all enrolled students announcing late start classes, that one section received over 300 click throughs. We could have offered numerous additional late-starting sections, but we had no more instructors.

5.2a Enrollment Efficiency

In Spring 2013, the department's enrollment efficiency figure was 91.3%; in Fall 2013, 89.4%. and up to 92.6% in Fall 2014. The district average for Fall 2013 was 89.5%. The department exceeds the District's goal of 85% enrollment efficiency. The Department notes that enrollment efficiency is a euphemism for student-teacher ratio, and that greater "efficiency" means a higher student to teacher ratio.

The Department is considering how to deliver more on-line instruction, encouraging faculty to become trained in this method of teaching. Directing some college resources towards this goal would help us to grow our online program.

5.2b Average Class Size

English has class enrollment limits of 25 or 30, lower than most departments. (**Note**: The nationally recommended class size for developmental and composition classes is 15-20 students.) Our 300-level classes (including the combined 100x/302x) have a maximum class size of 25. Petaluma sections of 300-level classes have recently had a maximum of 30, but the Department has petitioned to change that, and establish 25 as a limit for all sections of 300-level classes.   All other English classes have enrollments of 30.

The district average at first census in fall 2013 was 28.4. For English the average at all locations was 25.8, then increasing slightly to 26.8 in fall 2014.   The average at Santa Rosa was 26.8 and at Petaluma 26.7. These numbers are consistent with recent history. From 2010 though 2013 the average class size in English has been 26.3.

5.3 Instructional Productivity

Productivity is based on the number of students per instructor. The English Department's relatively low maximum class sizes make it impossible for the Department to meet the District's target. Thus, although English enrollment efficiency exceeds the District's target, its productivity figure is lower than District averages and the District target. In fall 2013, the English Department's average for all locations was 13.05 and then up tp 13.36 for Fall 2014. This is in line with recent historical trends in productivity figures, which since 2010 have ranged between 12 and 14.

As noted in 5.2b, current enrollment limits of 30 (25 for 300-level, online, and hybrid classes) are well beyond the nationally-recommended enrollments of 15-20 students for college reading and composition classes. English will never be "productive" in the way that the District measures productivity. However, in our view, teaching students to read, write and think is

productive. Smaller classes would make the English Department more productive in the most meaningful sense.

5.4 Curriculum Currency

The Department did not deactivate any courses in 2013-14.

The Department is up to date with Student Learning Outcomes and curriculum review.

5.5 Successful Program Completion

English Majors Awarded:

2005-06	1
2006-07	1
2007-08	3
2008-09	5
2009-10	6
2010-11	11
2011-12	13
2012-13	26
2013-14	8

To encourage students to complete the English major, the Department has sponsored two teas for majors as well as theatre events. A full-time faculty member sponsors and regularly meets with the English Major's Club.   Our WOLM program also introduces students to literature and, one hopes, encourages some students to explore the possibility of declaring an English major.

The Department alternates the courses required for the major. For example, 30.1 is offered every fall, and 30.2 every spring. In some cases, an English course is also part of another major. For example, English 10 is a required course in the Natural Resources Management major, and English 33 is a required part of the new Latino/Chicano Studies major (offered in the fall). English 10 has not been offered for several years due to budget cuts; we hope to offer it in Spring 2015. Due to budget cuts, the Department has not been able to offer literature classes in Petaluma for several years.

5.6 Student Success

The District Retention average in the academic year 2012-2013 was just under 77%. The English average during the same period (Fall and Spring semesters) was approximately 74%, 73.7% in fall 2014 to be exact. The significance of the difference is questionable.

The District average for successful course completion in 2012-13 was approimately 72%, while the average in the English Department (Fall and Spring) for that period was approximately 67% abd 66.7% in Fall 2014. Though slightly lower than the district average, the figure may actually be high given the number of under prepared students who are required to take one or more courses in the English Pathway below 1A (statewide and nationwide research clearly shows that developmental students, especially students at the beginning of the developmental pathway, have lower completion rates than students in transfer, degree, and certificate-level courses). The Department continues to explore ways to improve student success, especially in the Developmental pathway (below English 1A).

The District average GPA for the academic year 2012-13 was 2.62, with a slight drop to 2.43 in Fall 2014. The English average during the same period was approximately 2.45. Additional faculty-staffed hours in the English Department Writing Center, where students can drop in for individualized help with writing assignments, and additional Instructional Assistant support in providing "just-in-time" supplemental instruction, especially in Developmental classes, would help to improve this figure and raise it above district averages.

5.7 Student Access

In 2012-13 and 2013-14 the ethnic group with the largest representation in English course, averaging approximately 46% of students served, was white. The next largest group was Hispanic, which group grew dramatically from 25.9% in 2012-13 to 36.8% in 2013-14. The group "Decline to State" shrunk from 17.8% in 2012-13 to 3.3% in 2013-14. The totals suggest that most of this change was from "Decline to State" to Hispanic. In terms of gender, the majority of English students over this period were female, averaging approximately 52%.

My review of the totals listed for each separate discipline suggests that English serves students from diverse ethnic backgrounds at rates higher than most other disciplines. This is almost certainly because all students seeking a degree, a certificate, or to complete a transfer program at SRJC must pass through the English Department, with the result that our population as measured by these indices closely resembles the college student population as a whole.

This gateway position in the college curriculum, described just above, along with the English Department's Developmental pathway, which extends three stages below transfer level (English 1A), guarantees that English will serve an exceptionally high number of students from groups often underrepresented in college.

Non-white participation for the District in 2007-08 was 41.3%; in English, the figure was 40.1%. The non-white population in English has increased from 2005-06 to 2012-13 from 37.6% to 54.3% and up again to 56.2% in 2014-15. The increase in non-white students explains to some extent the decrease in success rates, as many of these students come to the College as second-language or Generation 1.5 students. And it must be noted that these under-prepared students require proportionally greater time from English instructors, usually in the form of additional hours of conference as well as extra time commenting on and correcting student essays. It is not surprising, therefore, that the English Department has an increasingly difficult time finding faculty to staff College and Departmental committees and to participate in SLO's and Learning Assessment Projects.

Gender differences between the District and the English Department are not particularly significant. In 2007-08 the District average was 40.8% male and 59.2% female. In English for the same period, it was 46.4% male and 53.3% female.   The proportion of males increase slightly in 2014-15 to 47.5%. The average gender distribution between 2005-06 and 2012-13 has not changed significantly (45.5/51.0), nor would one expect it to change.

In terms of students served by age, the English Department tends to serve students who are considerably younger than the District average. The typical college-age spread of 0-25 averaged 57.1% in the District in 2007-08; the figure for the English Department during this period was 86.1%, a 51% difference that dropped slightly to 83.6% in 2012-13 and 83.9% in 2014-15 Perhaps the most significant consequence of these data is that, while the student population in English is 18-25 years old, 73% of the English faculty are over 50 years old. The growing chronological gap may be mirrored by an equally wide cultural gap--tech-savvy students in a class led by an instructor with a blackboard and a piece of chalk might explain, partially, the relatively high attrition rate in the Department.

5.8 Curriculum Offered Within Reasonable Time Frame

The 10 Core Requirement units of the English major (English 1A, 1B, and 5) are offered in multiple sections at both the Petaluma and Santa Rosa campus every semester. List A of the Transfer Model Curriculum for English includes four 3-unit courses (the two-part surveys of American Literature, English 30.1 and 30.2, and of English Literature, 46.1 and 46.2), from which students must take six units. These surveys are offered regularly, each in a fall/spring rotation. The other elective courses from Lists B and C are somewhat more problematic. The college regularly cancels offerings of these courses, including English 3, English 10, and English 12 during the 2010-13 period, for budgetary reasons. Students' options for fulfilling requirements in Lists B and C, both in terms of curriculum and in terms of scheduling, have been somewhat constrained for these reasons.

5.9a Curriculum Responsiveness

A good example of the English Department's response to changes in the student population and in the community as a whole is its ongoing innovation in the Department's Developmental Pathway. Research suggests that decreasing the number of courses in a sequence leading to a terminal course contributes to increased retention. Furthermore, altering the template from two days per week to four has also been shown to promote success, especially at the developmental level. The Department's combined classes, English 305x/306x and 302x/100x, implement both of these pedagogical objectives. Additionally, the Department is participating during the 2014-15 year in the California Acceleration Project's pilot program of an accelerated pedagogical approach to English 307. Instead of compressing instruction, as with the "x" courses, the pedagogy of acceleration offers highly challenging curriculum, and "just in time" supplemental instruction, to reach the goal of shortening the pathway for students. Successful students in the accelerated 307 will leapfrog English 100 and place directly into English 1A. The Department's Developmental Committee continues to pursue research and appropriate innovation in developmental pedagogy on an ongoing basis.   Full-time faculty leaders in the Department are also working to institute professional development activities focusing on multicultural education, in order to best respond to a student population that is increasingly diverse. The workload issues cited elsewhere in the PRPP make this project a special challenge, in terms of faculty time and resources, but we are rising to the occasion.

By their nature, reading/writing courses include objectives that reflect gender, global perspectives, and American cultural diversity, among other concerns.

The curriculum in English supports the needs of every other program, certificate, and major on campus, as they all require completion of one or more English courses or their equivalent.

English 10 is part of the Natural Resource Management major; English 33 is part of the new Latino/Chicano major.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Area high schools are fully aware of the Junior College's English requirement and the sequence of courses in the Pathway that leads to English 1A, the transfer course and now the AA requirement. The recent acceptance of the Early Assessment Program (EAP) testifies to the close articulation between high school English curricula and the expectations of students in the Department's writing courses. Students who score at a certain level on the EAP portion of the STAR test are exempt from the JC's assessment test for English placement and are eligible for English 1A. In the next two years, a new EAP category will go into effect. This is the "Conditionally Ready" score that falls between "ready" and "not ready." The English Department will participate in designing a 12th grade course for the conditionally ready

students, reflecting the principles and practice of the Department's transfer level composition course. The focus in this course is expository reading and writing.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The English Department's major does align with lower division required courses at the colleges and universities where most of the JC's students continue their education. It is difficult to maintain that alignment when the Department's literature courses are cancelled due to economic constraints. The Department is, at present, maintaining the minimum number of literature courses to satisfy a portion of the four-year colleges' lower division requirements. The Department willl continue its efforts to be the liaison between area high schools and the CSU, most particularly with the Early Assessment Program tied to Core Curriculum for Student Success.

5.11a Labor Market Demand (Occupational Programs ONLY)

English majors at the JC do not typically enter the job market. Instead, they transfer to four-year colleges tocontinue their English studies. I am aware only of anecdotal evidence that graduates of English programs succeed in a wide variety of professions, not surprising given their academic skills in reading, writing and thinking.

5.11b Academic Standards

Contract and adjunct instructors in the English Department, especially those who are involved in one or more of the Pathway courses, regularly engage in discussions about academic standards. This is a particularly sensitive issue for many in the Department because English is both a foundational program and a distinctive major, with overlapping courses. For example, every student who earns the AA has to take English 1A, but only a tiny fraction of those students are English majors. The question of how rigorous to make English 1A occupies hours of the Department's time every semester. And the discussion is not limited to this transfer-level course. All along the Pathway the question of standards arises, as faculty try to balance the practical needs of students with only a marginal interest in reading and writing with the increasingly demanding expectations of instructors outside the English Department and beyond the College. The challenge for the Department is to define realistic standards and to design courses that allow the maximum number of students to succeed.

In spring 2013, the continued collaboration of the English and ESL departments to align standards for 100-level courses in both departments led to the decision to create a common assessment instrument for all sections starting in spring 2014. Work on that common assessment instrument for English and ESL 100 is ongoing.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	ALL	02	01	Cultivate in the English faculty an enhanced and clarified collective sense of grading standards.	Hold in-service days for all department faculty devoted to norming sessions.	Every year from 2015	We did this April 2017. Pay adjunct faculty base hourly rate to attend norming sessions.
0003	ALL	01	01	Continue research and innovation into developmental pedagogy, with the aim of making our developmental teaching as effective as possible, and also addressing statewide directives in regards to retention, pass-through, and completion.	Carry out 4 sections of English 307 pilot under the auspices of the California Acceleration Project; analyze, compare, and evaluate the results of this project and of our combined/compressed "x" developmental classes (discontinued as of 2015-16), and the 8.5 week sections of our regular developmental courses that we will be offering in 2015-16. Continue the PALS (Peer Assistant Learning Specialist) program begun in 2014-15, which brings student peers into developmental classrooms to assist with instruction in a wide range of ways that provides instructors with flexible sources of support.	2015-2017, ongoing (PALS)	We accomplished all the goals for our developmental courses with great success. This work sets us up to implement AB705. Travel support to meetings sponsored by CAP. Financial support specifically to compensate adjunct instructors for professional development activities focused on emerging developmental pedagogy. Financial support for faculty (both full-time and adjunct) to engage in professional development (for example, Reading Apprenticeship programs and workshops) focused on developmental pedagogy. Continued financial support for the PALS program.
0004	ALL	02	01	Align the pedagogy of the many new instructors to provide a more consistent experience to students	Schedule a series of orientation and departmental training workshops throughout the year	2015-16	Time and resources for FT instructors to plan, prep, and conduct sessions; funding to ensure adjunct participation.
0005	ALL	02	01	Develop Directed Self-Placement tool.	To implement AB 705; this tool will help place students who do not have high school GPA. Assessment would like this tool to be used starting in October 2018.	2018	Committee formed. Visited SSU to see its DSP.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0006	ALL	02	01	Revise English 1A COR with appropriate changes to meet the mandates of AB 705. A co-requisite course may also need to be developed (to be determined).	To implement AB 705	2018-19	Committee formed. Discussion started.
0007	ALL	02	01	Develop enhanced academic support services for students	To ensure success of AB 705	2018-2020	Committee formed. Discussion started.

6.2b PRPP Editor Feedback - Optional

–

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0002	ALL	02	01	Cultivate in the English faculty an enhanced and clarified collective sense of grading standards.	Hold in-service days for all department faculty devoted to norming sessions.	2018-19	Pay adjunct faculty base hourly rate to attend norming sessions.
0003	ALL	01	01	Continue research and innovation into developmental pedagogy, with the aim of making our developmental teaching as effective as possible, and also addressing statewide directives in regards to retention, pass-through, and completion.	Carry out 4 sections of English 307 pilot under the auspices of the California Acceleration Project; analyze, compare, and evaluate the results of this project and of our combined/compressed "x" developmental classes (discontinued as of 2015-16), and the 8.5 week sections of our regular developmental courses that we will be offering in 2015-16. Continue the PALS (Peer Assistant Learning Specialist) program begun in 2014-15, which brings student peers into developmental classrooms to assist with instruction in a wide range of ways that provides instructors with flexible sources of support.	2018-19	Travel support to meetings sponsored by CAP. Financial support specifically to compensate adjunct instructors for professional development activities focused on emerging developmental pedagogy. Financial support for faculty (both full-time and adjunct) to engage in professional development (for example, Reading Apprenticeship programs and workshops) focused on developmental pedagogy. Continued financial support for the PALS program.
0004	ALL	02	01	Align the pedagogy of the many new instructors to provide a more consistent experience to students	Schedule a series of orientation and departmental training workshops throughout the year	2018-19	Time and resources for FT instructors to plan, prep, and conduct sessions; funding to ensure adjunct participation.