

Santa Rosa Junior College

Program Resource Planning Process

English 2021

1.1a Mission

The English Department is committed to consistent, quality instruction at all levels of our curriculum, from English 309 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 has regularly staffed booths at the Day Under the Oaks celebration and at the one LumaFest in Petaluma in 2016. 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. Since 2017, the largest project for the Department to date has been the preparation for the implementation of AB 705. A group of about six English faculty stepped forward to work with Assessment, Counseling, IT, other departments and

administration to join the College AB 705 implementation team. Inside the Department, faculty collaborated with one another to transform our traditional curriculum by discontinuing most developmental courses, revising the English 1A COR, creating a co-requisite course for English 1A, increasing concurrent support options, creating a Guided Self Placement, and establishing multiple Communities of Practice for faculty engagement and development. English faculty have been involved in articulating AB 705 policy changes across campus by coordinating with Counseling, Disability Resources, Library, ESL, and presenting at numerous meetings throughout the college. This work is on-going as full implementation will start in Fall 2019.

Collaborating with local high schools has been sporadic.

II. Multi-Campus Coordination: On the Santa Rosa campus, the English Department offered 117 sections in Fall 2018 and 99 in Spring 2019. Our online offerings totaled 13 in Fall 2018 and 17 in Spring 2019. On the Petaluma Campus, the English Department offered 29 sections of English classes in Fall 2018 and 21 in Spring 2019. These sections included developmental and transfer-level courses. In Spring 2019, we discontinued most of our developmental courses as a big step toward AB 705 compliance. All our English major courses are offered at the Santa Rosa campus after literature and creative writing courses struggled to enroll at Petaluma for years. The department chair has been teaching at the Petaluma campus for the past three years, so she can keep abreast of Petaluma news, coordinate department affairs, and meet colleagues and students as needed. Petaluma faculty are active in Petaluma Forum, learning communities, and other committees. They occasionally teach literature courses at Santa Rosa and serve on department committees. We typically video-conference/Zoom meetings. Petaluma faculty attend department meetings in person or virtually on the Santa Rosa campus. We also have one meeting per year at the Petaluma campus.

III. Student Learning Outcomes: All of the Department's currently active courses have approved SLOs. The Department is actively assessing SLOs, and will have completed SLO assessments for 20% of courses that are regularly offered by fall 2020.

IV. Basic Skills/Education:

The English Department continues to actively engage in professional learning and curriculum development to better meet the needs of our diverse students. The department has also actively shared strategies and effective practices and engaged in department-wide dialogues to be responsive to the ever-broadening scholarship and research in teaching and learning.

With the passing of AB 705, the English department achieved the following:

- Multiple meetings and learning opportunities to dialogue and engage in inquiry about AB 705.
- Organized Communities of Practice to engage in the scholarship of teaching and learning and build curriculum. CoPs are open to 5-15 English faculty.
- Spring 2019 CoPs: English 1A, English 50, Technology, English 1A, and Concurrent Support.
- Summer 2019 CoPs: English 50, Critical Methodologies, and Culturally Responsive Teaching and the Brain.
- Fall 2020 CoPs: English 50, Critical Methodologies, English 1A, English Discipline, and White Fragility.

- Created English 50, which is our 2-unit co-requisite course for students with a high school GPA of 2.5 or below.
- Developed a guided self-placement instrument responsive to the requirements of AB 705, which includes the creation of videos featuring students and faculty.
- Participated in numerous state-wide professional learning events, including Guided Pathways Institutes, California Acceleration Project Conferences, and Reading Apprenticeship Events.
- Organized on-campus professional learning events, including Growth Mindset training facilitated by faculty from Teaching Men of Color in the Community College, multiple 2-day in-service events for all English faculty to norm, share effective practices, and engage in dialogue.

Before the passing of AB705, the English department created English 309, which is a 5-unit “accelerated” course open to all students in our developmental pathway. English 309 invited instructors into a Community of Practice, which started with intensive community building and learning about the principles of acceleration. Following the intensive institute, our collaborative inquiry continued through the sharing of readings and assignments, and the creation of common assignments, like in-class essays. We continue offering English 309 as an option for students.

Over the years, much work has been done in the department to better serve our developmental students. Here is some of that work:

- 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.
- Multiple additions to our developmental pathway, in search of more effective ways to prepare students for English 1A, including the creation of 305x/306x, 302x/100x and 102.
- Embedded Counseling sessions for all 300-level English courses. These sessions provide students with needed information about Counseling, the new Priority registration process, Financial Aid, the English pathway, etc.
- 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 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.
- Over the summer of 2013, the English department began offering JAM sessions to prepare students for the English Placement Exam. These JAMS continued through Summer 2018 and stopped after the college discontinued the placement exam and moved to multiple measures for placement.

Enrollment Management & Retention: Each semester, the Department makes adjustments to its schedule based on placement data (just changed to Multiple Measures) and enrollment

patterns, currently declining as seen all over the country. Because of our size, our enrollment patterns generally reflect those of the College as a whole.

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 Puente Program; f) hybrid and online classes; and g) interdisciplinary and special focus classes. Retention has been steady; in 2017-18 it was 77.1% overall (76.9% at Santa Rosa, 77.3% in Petaluma).

Because our mission is consistent with and crucial to the College's mission, initiatives, and goals, the Department needs to have sufficient contract faculty to support student success across the College. We currently have 26 fulltime faculty. With one retirement last year, one this year, and one to come in December 2019, we require these positions to be filled in order to do the work we are charged with doing. Even though the College is in the process of right-sizing, English courses provide crucial literacy skills necessary for each and every student across campus no matter the major. We currently have five full-timers in tenure review, which means they are adjusting to the rigors of the job and focusing on their teaching (rightly so). In order to meet the needs of students, committee work at both campuses, and involvement in special initiatives (like learning communities), the English Department ideally needs 30 fulltime faculty (our highest number ever was 33 in 2004). Minimally we request our 3 latest retirees to be replaced in the next hiring cycle.

1.1c Description

The English Department is the largest academic department at SRJC, offering 159 course sections at multiple locations in Fall 2018 and serving approximately 5853 students in fall 2018 (11,212 in F17 and S18). 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 developmental population as well as the transfer-bound which includes a growing number of English majors. (These numbers are influx as we head into AB 705 implementation.) All students pursuing an AA/AS degree or planning to transfer must take courses in the English Department. As of Fall 2019, the vast majority of our students will be taking English 1A, many with our new co-requisite course, English 50. Since Fall 2019 will be our first semester under full-implementation of AB 705, we anticipate making further adjustments/additions as demand emerges.

To support student retention and success, the department sponsors a Writing Center, with a total of 3,786 student hours logged in fall 2018. We will be moving our Peer-Assisted Learning Specialist program into the Writing Center starting in Fall 2019. Expanded services, such as monthly workshops and scheduled tutoring sessions by appointments, are in the planning stages now. Many of these new options will depend on additional funding. 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*. Our WOLM in 2018-2019 is Thoreau's *Walden*.

The Department is committed to full involvement in all of the College's learning communities (Puente, UMOJA, APASS, HSI) and special programs (Gateway to College, Foster Youth, IGNITE). We routinely consult with Counseling, DRD, ESL, and Library to jointly provide a support network for all students.

1.1d Hours of Office Operation and Service by Location

The English Department offers face-to-face classes from 7:00 am until 9:00 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 hybrid sections of English 1A and English 5, and fully online classes (English 1A, English 1B, and English 5).

The Department Office in Santa Rosa has Administrative Assistant coverage from 7:30 am until 4:30 pm, Monday through Friday. No staff are assigned specifically to the English Department on the Petaluma campus. The Writing Centers at both campuses have had 4 Instructional Aides, and are staffed with additional faculty, both contract and adjunct. These positions are crucial to the smooth running of both Writing Centers, and will be especially critical during our coming transitional year with AB 705 mandates in effect.

1.2 Program/Unit Context and Environmental Scan

Since 2011 it has become increasingly 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 for 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—through-puts, 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 completion terms, and that success, in turn, is understood strictly in 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 an individual writer's voice on the page, both its content and form, which results after deliberative reading, thinking, and discussing with others in various activities and assignments. This norm is fading.

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 aims of the Student Success Act: smart phones, Kindles, laptops, social media, and in general an increasingly pervasive total digital environment, all that value speed, and quantitative volume; indeed, they implicitly redefine cultural quality in these quantitative terms. This has become the norm of modern culture.

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 seductive (and addictive) 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.

English faculty recognize the crossroads we find ourselves at. Some embrace this new norm; some resist it. This binary has created some tension among us, even as we surge ahead to meet the mandates of AB 705, which reflected poorly on the Chancellor's office due to its apparent lack of thought, deliberation, and collaboration. (Indeed it was hastily, haphazardly planned.) It created mistrust and anger. Yet, in spite of this bumbling (incompetence?), many of us see there are ways to hold on to the tradition of our field and move forward differently, albeit a bit

faster, as required by modern culture's norms. It requires collaboration, creativity, openness, and meaningful dialogue. Fortunately the English Department has come together to share our ideas respectfully and thoughtfully and move toward a synthesis.

2.1a Budget Needs

The English Department strives to be learning- and learner-centered through on-going professional learning efforts. We are requesting funding for the following:

Department Supplies:

The English Department's budget for supplies, services, and equipment FY 2018-19 was \$17,992.

4000s (Supplies):	\$	17,718	(3.3% change from 2017-18)
5000s (Services):	\$	274	(121% change from 2017-18)
6000s (Equipment):	\$	0	(0% change from 2017-18)

Although the Department has become very efficient in keeping its supply and copy expenses low, for 2018-19 we had to absorb the Writing Center supply budget.

AB 705 Professional Learning:

We are still in our first year of implementing AB 705. We need funding for continued professional learning and inquiry into open-access composition courses, guided self-placement, co-requisite support classes, and effective practices.

2-Day In-Service (fall and spring semesters):

We would like to host two department-wide inservice sessions for all faculty. This funding would allow us to pay our part-time faculty to attend. These sessions would allow us to engage in norming, the sharing of effective practices, and the scholarship of teaching and learning.

English Department Communities of Practice:

Communities of practice are spaces to engage in the scholarship of teaching and learning. The English Department needs opportunities to engage in meaningful discussions about effective teaching in order to build curriculum and engage in inquiry to bring about the paradigm shift necessary to actualize what AB 705 promises, which is increased access and success for our disproportionately impacted students. Visit this page for more information on CoPs: <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Norming Sessions:

Opportunities to read and respond to student work are essential for faculty. This professional learning opportunity gives faculty an opportunity to talk about composition theory and practice, and it helps faculty better facilitate the reading, writing, and critical thinking SLOs of our composition courses.

PALS:

We currently receive limited SEA funding for (PALS) Peer Assisted Learning Specialists to provide embedded support for English 1A and 5; however, this funding isn't enough to provide a PALS in all composition courses. We would like additional funding to help us meet demand and to better support our students.

Funding to Support Conference Attendance:

In addition to in-house professional learning, we need opportunities to send our department colleagues to conferences and workshops outside the district to better inform the work we're doing at SRJC.

Online Professional Learning:

Given Covid-19 and the regular district closures due to emergencies, training in online pedagogy and distance education is crucial.

Readers:

Each English instructor reads 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 students will rely on comprehensive, individualized support to succeed.

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2017-18	Restricted Funds	Change from 2017-18	Total	Change from 2017-18
Faculty payroll	\$1,901,062.25	0.53%	\$18,448.20	7.36%	\$1,919,510.45	0.59%
Adjunct payroll	\$821,844.30	-16.76%	\$108,529.71	711.84%	\$930,374.01	-7.03%
Classified payroll	\$88,725.24	4.48%	\$18,856.27	0.00%	\$107,581.51	26.69%
STNC payroll	\$0.00	0.00%	\$50,682.50	4.69%	\$50,682.50	4.69%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%

Management payroll (and Dept Chairs)	\$114,648.00	7.76%	\$0.00	0.00%	\$114,648.00	7.76%
Benefits (3000's)	\$891,737.43	-1.45%	\$29,876.11	198.35%	\$921,613.54	0.74%
Supplies (4000's)	\$13,421.36	-28.49%	\$160.00	-16.84%	\$13,581.36	-28.37%
Services (5000's)	\$370.89	60.34%	\$1,509.22	0.00%	\$1,880.11	712.77%
Equipment (6000's)	\$106.37	0.00%	\$24,334.35	0.00%	\$24,440.72	0.00%
Total Expenditures	\$3,831,915.84	-4.05%	\$252,396.36	183.06%	\$4,084,312.20	0.04%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2017-18	Restricted Funds	Change from 2017-18	Total	Change from 2017-18
Faculty payroll	\$365,516.20	2.58%	\$16,330.80	0.00%	\$381,847.00	7.16%
Adjunct payroll	\$231,406.14	3.95%	\$0.00	-100.00%	\$231,406.14	-3.34%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$7,518.75	32.34%	\$7,518.75	32.34%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$148,835.30	9.18%	\$5,805.68	72.38%	\$154,640.98	10.70%
Supplies (4000's)	\$2,070.94	2.87%	\$0.00	0.00%	\$2,070.94	2.87%
Services (5000's)	\$150.00	-25.00%	\$0.00	0.00%	\$150.00	-25.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$747,978.58	4.25%	\$29,655.23	14.81%	\$777,633.81	4.62%

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2017-18	Restricted Funds	Change from 2017-18	Total	Change from 2017-18
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$248,527.09	6.49%	\$0.00	0.00%	\$248,527.09	6.49%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$46,379.80	13.77%	\$0.00	0.00%	\$46,379.80	13.77%
Supplies (4000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$294,906.89	7.58%	\$0.00	0.00%	\$294,906.89	7.58%

Expenditure Totals

Expenditure Category	Amount	Change from 2017-18	District Total	% of District Total
Total Expenditures	\$5,156,852.90	1.11%	\$158,095,599.38	3.26%
Total Faculty Payroll	\$3,711,664.69	-0.71%	\$50,407,985.89	7.36%
Total Classified Payroll	\$107,581.51	26.69%	\$23,669,242.02	0.45%
Total Management Payroll	\$114,648.00	7.76%	\$10,157,332.27	1.13%
Total Salary/Benefits Costs	\$5,114,729.77	0.71%	\$114,983,225.57	4.45%
Total Non-Personnel Costs	\$42,123.13	96.80%	\$12,727,422.75	0.33%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0008	ALL	04	01	\$50,000.00	English Department Supplies needed in support of student learning.
0009	ALL	02	01	\$20,000.00	AB 705 implementation.
0010	ALL	02	01	\$124,800.00	2-day in-service meetings each semester for department norming and SLO work.
0011	ALL	01	01	\$340,470.00	15 Communities of Practice (Summer, Fall and Spring semesters)
0012	ALL	02	01	\$10,000.00	Periodic "norming" (assessment training & alignment) in the Pathway is necessary to standardize expectations and evaluations of student writing.
0013	ALL	01	01	\$40,000.00	Additional PALS to embed support in all English 1A and English 5 sections.
0014	ALL	02	01	\$10,000.00	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.
0015	ALL	01	01	\$10,000.00	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.
0016	ALL	02	01	\$10,000.00	Funding to support professional learning in online teaching and learning.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Asst. III	40.00	12.00	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Student Matters: Accepts and stamps student papers, answers questions; schedules student appointments with department chair.</p> <p>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.</p>
Instructional Asst. Sr.	18.00	10.00	<p>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.</p>
Instructional Asst. Sr.	34.00	10.00	<p>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.</p>
Instructional Asst. Sr.	15.00	10.00	<p>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.</p>

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 via department meetings and department newsletter, receive and address student concerns and complaints, receive and address faculty concerns and complaints, supervise staff, complete PRPP, manage a growing email load, orient new faculty, advocate for department programs with administration, spearhead department initiatives, coordinate with other departments and committees on both campuses (increasingly with AB 705 matters), communicate with high schools about dual enrollment issues.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
PALS (STNC)	9.00	9.00	Through Equity, we having funding for 21 PALS in fall and spring semesters. PALS provide embedded tutoring and instructional support in English 1A and English 50.

2.2d Adequacy and Effectiveness of Staffing

AAI (50%)

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 extra duties. For example, in our past three contract faculty interviews, 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.

Writing Center Coordinator

In S19 there were 10,135 sign ins to the Santa Rosa Writing Center. In S18, there were 10,628 sign ins. 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 full-time Writing Center Coordinator position, the norm at colleges across the nation.

More Writing Center IAs

In addition, we need more Instructional Assistant hours to fully staff our Santa Rosa and Petaluma Writing Centers. AB 705 (open-access English 1A) places additional demands on our Writing Center, as students need more writing support.

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
0002	Santa Rosa	01	01	None	Writing Center Coordinator	Classified
0003	ALL	01	01	Instructional Assistant	Writing Center Instructional Assistants	Classified

2.3a Current Contract Faculty Positions

Position	Description
English Instructor 21 positions Santa Rosa	Most English instructors are hired as generalists, and are expected to be able to teach our full English Pathway. Three faculty members co-coordinate the Puente Program, UMOJA, and APASS learning communities. 5 will be in tenure review in 2020-2021. Two faculty retired at the end of fall 2019.
English Instructors 5 positions Petaluma	Most English instructors are hired as generalists. One faculty member coordinates the Puente Learning Community. One served as Department chair in fall and is on sabbatical this spring.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
English	18.1300	52.0000	16.1900	47.0000	<p>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 2019 we have 26 contract faculty, and a total of 66 part-time faculty in our adjunct pool. In the Fall of 2018, 40 of the adjuncts in the pool were teaching, and in the Spring of 2019, 31 of the adjuncts were teaching.</p> <p>However, the English full-time/part-time ratio needs to be put into context. AB705, Student Success and Equity and Guided Pathways all call out the critical role of literacy in student success. We need more full-time faculty to carry out the professional learning, curriculum redesign, and integration of strong reading, writing, and thinking skills in our guided pathways. We need more full-time faculty if we are to achieve the goals promised by the many initiatives of the State Chancellor's Office.</p> <p>To improve student retention and success the College must 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.</p>

2.3c Faculty Within Retirement Range

In 2019-2020, 8 FT faculty are within retirement age (55+)

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

The English Department is requesting 3 new hires and increased reassigned time for our Writing Center Coordinator.

English composition is critical to student success, hence the critical role we played in the Basic Skills Initiative, AB 705, and Student Equity and Achievement (SEA). In all of these initiatives, English Department faculty are central to infusing new equity pedagogy and engaging in curricular transformation. In response to AB 705, we created Communities of Practice and developed English 50, our co-requisite support class for English 1A. In response to Student Equity and Achievement, we designed two learning communities: Umoja and APASS (Asian and Pacific Islander American Student Success).

We anticipate the need to participate more directly in Guided Pathways, as successful completion of English 1A, and the reading and writing skills learned within, are foundational to all pathways. These new hires will allow our department to continue the work we're already doing and increase our capacity to continue designing and implementing for transformation and learning.

We are requesting increased reassigned time for our Writing Center Coordinator. AB 705 has increased the need for professional learning and support in the Writing Center, as more students require reading and writing support. In addition, Guided Pathways increases our need for reading and writing support across the district. Our Writing Center Coordinator can help our district build stronger reading and writing supports for our students through their pathways.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	3 English Instructors	The number of English full-time faculty is still down from previous years. We have not hired as many faculty as have retired over the years. AB 705 implementation is upon us, as are the additional demands of Student Equity and Achievement and Guided Pathways. 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 meet their SLO objectives if they can't enroll in a class.
0006	Santa Rosa	02	01	Writing Center Coordinator	Increase reassigned time to 53.3334% for faculty coordinator position due to labor intensive nature of position OR create a 100% classified position to fill this role.

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

We are making 3 kinds of requests: (1) technology repair (2) increased technology to support student learning (3) classroom furniture requests.

(1) Technology Repair: We are asking for two new printers--for our English Department Writing Center and our Department Workroom on the Santa Rosa Campus.

(2) Increased Technology to Support Student Learning: We are requesting increased technology, like more laptops and fixed laptop stands that can remain in classrooms. Access to more laptops in our classrooms will help instructors better integrate technology into our courses, and they will give students needed access to technology to support them in writing essays and engaging in research. We are also asking for interactive flat panels in two of our rooms. In the classroom, this will easily enable instructors to include zoom technology in their classes, thereby enabling students to interact and learn with other courses. Additionally, an interactive flat panel in the English Department's conference room will help us better communicate with our Petaluma English colleagues through zoom. Finally, our department AAll needs a laptop and portable scanner/printer to better support the English Department given the multiple interruptions we're experiencing and our inability to be on campus.

(3) Classroom furniture requests: Many of the desks/chairs in our rooms are outdated and geared for lecture. We are requesting new classroom furniture to allow for more flexibility.

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	HP LaserJet Pro 404 dw Monochrome Laser Printer	1	\$700.00	\$700.00	Lauren Servais	1629	Lauren Servais
0002	Santa Rosa	04	01	HP LaserJet Enterprise M608n Mono. Laser Printer	1	\$1,800.00	\$1,800.00	Lauren Servais	Workroom	Lauren Servais
0003	Santa Rosa	04	01	Fixed Laptop Stand	2	\$6,000.00	\$6,000.00	Lauren Servais	1610 and 1603	Lauren Servais
0004	Santa Rosa	04	01	Laptop Cart (30 Bay)	1	\$2,500.00	\$2,500.00	Lauren Servais	1610 and 1603	Lauren Servais
0005	Santa Rosa	04	01	Interactive Flat Panel	1	\$12,000.00	\$12,000.00	Lauren Servais	1601	Lauren Servais
0006	Santa Rosa	04	01	New Instructor Work Station	1	\$50,000.00	\$50,000.00	Lauren Servais	1626	Lauren Servais
0007	Santa Rosa	04	01	Garage Desks	30	\$150,000.00	\$150,000.00	Lauren Servais	1628	Lauren Servais
0008	Santa Rosa	04	01	Rolling Chairs with Desks	90	\$150,000.00	\$150,000.00	Lauren Servais	1603, 1684, 1607, 1626	Lauren Servais

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	04	07	Laptop computer for Department Office	1	\$1,500.00	\$1,500.00	Lauren Servais	1648	Lauren Servais
0002	Santa Rosa	04	07	Portable Scanner/Printer	1	\$1,000.00	\$1,000.00	Lauren Servais	1648	Lauren Servais
0003	Santa Rosa	04	07	Interactive Flat Panel	1	\$12,000.00	\$12,000.00	Lauren Servais	English Conference Room	Lauren Servais
0004	Santa Rosa	04	07	Filemaker Pro	1	\$600.00	\$600.00	Lauren Servais	1648	Lauren Servais

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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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		\$0.00	Our rooms need renovation, including new windows and doors. In addition we need new furniture, carpetting and paint in all of our classrooms. We need new carpetting and paint in faculty offices, and our conference room requires remodel, new furniture, carpetting, and paint.
0003	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).
0004	ALL	04	07	Urgent	Emeritus E Staff Parking Lot	E Staff Lot	\$0.00	Lack of student parking. In addition, during the first week of school, instructors are unable to find parking in the staff lots.
0005	Santa Rosa	04	07	Urgent	Emeritus	Staff Bathroom	\$0.00	The bathroom needs renovation, including the installation of a fan and a door sweep.

2.5b Analysis of Existing Facilities

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

In addition, we need improved facilities to support student learning. SRJC communicates to students our care and respect through the facilities we invite them to learn within. Emeritus, and English Department Classrooms, are in woeful disrepair. Our rooms need renovation. We need new windows and doors. In addition we need new furniture, carpeting and paint in all of our classrooms. We need new carpeting and paint in faculty offices, and our conference room requires remodel, new furniture, carpeting, and paint. We also need repairs to our plumbing and HVAC, which are long overdue. We have had to endure multiple leaks, noisy pipes, and inadequate heating/cooling.

3.1 Develop Financial Resources

Because we lack the faculty to undertake grant requests, the English Department is not seeking grant funding for the 2018-19.

3.2 Serve our Diverse Communities

English is doing an adequate job of recruiting diverse faculty, as evidenced by the fact that four of our last eight contract faculty hires, since 2014, have ethnically diverse backgrounds; three are women. 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. For S19, the Department's total faculty is 70% female, 30% male. Approximately, 23% of diverse backgrounds (i.e. people of color, immigrants, LGBTQ). Among contract faculty, 62% are female and 38% are male; 54% of diverse backgrounds. Our adjunct faculty is predominately white and female.

Many English faculty have served as facilitators and participants in programs committed to serving diverse, under-served populations, such as Puente, UMOJA, APASS, Connections, Our House, SEED, and Equity. English faculty also foster a sensitivity to diversity through our instructional program, which offers English 33 (Chicano Arts and 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, Junot Diaz, Octavia Butler), and through our pathway courses, which often incorporate diverse writers and texts. English faculty are key players in initiatives promoting

multicultural education across campus. Perhaps our most impressive attempts to address diverse student needs has been through curriculum projects, most notably our "X" courses, acceleration courses, and AB 705 curricular changes.

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 relevant trainings.

As stated in 2.1a:

In Spring 2019, the English department offered 5 Communities of Practice to help us prepare for AB 705. The English Department is requesting a total of \$340,470 to continue our engagement in comprehensive professional learning and curriculum development through our communities of practice; AB 705 provides the framework for transformation. This funding will build our department's capacity to meet the demands of open-access Composition.

Our communities of practice invite all English Department members into our inquiry.

3 Summer CoPs	\$58,500
Facilitator Prep time for Summer CoPs	\$1170
8 Fall CoPs	\$117,000
Facilitator Prep time for Fall CoPs	\$23,400
8 Spring CoPs	\$117,000
Facilitator Prep time for Fall CoPs	\$23,400
Total Requested	\$340,470

English Department Communities of Practice: Communities of Practice are spaces to engage in the scholarship of teaching and learning. The English Department needs opportunities to engage in good talk about good teaching in order to build curriculum and engage in inquiry to bring about the paradigm shift necessary to actualize what AB 705 promises, which is increased access and success for our disproportionately impacted students. Visit this page for more information on CoPs: <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Summer 2019:

3 Communities of Practice: (open to 15 participants each, including facilitators) Each CoP will have 12 hours of meetings and 8 hours of "homework"/preparation for meetings. These CoPs will be opportunities for faculty to share effective practices, build curriculum and assignments, and engage in inquiry into open-access English 1A.

Cost per CoP: 20 hours X 15 people X \$65/hr=\$19,500

Cost for three CoPs: \$58,500

In addition, we are requesting an additional 60 hours for facilitation to be split by 2-3 people.

Cost for facilitation per CoP: 60 X \$65= \$3,900

Cost for facilitation for three CoPs: \$1170

Fall 2019:

6 Communities of Practice: (open to 15 participants each, including facilitators) Each CoP will have 12 hours of meetings and 8 hours of “homework”/preparation for meetings. These CoPs will be opportunities for faculty to share effective practices, build curriculum and assignments, and engage in inquiry into open-access English 1A.

Cost per CoP: 20 hours X 15 people X \$65/hr=\$19,500

Cost for six CoPs: \$117,000

In addition, we are requesting an additional 60 hours for facilitation to be split by 2-3 people.

Cost for facilitation per CoP: 60 X \$65= \$3,900

Cost for facilitation for six CoPs: \$23,400

Spring 2019:

6 Communities of Practice: (open to 15 participants each, including facilitators) Each CoP will have 12 hours of meetings and 8 hours of “homework”/preparation for meetings. These CoPs will be opportunities for faculty to share effective practices, build curriculum and assignments, and engage in inquiry into open-access English 1A.

Cost per CoP: 20 hours X 15 people X \$65/hr=\$19,500

Cost for six CoPs: \$117,000

In addition, we are requesting an additional 60 hours for facilitation to be split by 2-3 people.

Cost for facilitation per CoP: 60 X \$65= \$3,900

Cost for facilitation for six CoPs: \$23,400

In addition, we would like to organize 2-day in-service meetings each semester for department norming and SLO work. We are requesting \$124,8000.

60 people x 16 hours x 2 semesters x \$65 =\$124,800.

3.4 Safety and Emergency Preparedness

The English Department's AAILI is the ASC for the 2018-19 academic year.

We have seen a growing number of disruptive and dangerous students at the College. 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.

While some English faculty have voiced concerns about safety at both Santa Rosa and Petaluma over the years, both campuses are ill-equipped to deal with general safety emergencies of a

sudden nature, like a violent attack by an individual. The Alert system using text capability, while potentially useful, has led to utter confusion. ("We got the alert. What do we do now?") No fire drills or other safety measures have ever been conducted at the Santa Rosa campus to date. Police presence and reaction time remain woefully inadequate at Petaluma. These facts raise serious safety concerns for faculty, students, and staff. The FLEX workshop "Dealing with an Active Shooter" has been helpful, but what about locks on outer building doors, locks on classroom doors, safety drills, and camera surveillance? Both campuses in beautiful Sonoma County remain dangerously vulnerable.

The devastating wildfires of 2017 in Santa Rosa and 2018 in nearby Paradise, which caused campus closures due to unhealthy air quality and other factors, showed SRJC is able to respond to natural disasters and longer term emergencies. Indeed the campus rose to help provide assistance and services to students and the surrounding neighborhoods.

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-wide recycling and waste-reduction programs.

Many English instructors continue to move their course materials online, creating savings in paper and toner, and reducing student costs. Our faculty consistently stay below their copy allotments.

4.1a Course Student Learning Outcomes Assessment

Due to our SLO faculty contact acquiring health problems and then unexpectedly retiring last year, we have unfortunately been remiss in our SLO Assessments. Instead we have focused on more urgent business: AB 705, Guided Pathways, evaluations, curriculum review, and filling in for faculty on sabbatical leave. We will return to regular SLO Assessments in Fall 2019. The table below shows our past dedication to SLO Assessment completion.

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

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	Engl 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. Among these challenges are an 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 and SLO's. Our focus since Fall 2017 to now has been on the AB 705 and re-aligning our curriculum to be fully-compliant.

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 9:00 pm, Monday through Thursday, from 9:00-12:00 on Fridays, and hybrid courses that meet on Fridays and Saturdays each semester. We also offer online sections of English 1A, 1B, and 5 year round.

The Department offers a good geographic distribution of classes at Santa Rosa and Petaluma. We offered 99 sections in SR in Spring 2019 and 21 in Petaluma.

The Department offers numerous online and hybrid courses. The online offerings include sections of English 1A, English 1B, and English 5. In spring 2019, there were 20 sections of 1A, two sections of 1B, and one section of 5 offered on-line. The hybrid courses include a Monday English 1A and a Friday English 5.

Student Headcounts: The data show a slight decrease in headcount from Fall 2015 to Fall 2018, from 5583 to 4678. As students get more adept at taking online courses, the Department is increasing our online course offerings to meet the growing demand. Two faculty on sabbatical are developing online English 1A courses for their sabbatical projects. Our online sections have grown from 10 in Fall 2014 to 18 in Fall 2019.

Our English 1A classes (87 sections in fall 2019) are always impacted during prime times, 9:00-3:00. We would offer more sections during those times if classrooms were available. We also anticipate a growing need for more sections of our new English 1A + English 50, as our sections for Fall 2019 were filled by priority 3.

5.2a Enrollment Efficiency

In fall 2018, the department's enrollment efficiency figure was 90.0%; in fall 2015 90.5% and it was up to 92.6% in fall 2016. The district enrollment efficiency for fall 2018 was 87.4%. 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 composition classes is 15-20 students.) The average enrollment in English classes has remained steady at 25-27. AB 705 could impact this number due to ease of enrollment access and the current district downsizing.

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 2018, the English Department's average for all locations was 13.11 and then up to 13.35 for fall 2016. This is in line with recent historical trends in productivity figures, which since 2015 have ranged between 10 and 14. The district average class size for F18 was 28.8.

As noted in 5.2b, current enrollment limits of 25-30 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 effectively is beyond any measure. Smaller classes would make the English Department more productive in the most meaningful sense.

5.4 Curriculum Currency

The Department deactivated many courses in 2017-2019. These include all X-courses, English 305.1, English 307, English 22, English 31. We developed three new courses: English 36 (LGBT Arts and Literature), English 14 (Dystopian Literature), and English 50 (Support for 1A).

The Department is up to date with curriculum review.

5.5 Successful Program Completion

English Majors Awarded:

	Cert Code 1021	Cert Code 1061
2005-06	1	
2006-07	1	
2007-08	2	
2008-09	3	
2009-10	5	0
2010-11	11	0
2011-12	13	0
2012-13	26	0
2013-14	9	6
2014-15	6	10
2015-16	6	19
2016-17	0	23
2017-18	1	32

2018-19	0	5
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To encourage students to complete the English major, the Department has sponsored events, such as teas and theatre events. A full-time faculty member sponsors and regularly meets with the English Majors 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). Due to budget cuts and declining enrollments, the Department has not offered literature classes in Petaluma for several years.

We also have a small but healthy Creative Writing program. Our 3 sections are always full. With several well-known local writers and poets among our faculty, we could easily grow our English 4ABC offerings. Greater numbers of students and faculty would pave the way to resurrecting *First Leaves*, our once regular English Department publication.

5.6 Student Success

The District retention rate for S18 was 73.5% and F18 was 72.8%. The English retention rate for S18 was 74.8% and F18 was 76.9%. The significance of the difference is questionable.

The District rate for successful course completion in S18 was 73.5% and for F18 was 72.8%, while the success rate in the English Department for S18 was 73.5% and for F18 was 71.6%.

The District average GPA for the academic year S18 was 2.68 and for F18 was 2.40. The English average GPA for S18 was 2.69 and for F18 was 2.69. 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 would help to improve this figure and raise it above district averages. The new co-requisite course and concurrent support options should also help increase student success rates.

5.7 Student Access

In 2017-18 and 2018-19 the ethnic group with the largest representation in English courses, 42.5 and 43.4% respectively was Latinx/Hispanic. The next largest group was White, 38.1% and 37.1% respectively. The gender distribution for the English department for 2017-18 and 2018-

19 was 44.8% male and 53.6% female and for 2018-19 was 43.6% male and 54.9% female. In 2017-18, the percentage of students 25 years old and younger was 85.5%. In 2018-19, the percentage of students aged 25 years and younger was 84.2%. However, 73% of the English faculty are over 50 years old. The chronological gap, however, is improving due to many new hires who are younger and tech-savvy, as well as older faculty adjusting their teaching methods and pedagogy.

This 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.

The non-white population in English has increased from 2017-18 (61.9%) to 2018-19 (62.9%). The increase in non-white, immigrant, multi-lingual, and/or multi-cultural 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. 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.

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 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.

We expect numbers of students in our post-English 1A courses to increase as a result of AB 705 changes.

5.9a Curriculum Responsiveness

The English Department has remained current in the field by changing our curriculum over the years, first with the combined “X” courses (English 305x/306x and 302x/100x) for a few years and then with an acceleration pilot of English 307, which then led to the development of English 309. These experimental courses paved the way to the changes for AB 705 implementation. We are ready for Fall 2019.

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, the transfer course and now the AA requirement.

Contact with English department chairs from local high schools remains sporadic.

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.

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 to continue their English studies. Anecdotal evidence indicates 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 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.

The continued collaboration of the English and ESL departments to align standards for 100-level and 1A-level courses in both departments will be an ongoing endeavor. The Chancellor's office just came out (in May 2019) with its guidelines for ESL implementation of AB 705.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Transition to remote teaching and learning	Successfully transition online the teaching of reading, writing, critical thinking, and Literature.	ongoing	We will continue, as most of fall 2021 has been called online.
0002	ALL	02	01	Post-AB705 revisioning of teaching and learning	Revise English 1A to open-access Composition, and continue refining English 50 support course.	ongoing	This is on-going work, especially since most of our post-AB705 work coincides with the Pandemic.
0003	ALL	01	01	Embedded support through PALS	Embed tutoring and support directly into our Composition courses.	ongoing	PALS are excellent peer models and offer just-in-time support for students.
0004	ALL	01	01	Black Lives Matter Next Steps	The English Department has been meeting since Summer 2020 to follow our BLM Solidarity Statement with concrete action.	ongoing	We will continue this work in the 21-22 academic year.
0005	ALL	02	01	SSU Partnership	We have been meeting with SSU's English Department to build bridges.	ongoing	We have identified projects and will continue in the 21-22 academic year.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Continued Equity, Diversity, Inclusion, and Antiracist work	Continue department Communities of Practice	ongoing	Support for PT faculty to engage in EDIA Professional Learning, and support for co-facilitators.
0002	ALL	01	01	Ongoing professional learning and norming sessions	Continue engaging in collaborative inquiry and professional learning. In-service sessions, norming, and additional professional learning opportunities support faculty as we work to most effectively facilitate learning.	ongoing	Pay for subs and part-time faculty to attend meetings. Pay for additional professional learning opportunities off-campus.
0003	ALL	02	01	Transitioning back to SRJC Post-COVID19.	Opportunities to reflect and plan for our return to SRJC, especially the practices we will continue after returning f2f.	ongoing	Time and resources for FT instructors to plan, prep, and conduct sessions; funding to ensure adjunct participation.
0004	ALL	02	01	Revision Writing Center and Online Program	After emergency DE is over, we will need to review the future of our online WC and Online Instruction programs.	ongoing	Time and resources for FT instructors to plan, prep, and conduct sessions; funding to ensure adjunct participation.