

Santa Rosa Junior College

Program Resource Planning Process

English 2024

1.1a Mission

The English Department is committed to consistent, quality instruction at all levels of our curriculum, from English 1A 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."

This department mission will be reviewed and revised in 23-24 in association with the District's new Mission, Vision, Values, and Strategic Plan Goals and Objectives.

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 (see 1.1a) maps closely onto the college's basic mission statement. Our dedication to help our 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'" (dept. mission) embodies the transformative mission of the district to "cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness" (district mission). We operationalize the district mission of "exceptional teaching and learning" across the multitude of programs supporting a variety of student educational goals through building literacy growth and cognitive

development, critical reading, writing, and thinking skills, and appreciation of and ability to analyze a variety of literatures.

The English Department's mission also supports the district vision for as accessible, open, barrier-free and sustainable educational environment, as well as the seven district values:

- We support our Healthy and Resilient College by centering our collaborative professional learning and ongoing department discussions around improving racial inequities, approaching all communication and interactions from a place of genuine care and compassion, and with constant questioning of how we can remove oppressive structures. Examples in the past year of removing barriers include departmental decisions to implement the use of wait lists and remove the English 1A prerequisite from most of our literature courses.
- We embody excellence, freedom, and responsibility in Teaching and Learning by engaging in ongoing professional learning of culturally responsive and culturally sustaining pedagogies, employing innovations such as technology applications in classrooms (e.g. Cahoots for in-class, real-time polls and quizzes), and promoting a love of learning and civic engagement through community-based assignments that allow students to determine their inquiry, purpose, and goals in their written and multimodal assignments.
- We support Community Engagement and Relationships, working on campus with colleagues in the Intercultural Center, the Sawubona Center, the Native American Center, Our House, the Welcome & Connect Center. We are active participants in faculty/staff affinity groups: BLAC, LFSA, AMENSA, APISA, and NAFS.
- We are committed to the Wellbeing of our students through professional learning on Trauma-Informed pedagogy, culturally responsive pedagogy, Sentipensante pedagogy, and more. Faculty connect students to countless resources that promote the physical and mental wellness of students. We also support the Wellbeing of the staff and faculty in the department. In 22-23, faculty led community-care events to promote camaraderie, rebuild relationships after two years of isolation, and nurture our social bonds. Events included fundraiser dinners that benefit our learning communities, a movie/dinner night, several hikes in local parks, professional reiki sessions, and our Souper Thursday potluck luncheon.
- We support Integrity with honesty, transparency, and ethical engagement. Integrity is the foundational base from which we have begun our discussions of artificial intelligence and Large Language Models like ChatGPT. We are carefully considering how these are fundamentally changing the landscape of writing in our students' lives and how we as educators can respond in ethical ways.
- We contribute to Effectiveness and District Stability by creating a schedule that is student-centered to meet student needs in terms of times, locations, lengths, and modalities of our course offerings. We have recently implemented wait lists as a tool to help manage student enrollment by seeing where we have greater student demand.
- We are Responsible to the Environment and Society through commitment to Zero- and Low-textbook costs for students; through greater use of digital applications and technologies that replace paper use; and through recycling and composting efforts.

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. Although we were fortunate to recruit three new faculty who started in F22, we have also one faculty in 21-22 to resignation and three faculty from Sp22-F22 to retirement. 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. In Fall 23, we will have a total of five contract faculty 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 28 fulltime faculty (our highest number ever was 33 in 2004).

1.1c Description

The English Department is the largest academic department at SRJC, offering 174 course sections at multiple locations in Fall 2022 and 124 sections in Sp 23, and serving over 6,000 students in the same timeframe. 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. All students with the educational goal of transfer or degree must take English 1A, so our enrollments include the vast majority of the entire SRJC student population. A small but mighty portion of these become English majors with the intent to teach writing or literature, or to become professional creative writers themselves.

To support student retention and success, the department sponsors a Writing Center with online paper drop-off and synchronous video sessions, and with in-person sessions on both the Santa Rosa and Petaluma campuses. In 22-23, our Online Writing Center provided of 575 hours of online writing support, serving over 400 students. Our on campus FTF Writing Centers provided an average of 735 hours of support to 340 students each semester. All told, our Writing Centers provided over 1300 hours of service to over 700 students. The department also offers the Peer-Assisted Learning Specialist (PALS) program, hiring and training successful former students to provide embedded writing tutoring and peer mentoring in our composition and support courses as well as learning communities. 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. Our WOLM for 22-23 was *Man's Search for Meaning* by Victor Frankl, and we are excited for our upcoming 23-24 selection, Cherie Dimaline's *The Marrow Thieves*, for which we were awarded the Randolph Newman Cultural Enrichment Endowment grant.

The Department is committed to full involvement in all of the College's learning communities (Puente, UMOJA, APASS, and the new Native American Companion Course with Humanities and the Native American Center) and special programs (Lanzamiento, Avanzando, 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 Office is open 8:30am-5:00pm, Monday through Thursday. The Department Office on the Santa Rosa campus has Administrative Assistant coverage from 8:30 am until 5:00 pm, Monday through Friday. No staff are assigned specifically to the English Department on the Petaluma campus. The AA on the Santa Rosa campus provides all remote support to Petaluma English faculty.

The English Department offers in person classes ranging from 7:00 am until 9:00 pm, Monday through Thursday, on both the Santa Rosa and Petaluma campuses. In addition, we offer hybrid sections of English 1A. We also have a robust online program with fully online, asynchronous sections of English 1A, 1B, 5, and 25 (Linguistics).

1.2 Program/Unit Context and Environmental Scan

With the full implementation of AB 705 and 1705, the English pathway is smaller now, but even more crucial for students in building the critical reading, writing, and thinking skills they'll need to be successful with any writing assignment in any college class across the disciplines. Our students build skills of analysis, synthesis, and written expression, particularly for analysis of expository and argumentative texts as well as literature and creative writing. The recent legislative changes resulting in full developmental education reform have had massive effect on our curriculum and pedagogy. We developed a corequisite support course for Engl 1A and are interested in developing additional writing support courses or Writing Center sponsored workshops. With all students now placing directly into Eng 1A, with or without the co-requisite Eng 50 support course, the English Department must attend thoughtfully and carefully to the curriculum and pedagogy of our freshman composition courses. We will continue to strive for intellectually engaging, culturally sustaining and enriching, challenging and supportive writing courses. We will also need to evolve with the changing landscape of our discipline and explore innovative pedagogy and practices, especially in the new era of artificial intelligence and large language models like ChatGPT.

Obviously, it cannot be understated how the pandemic has profoundly impacted all education, and equally so in English. Faculty have found student mental health struggles to be at an all time high this past year, both in terms of numbers and in complexity of issues. In the face of challenges, we continue to promote student success efforts, such as the Spring Back into Action workshops. Our department also voted to re-establish the department curriculum committee to support our efforts in the creation of new low-unit, short writing support courses that can be paired with any English course; offering workshops through the Writing Center; and offering course credit for committed Writing Center consultations in a semester.

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:

Enrollment is starting to trend upward, and we anticipate an increased student demand for in-person (FTF), on-campus classes. We need increased funding for department supplies and services in order to meet increased needs as more students return to campus to take FTF offerings.

The English Department's total expenditures for supplies and services in FY 2022-23 was \$9,205.30.

FY 22-23 (expenditure by category)	Spent
4000's (supplies)	\$7499.18
5000's (Services)	\$1706.12
Total for all locations	\$9205.30

There was a 50% increase from the previous FY 2021-22 expenditure of \$5,937.06. This increase was expected as student enrollment in our FTF classes increased in the "post-pandemic" era. In the coming year, an increase to the budgeted amount in supplies, services, and equipment funding will be necessary to support faculty and students on campus.

Increase in Subscription Price to WOnline for the Online Writing Center

The English department Writing Center provides individualized, tailored instruction and conferences with department faculty and instructional assistants in order to support students' personal and academic growth as writers. Since the pandemic and emergency remote instruction, the English department has provided online writing support to students through the online software WC Online. The annual subscription cost of WC Online is increasing from \$700/year to \$2000/year starting in the 24-25 AY. We need funding to continue providing this important academic support to students.

Increase Online Writing Center support:

The English department Writing Center provides individualized, tailored instruction and conferences with department faculty and instructional assistants in order to support students' personal and academic growth as writers. During the years of emergency remote instruction, the Writing Center responded by going online and providing synchronous and asynchronous support to students. Student demand for online Writing Center support is strong, even for students enrolled in FTF classes. In Fall 24, we hope to continue to offer both in-person and online conferences. We need funding to provide adequate support in both modalities.

Fall and Spring Discipline Discussion Days:

We would like to host a day each in fall and spring, respectively, for all English faculty, classified, and STNC employees. This funding would allow us to pay our part-time faculty, classified instructional assistants, and STNC instructional aides and PALS to attend. These sessions would allow us to engage in norming, the sharing of effective practices, and current scholarship in the teaching and learning of composition, literature, and creative writing. Because the negotiated Departmentally Determined PDA days are now dedicated to SLO assessment and analysis, we no longer have institutionally supported time for vital disciplinary discussions.

Composition Assessment Sessions:

Opportunities for professional development on how to read and respond to culturally and linguistically diverse students is essential for English faculty. This professional learning activity gives faculty an opportunity to talk about composition theory and practice, linguistic justice in composition, and assessing and responding to student writing in culturally sustaining ways. It also helps faculty better facilitate the reading, writing, and critical thinking SLOs of our composition courses.

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. This need has become more pronounced as IDEAA and equity-oriented instruction have become more prominent in educational research while also coming under strong attack at the national level. Priority will be given to attend conferences that address current research, scholarship, and innovation related to culturally responsive and culturally sustaining pedagogy and practices that improve student outcomes and reduce racial inequities.

Online Professional Learning:

Student demand for online courses, particularly English 1A and English 5, continues to grow. Continued training for faculty in online pedagogy and distance education is crucial, as well as support for faculty professional learning in new online modalities and their concomitant curricular development. Our department Online committee has developed a workshops focused on equitable and effective practices and pedagogies for online instruction in English courses.

Readers:

We would like to hire readers to assist with scoring a common SLO assessment tool when we collectively assess courses in our composition pathway (Engl 1A, 1B, and 5).

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	\$15,000.00	English Department Supplies needed in support of student learning.
0002	ALL	01	01	\$2,000.00	Subscription price increase to WC Online for the Online Writing Center
0003	ALL	01	01	\$30,000.00	Increase hours for Online Writing Center support for student learning.
0004	ALL	01	01	\$22,000.00	Compensation for all English faculty to participate up to 4 hours in a Composition Assessment workshop offered once in fall 24 and once in spring 25 focused on current composition theory on assessing and responding to student writing from a linguistic justice approach and in culturally sustaining ways.
0005	ALL	01	01	\$10,000.00	Attending professional conferences is an essential element of an instructor's ability to stay current with educational research into the discipline and pedagogy specifically for teaching composition to produce equitable outcomes for all students.
0006	ALL	01	01	\$10,000.00	Funding to support professional learning for associate faculty in online teaching and learning.
0007	ALL	01	01	\$14,000.00	Compensation for English PT faculty, classified employees, and PALS to attend one day each semester (fall and spring discipline discussion days) for department norming, professional learning, and training in current IDEA principles as applied in composition theory and practice.
0008	ALL	01	01	\$10,000.00	Readers will assist with scoring a common SLO assessment tool when we collectively assess courses in our composition pathway.

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.	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>
Instructional Asst. Sr.	17.00	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.	10.00	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	.94 FTE during fall and spring semesters, approximately 60 hours in summer. Staffing (chairs Hiring Committee), schedule development (sits on 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, and coordinate with other departments and committees on both campuses.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
PALS (STNC)	9.00	10.00	Through Student Equity, we have funding to provide PALS for approximately 20 sections in each of the fall and spring semesters and 2 in summer. PALS provide embedded writing tutoring, peer mentoring, and instructional support.

2.2d Adequacy and Effectiveness of Staffing

AAI (50%)

In the “post-pandemic” era, with multiple grant funding streams, the PALS program, increased instructional modalities and concomitant needs, the new Online Writing Center, legislative changes, college policy changes, and more, the work of the department AA III has grown far beyond what is reasonable for a single employee. The English Department office is critically understaffed. We would like to add back a half-time AAI to ensure the workload is appropriately distributed and compensated.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	01	None	Administrative Assistant I for English Department	Classified

2.3a Current Contract Faculty Positions

Position	Description
English Instructors, 25 positions	Most English instructors are hired as generalists, and all are expected to be able to teach our full English Pathway. On the Santa Rosa campus, three faculty members are Ethnic literature specialists, and one faculty member is an African-American Literature Specialist. Three faculty members co-coordinate the Puente Program, UMOJA, and APASS learning communities. Four faculty are currently in tenure review in 2024-2025. Five faculty have left in the past 3 years (4 retirement, 1 resignation), putting us at 21 current faculty on the Santa Rosa campus.
English Instructors, 4 positions	Most English instructors are hired as generalists, and all are expected to be able to teach our full English Pathway. In Petaluma, one faculty member coordinates the Puente Learning Community. There are 4 current FT faculty on the Petaluma campus.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
English	21.9700	60.0000	14.5200	40.0000	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 June 2024, we have 25 contract faculty and 30 associate faculty. An associate recruitment will be done in X24.

2.3c Faculty Within Retirement Range

In 2023-2024, 8 contract faculty are within retirement age (55+), and an additional 3 are within a few years of retirement age (50-54). With 25 contract faculty total, one third of our department faculty are within range of retirement. One faculty retirement occurred in Sp 24, and another retirement in Sp 25 is now confirmed.

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

The English Department is requesting 2 new hires in Santa Rosa and increased reassigned time for our Writing Center Coordinator.

Although we hired three new contract faculty in 21-22, we have lost five contract faculty (4 to retirement and 1 to resignation) in the past three years. We currently have 25 contract faculty across two campuses. In addition, 8 of our contract faculty are within retirement age (55+), with an additional 3 faculty within a few years of retirement, meaning that nearly half of our current full-time faculty are at or near retirement. We have two confirmed retirements, one each in Sp 24 and Sp 25. We need to plan ahead, bring new faculty onboard and through the tenure process, and acculturated into the department so that the English department can maintain strong, student-centered education through staffing changes.

English composition is critical to student success, hence the critical role we played in the Basic Skills Initiative, Student Equity and Achievement (SEA), AB 705/AB 1705, and Guided Pathways. In all of these initiatives, English Department faculty are central to infusing new equity pedagogy and engaging in curricular transformation. Prior to emergency remote instruction necessitated by the pandemic, the English department responded to AB 705 by creating Communities of Practice for professional learning to support open-access English 1A, and by undertaking massive curricular reform by eliminating a 3-course developmental English sequence and replacing it with 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), and a new partnership with the Native American Student Center was established last year. Our faculty have also participated actively in the ongoing Guided Pathways work and the creation and revision of the Guided Self-Placement. During the period of remote instruction due to the pandemic, we continued this work and more, all with the intentional focus on DEIA principles. In 20-21, we hired our first African-American Literature specialist, and in 21-22, we hired three Ethnic Literature specialists. In the past year, we have partnered with IGNITE to bring English 1A and Writing Center support into the juvenile hall; we collaborated to establish the new STEM-interested learning community with Avanzando; we developed a Native American-focused

“companion course” partnership with Humanities and the Native American Center, which we hope to develop into a full learning community next year; and we are partnering with Athletics in an FYE designed to help Student Athletes complete Math and English in their first year. Having adequate faculty on staff is essential for our department to continue the work we’re already doing and increase our capacity to continue designing and implementing for transformative learning.

We are also requesting increased reassigned time for our Writing Center Coordinator. As a result of curricular changes mandated by AB 705, the Writing Center took on an even more critical role in supporting students who are now all placed into an open-access English 1A. The pandemic compounded the need for critical remote writing support, and the Writing Center responded by developing the Online Writing Center. The Online Writing Center conducted 1,150 conferences in 22-23, 30-minutes in length. In addition, our on-campus Writing Centers provided nearly 750 hours of direct, in-person support to almost 350 students each semester in 22-23. The need for the Writing Center to provide multi-modal reading and writing support across the district is imperative. Our Writing Center Coordinator can help our district build stronger reading and writing supports for our students through their pathways, as well as providing Writing Across the Curriculum support for faculty. The [International Writing Centers Association](#) Position Statement on [Two-Year College Writing Centers](#) asserts that writing center administrators should be tenured faculty with a minimum of 50% reassigned time, though many colleges and universities employ directors and coordinators full time.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	2 English Instructors	The English department has made great progress on our SLO assessments building a regular department review cycle of SLO assessment, department data analysis, reflection, and discussion of impacts on pedagogy, practices, and curriculum, and updating curriculum. With 29 courses and 101 SLOs, the need for a strong, expansive team of contract faculty is essential for SLO assessment that is meaningful. Maintaining our contract faculty numbers is essential for the department to do meaningful independent and collaborative work towards maintaining, updating, and renewing our instructional program. Retirements in Sp 24 and Sp 25 make two new positions crucial to the English department's programs successess.
0002	Santa Rosa	02	01	Writing Center Coordinator	Increase reassigned time to 53.3334% for faculty coordinator position due to labor intensive nature of position.

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

We are making two equipment requests for all Emeritus 2nd floor classrooms: 1) approved adaptive desks for students with disabilities and 2) curtains for classrooms.

(1) In Sp 23, the student desks in Emeritus classrooms were updated to movable desks on wheels in most classrooms and new tables and chairs in some larger classrooms. Now, we need adaptive desks for students with disabilities in all 2nd floor classrooms to provide appropriate equipment for students requiring physical accommodations.

(2) As part of the ongoing improvements for classroom safety, we are requesting new window coverings (blackout roller shades) for all 2nd floor Emeritus classrooms to replace the deteriorated mini-blinds and curtains.

In addition, the subscription price for WC Online, the program that hosts our Online Writing Center, is nearly tripling to \$2,000. This is a vital program for all students, and especially for online students who cannot come to campus for in-person support.

Finally, we are requesting an Interactive Flat Panel for our computer lab classroom in Emeritus 1628. This update will make this classroom enabled for Hyflex instruction.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	New Adaptive Desks for students with disabilities for Upstairs Emeritus classrooms (price per room)	12	\$1,656.00	\$19,872.00	Sheryl Cavales Doolan	1603, 1607, 1614, 1620, 1624, 1626, 1678	Sheryl Cavales Doolan
0002	Santa Rosa	04	07	New Window Coverings for Upstairs Emeritus classrooms and Labs (price per room)	15	\$2,308.00	\$34,620.00	Sheryl Cavales Doolan	1601, 1603, 1607, 1614, 1620, 1624, 1626	Sheryl Cavales Doolan
0003	Santa Rosa	01	01	Interactive Flat Panel	1	\$8,000.00	\$8,000.00	Sheryl Cavales Doolan	1628	Sheryl Cavales Doolan

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Other	01	01	WOnline subscription (substantial price increase)	1	\$2,000.00	\$2,000.00	Sheryl Cavales Doolan	Online Writing Center	Sheryl Cavales Doolan

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	07	1 Year	Emeritus	Emeritus classrooms	\$0.00	New paint and carpet
0002	Santa Rosa	04	07	1 Year	Emeritus	Emeritus faculty offices	\$0.00	New carpeting, paint, windows, doors
0003	Santa Rosa	04	07	1 Year	Emeritus	Emeritus faculty work/conference rooms	\$0.00	New carpeting, paint, furniture

2.5b Analysis of Existing Facilities

With scheduled HVAC replacement for the building underway and faculty bathroom renovations completed, Emeritus Hall is improving as a work and learning space. Continued improvements are needed to support student learning. SRJC communicates to students our care and respect through the facilities we invite them to learn within. We need new carpeting and paint in all of our classrooms. In addition, we need new carpeting, paint, windows, and doors for faculty offices, as well as new carpeting, paint, and furniture in faculty workrooms and conference rooms.

3.1 Academic Quality

The English department is dedicated to excellent teaching and learning. On campus, our faculty have led workshops, PDA sessions, and Communities of Practice aimed at building equitable, effective, and culturally responsive praxis in teaching composition and literature. Topics have included equitable grading strategies, such as the related contract grading, ungrading, and labor-based grading, to methods for giving feedback on student writing. Our faculty both actively participate and lead professional development efforts, within the department and across campus. We have led several Communities of Practice through the Academic Senate focused on supporting Latinx students. We have led SEED groups and year-long faculty groups dedicated to Justice, Equity, Diversity, and Inclusion. English faculty established the first Queer Resource Center on campus. English faculty were active and important participants in the development of the new Ethnic Studies department, providing guidance, insight, and support from program structure to curriculum development. We also support academic quality in various modalities. Our faculty shared resources, obtained certifications, and developed their skills in teaching online during the pandemic. After emergency remote teaching ended, our department online committee supported more than 10% of department faculty, both contract and associate, through a course-shell peer review process. Further, our new cycle of SLO assessments will include departmental discussions of our disaggregated outcomes so that we can reflect on our challenges, build on our successes, and adapt our curriculum to continually inspire and prepare our students to meet their educational goals.

3.2 Student Success and Support

Two examples of English programs that support academic learning and excellence are the Writing Center and the Peer Assisted Learning Specialists (PALS) program. The Writing Center

provides immediate, individualized support to foster students' growth as academic writers, readers, and critical thinkers. With all students now placed directly into English 1A, with or without the co-requisite English 50 support course, the need for direct and responsive writing support is crucial. This need has only become more urgent and profound as new students enroll, whose high school English experiences were impacted by continued years of remote instruction in emergency educational conditions, compounded by personal traumas as a result of the COVID19 pandemic. Writing Centers have an essential role in offering vital just-in-time supplemental instruction, and improving retention and outcomes—a role that has been well-established by educational research. Similarly, embedded tutoring or supplemental instruction programs promote academic success, excellence, and students' sense of belonging. The PALS program is an equity-oriented program that seeks to increase student knowledge and skills by fostering community, agency, and persistence in the classroom. Students who have successfully completed courses are invited back to mentor and tutor current students so that they may find greater academic success. In the English PALS program, these class-embedded peer tutors promote student success by connecting students to campus resources, tutoring students through the writing process, and cultivating a sense of belonging in the class and academic community. PALS also can provide light grading and teaching assistance to instructors.

3.3 Responsiveness to Our Community

English faculty have been leaders in professional learning and instructional innovations, particularly in serving diverse student populations. English faculty collaborate and teach in learning communities in Santa Rosa and Petaluma, notably Puente, Umoja, and APASS. We have also developed a Native American Companion Course partnership with Humanities and the Native America Center that we hope to build into a full learning community. We have worked closely with the IGNITE program and will be bringing English 1A and Writing Center (Engl 770) support to students currently incarcerated in the juvenile hall. Our department is also a major area where dual enrollment high school students hope to earn early college credit in transfer level English courses. We have adapted practices to make it easier for high school students who won't receive AP scores until July to register for their summer and fall classes at SRJC. In addition, we are hoping to engage in professional learning in the coming years specifically on supporting dual enrollment students. Looking forward, our department will continue focusing collective professional learning on retention strategies, equitable feedback and grading practices, and improving inequities in retention, persistence, and success.

3.4 Campus Climate and Culture

The English Department is dedicated to cultivating an inclusive, supportive campus climate and culture that embodies our Mission, Vision, and Values. The English department fosters excellence by providing strong and effective programs and services. English faculty have been

strong proponents of promoting culturally responsive and sustaining teaching practices. From assigning texts written by a diversity of writers to contract/labor-based grading, English faculty embrace innovation and promote this same passion with colleagues across campus. In addition, English faculty are integral in learning communities and initiatives to support diverse communities, including Puente, Umoja, APASS, Lanzamiento, Avanzando, and IGNITE.

In addition to the accomplishments listed above that add to the health of our institution, our faculty were founding members of the faculty and staff affinity groups BLAC, APISA, and AMEMSA, and are active participants and supporters of LFSA and NAFSA. English faculty regularly present as part of Arts & Lectures, Women's History Month, WOLM lectures, AAPI Heritage month, and more. Further, English faculty have held major leadership roles on campus, including Academic Senate President and Equity Officer, Curriculum Review Committee co-chair, the Queer Resource Center, the Petaluma Faculty Forum, and Professional Development co-coordinator, as well as roles in AFA, President Advisory committees, serving on campus-wide faculty hiring committees, and many more.

3.5 Establish a Culture of Sustainability

The English Department actively works to support SRJC's Sustainability goals. One of the benefits of the pandemic has been the opportunity for department faculty to develop not only online courses, but also for the department and college to develop online services and resources. While we expect our supplies usage to increase in the coming year with the increased offering of in-person classes due to the rescinding of the emergency DE waiver, many faculty will continue to utilize Canvas and other online resources as supplements to their in-person classes. The English Department is committed to campus-wide recycling and waste-reduction programs. In addition, many faculty have incorporated environmental justice as form of racial equity justice into class readings, and we offer a course in Literature and the Environment.

4.1a Course Student Learning Outcomes Assessment

Due to multiple overlapping issues, (including AB 705 reform, loss of our department SLO expert/facilitator, Guided Pathways, followed by natural disasters), by 21-22, the English Department had fallen behind on our SLO assessments and our regular department conversations regarding student outcomes. In Sp22, we recruited a department faculty to serve as the locally-named SLO Wrangler. The role of the Wrangler in Fall 22 was to collaborate with the department chair to determine a plan with two goals:

- Long-term goal: Outline a structure for a regular cycle of assessment, data analysis, and department pedagogical discussions that can be adapted as needed to fit the SLO software and college-SLO accreditation response plan parameters when determined.

- Immediate goal: Formulate a plan to put the department on the path of catching up on SLO assessments for fall 22 and spring 23

The Wrangler and Chair collaborated to create a system to organize faculty participation in SLO assessments, particularly for courses that had not been assessed in the past three years. The department discussed SLO Assessments at several department meetings. The Wrangler and Chair provided direct support to several faculty in individual meetings and in SLO assessment professional learning workshops in both F22 and Sp23.

At the end of Sp22, the department had completed assessments of approximately 18% of our course SLOs. By the end of F22, 47.32%. And now at the end of Sp23, we have completed 61% of our assessments, more than tripling our assessments in a year.

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.

Below are two charts. The first shows our completed SLO assessments from the past three years, F20-Sp23). The second shows the planned schedule of SLO assessments for our literature and creative writing courses based on when they are next offered in rotation. NOTE: 4A, 4B, and 4C are co-enrolled creative writing courses. Students taking beginning (4A), intermediate (4B), and advanced (4C) creative writing all work in the same class. We more rarely have students enrolled in 4C, which means those outcomes cannot be assessed in that class.

Course	# of SLOs assessed	% of SLOs assessed	Participating Faculty	Semesters of Assessment
Engl 1A	5/5	100%	Servais, Cavales Doolan, Wakefield, Walker	F20, F21, F22, S23
Engl 50	3/3	100%	Cavales Doolan, Martin	F21, F22,
Engl 1B	4/4	100%	Thompson	S19
Engl 5	3/3	100%	Thompson	F20
Engl 4A	3/3	100%	Walker, Bojanowski	F21, S22
Engl 4B	2/3	66.67%	Insull	S23
Engl 7	3/3	100%	Walker	F20
Engl 11	5/5	100%	Ozbirinci	S22
Engl 12	4/4	100%	Walker	F21
Engl 14	4/4	100%	Walker	F19
Engl 22	3/3	100%	Servais	S21
Engl 25	3/3	100%	Stockburger	S23
Engl 27	3/3	100%	Martinez	S23
Engl 30.2	3/3	100%	Martinez	S23
Engl 46.1	3/3	100%	Walker	F22
Engl 46.2	3/3	100%	Walker	S22
Engl 49	1/1	100%	Cavales Doolan	S23
Engl 770	3 / 4	75%	S. Cavales Doolan	F21

Course	Semester scheduled for next assessment
Engl 2	F25
Engl 3	S24
Engl 4C	F23
Engl 9	Planned for inactivation in F23
Engl 10	S23 (anticipated submission)
Engl 30.1	F23
Engl 31	S24
Engl 32	S25* <i>first semester to be offered</i>
Engl 33	S24
Engl 34	Planned for inactivation in F23
Engl 36	F23

4.1b Program Student Learning Outcomes Assessment

The English Department is on track to complete a program SLO assessment for our English (AA-T) major in F23. Using the cumulative, “ground up” assessment method, we have completed assessments for all of our required core courses for the major (Eng 1B, 5). As of this spring, we have now completed more than the minimum required course assessments for each of our List A, List B, and List C requirements. (List A: 6.00 units chosen from Engl 30.1, 30.2, 46.1, 46.2) (List B: 3.0 units chosen from Engl 2, 3, 4A, 7, 12, 27) (List C: 3.0 units chosen from Engl 9, 10, 11, 14, 22, 25, 31, 33, 36). Now that the course assessments are complete, we will conduct faculty reflections, discussions, and assessments of our major in early F23.

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
Eng 10 (Lit and environment)			X					X	X	X	X	X	X	X	X	X
Eng 14 (dystopian lit)			X					X	X	X	X	X	X		X	
Eng 1A			X	X	X			X	X	X	X	X	X	X	X	X
Eng 1B			X	X				X	X	X	X	X		X	X	
Eng 2, 3, 7, 11, 12 (genre courses)			X					X	X	X	X	X			X	
Eng 25 (linguistics)			X	X				X	X	X	X	X	X	X	X	X
Eng 27 (Shakespeare)			X					X	X	X	X	X			X	
Eng 30.1, 30.2 (Amer Lit, survey)			X					X	X	X	X				X	
Eng 46.1, 46.2 (Brit Lit, survey)			X					X	X	X	X				X	
Eng 49 (independent study)			X	X			X	X		X	X	X				
Eng 4A, B, C (Creative Writing)			X	X				X	X	X	X	X	X	X		
Eng 5			X	X	X			X	X	X	X	X		X	X	X
Eng 50			X	X	X			X	X	X	X	X	X			X
Eng 770 (Writing Center)			X	X			X	X	X	X	X	X	X	X		X
Eng 9, 22, 31, 33, 36 (diverse lit)			X					X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

5.0 Performance Measures

English 770 is the course number associated with the English Writing Center. We currently collect data through two sources: 1) the Timekeeper in-house system for in-person faculty/student meetings on the Santa Rosa and Petaluma campuses, and 2) the [WOnline](#) program, which allows us to build a new schedule each semester for our [SRJC Online Writing Center](#). On this system, students can schedule 30-minute appointments with English faculty and instructional assistants, and they can choose between Online (synchronous Zoom) sessions or eTutor (asynchronous paper drop-off) sessions. Currently, only Timekeeper data on in-person meetings is shareable with the State. The WOnline system collects data on student usage for reports, including the number of students served, the number of actual sessions and total occupied hours, and the number of sessions in the modalities offered. However, we have not yet been successful in integrating the data from the two systems. (A major obstacle is that the the State's accounting system for non-credit lab courses, like Engl 770, does not align with requirements for asynchronous tutoring/support.) Please note: this data has not yet been shared with SRJC.

Online Writing Center usage stats	Sp 23	F22	Su22	Sp22	F21
Individual students served (unique headcount)	193	257	25	271	355
Total sessions conducted (30"/ea)	539	608	53	922	1,099
Total occupied hours	269.5	304.5	26.5	506	592.5
eTutor (asynch, paper drop off) sessions conducted	378	310	0 (not offered)	541	702
Online (synch, Zoom) sessions conducted	160	298	53	466	481

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

Historically, the English Department has offered a balanced class schedule within the constraints of the MW and TTH schedule. Our pre-pandemic schedule offered classes from

7:00 am through 9:00 pm, Monday through Thursday, from 9:00-12:00 on Fridays, and hybrid courses that met on Fridays each semester. We also offered online sections of English 1A, 1B, and 5 year-round. In addition, the Department offers a good geographic distribution of classes at Santa Rosa and Petaluma.

The transition to fully remote instruction as a result of the COVID-19 pandemic dramatically altered our schedule and offerings. In 2020-21, in compliance with the emergency DE provision and the negotiated Side Letter, the English department offered all of our courses, including the Writing Center (Eng 770), online either as synchronous classes with regularly scheduled Zoom class meetings or as fully online, asynchronous classes. In 21-22, the majority of sections were still offered in fully online modality, with a growing number of FTF sections.

With the rescinding of the emergency DE provision as of June 2022, our schedule offerings for 2022-23 included a greater proportion of FTF classes in anticipation of more students returning to in-person instruction. In F22, we ran 58 FTF sections, 56 fully online sections, and 5 hybrid sections. In Sp23, we ran 54 FTF sections, 45 fully online sections, and 3 hybrid sections. It is important to note that we also cancelled 28 FTF sections in F22 and 11 FTF sections in Sp23 due to low enrollment. We also converted several sections from FTF to online and added online sections each semester. The demand for online courses continues to grow, and our department is conscientious about building a schedule that can meet demand for online courses as well as protecting our FTF sections as part of the campus efforts to nurture the in-person, on campus culture.

We are at a unique moment in time when past enrollment history cannot adequately predict future enrollments due to the unknown needs of students coping with the various ways the pandemic has impacted their lives. Overall, as enrollments have dropped across the college, we have shrunk our schedule. We continue to strive to create a schedule that is balanced and meets student enrollment needs.

Our literature and creative writing courses are offered in a planned rotation system to meet AA-T English major needs. Enrollment in literature and creative writing courses has been low, and we have reduced the number of our elective offerings in response.

Student Headcounts: The data show an increase in student headcount for F22, but still a decrease in Su22 and Sp23.

Fall Semester	Headcount
F18	6025
F19	5822
F20	3955
F21	3521
F22	3792

Spring Semester	Headcount
Sp19	4576
Sp20	4189

Sp21	3003
Sp22	2611
Sp23	2326

Summer Semester	Headcount
Su18	754
Su19	708
Su20	689
Su21	567
Su22	516

The English department will continue to focus professional learning on retention, particularly in online courses. The steep and continuous decline in enrollment is an expected impact of subsequent years of wildfires, community exodus, brown outs (planned and unplanned power shutdowns), and pandemic conditions. SRJC has an important role to play in the restoration and recovery of our community, and we see English as central to that role.

5.2a Enrollment Efficiency

The English Department's enrollment efficiency (% of seats filled) has consistently met or exceeded the District's average enrollment efficiency across the District. (The Department notes that enrollment efficiency is a euphemism for student-teacher ratio, and that greater "efficiency" means a higher student to teacher ratio.)

Fall Semester	English Fill Rate	District Avg Fill rate
F19	90.9%	90.1%
F20	85.3%	86.1%
F21	88.1%	81.1%
F22	87.7%	81.4%

Spring Semester	Fill rate	District Avg Fill rate
Sp20	84.8%	83.7%
Sp21	87%	83.6%
Sp22	83.5%	76.4%
Sp 23	Not avail	Not avail

Summer Semester	Fill rate	District Avg Fill rate
Su19	84%	84.2%

Su20	88.3%	91.8%
Su21	78.8%	79.8%
Su22	84.5%	71.8%

Even with the decline in enrollment and the lowering of the class size minimum during the emergency DE provision, our department's fill rate was consistently near or above the 85% goal. The notable exception was Su21 (78.8%), when the pandemic had been underway for a full year and enrollment dropped noticeably (see 5.1, headcount).

The Department is endeavoring to provide more online courses and sections, encouraging faculty to become trained in this modality of delivering course content in equitable, effective, and culturally responsive ways.

5.2b Average Class Size

With the exception of Creative Writing, English classes have an enrollment limit of 30 students, which is lower than that of many other departments'. (**Note:** The nationally recommended class size for composition classes is 15-20 students.) The average enrollment in English classes has remained steady at 25.09, spanning from Su19-F22 inclusive. Despite AB705 and the placement of all students into open-access Eng 1A (with or without a co-requisite Eng 50), and despite the drop in enrollment during the pandemic, our class size average remains high relative to our class enrollment limits.

5.3 Instructional Productivity

Productivity is based on the number of students per instructor. As mentioned in 5.2b, English has class enrollment limits of 30, lower than most departments. The English Department's

relatively low maximum class sizes make it difficult for the Department to meet the District's target FTES/FTEF ratio of 17.5:1. Thus, although English enrollment efficiency exceeds the District average, its productivity figure is lower than the District target.

Although our productivity is below target level, we have begun to see an increase in the past year. Our productivity has grown in the fall semester from a low of 11.17 in F21 to 13.10 in F22. In spring, we went from a low of 11.14 in S21 to 11.75 in S22; in summer, from a low of 9.49 in Su21 to 12.34 in Su22.

As noted in 5.2b, current enrollment limits of 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 continues to remain up to date with curriculum review. In 2022-23, eight courses made it through the full curriculum review process. One course that CRC was not able to address last spring also passed curriculum review in the subsequent fall semester. In addition, Engl 32: Asian American Literature, received final CRC reinstatement approval. This course will go forward for UCOP review this year for a Fall 24 effective date.

As a department, we are reinstating our local curriculum committee to help facilitate the curriculum review process, to support faculty efforts in curriculum development, and to work with the department chair to align SLO assessments with departmental discussions that will ultimately lead to improved pedagogy and curriculum revision and development.

While we are excited at the potential enrollment benefits of the new schedule development timeline, we have deep reservations about the impact it will have on contract faculty work early in the fall semester in order to meet Cluster Tech and CRC deadlines.

5.5 Successful Program Completion

English Majors – AA-T in English degrees awarded:

	AA-T in English degrees
2009-10	6
2010-11	11
2011-12	13

2012-13	26
2013-14	15
2014-15	16
2015-16	25
2016-17	23
2017-18	33
2018-19	22
2019-20	25
2020-21	24
2021-22	29

Despite low enrollments in our literature classes post-pandemic and remote instruction, 29 students earned AA-T in English degrees in 21-22. English faculty often encourage and invite students to major in English. With new African-American and Ethnic Literature specialists, we hope to develop new activities and events that spark student interest and curiosity. We have a newly established Creative Writing student club, and we hope to reconstitute the English Majors club. We are excited for our 23-24 Work of Literary Merit selection: *The Marrow Thieves* by Cherie Dimaline. Our WOLM program introduces English 1A students, and the college community, 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.

5.6 Student Success

Prior to the pandemic, the English Department's retention rates were similar to the District rates. For example, the District retention rate for F19 was 75.8%, and the English retention rate for F19 was 74.6%. The challenge of remote learning for students due to the pandemic was particularly difficult in English courses, and the gap in retention rates between the District and English courses grew. The largest difference in rates was seen 21-22, where the district rates were 74% in F21 and 76.7% in S22, whereas English retention was at 64.6% in F21 and 67.2% in S22, a difference of -9.4 and -9.5% respectively. As we moved into post-pandemic era in 22-23, we began to see improvement as the District rate in F21 was 75.5% while the English rate was 69.2%, an improvement in our overall rate as well as a reduction in gap down to -6.3%.

English retention rates are highest consistently for Asian, White, Filipino, and multiethnic student populations, and the lowest retention rates are experienced by Hispanic, Native American, Black, and Pacific Islander (PI) groups. This is especially troubling for our Latinx

students who comprise the majority of the students we serve by a large margin: 44.8% compared to White students at 36.1% and then the 3rd largest group is Other non-White students at 6.5%. During the pandemic when retention rates dropped overall, Black, Native American, Hispanic and PI groups felt the greatest impact. For example, pre-pandemic, in F19, retention rates were highest for Asian students at 85.2% and lowest for PI students at 59.3%. During the pandemic in F21, Asian student retention was at 82.9% whereas PI student retention was at 46.7%. Most recently in F22, Filipino student retention was highest with 83.3%, with Native American student retention at the lowest with 46.7%. These numbers have prompted the Department to make retention efforts focused on BIPOC populations a major focus of our professional learning and development in coming years. Our registered DSPS students consistently have higher retention rates compared to all other students both pre- and during the pandemic. For example, in S19, DSPS retention was at 78.6% compared to 75% for all other students, and in F20, DSPS retention was at 79.2% compared to 70.9% for all other students.

Similar to racial inequity seen in retention rates, English success rates are highest consistently for Asian, White, Filipino, and multiethnic student populations, and the lowest success rates are experienced by Hispanic, Native American, Black, and Pacific Islander (PI) groups. The District rate for successful course completion in S22 was 73.6% and for F22 was 72.3%, while the success rate in the English Department for S22 was 63.6% and for F22 was 65.7%. During the pandemic, the District success rate for S21 was 74% and for F21 was 70.8%. The English success rate for S21 was 65.8% and F21 was 61.2%. While some groups (Native American, Filipino, Hispanic) had fluctuating success (e.g. Native American students in F21 had 80% success and in F20 had 50% success rates), White and Asian students had consistently high (75%-81%) success rates. In contrast, Black and PI students had consistently lower (46%-76%) success rates, though the difference was not as pronounced as seen in student retention rates. Students with disabilities consistently outperform all other students.

During the pandemic, the District average GPA for F21 was 2.74 and Sp22 was 2.82. The English average GPA was for F21 was 2.35 and Sp22 was 2.52. Post-pandemic, in F22, the District average GPA was 2.75 whereas the average for English was 2.45. Although the data shows White and Asian student populations tend to have higher GPAs, the overall GPAs remain mostly high. The most notable exception is for Pacific Islander students who have had multiple semesters of average GPAs below 2.0 (F20: 1.45, F21: 1.6, S22: 1.684, and F22: 1.951). Students with disabilities consistently hold GPAs at or higher than all other students.

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 these figures and raise them above district averages. In addition, funding to support the proposed department-focused professional learning, norming, and professional conferences would help faculty build crucial praxis and pedagogical skills to improve our racial equity gaps. Professional learning should be focused on equitable, anti-racist practices as well as linguistic justice in the fields of Rhetoric and Composition.

5.7 Student Access

In 2019-20, 2020-21, and 2021-22, the ethnic group with the largest representation in English courses was Latinx/Hispanic, 44.3%, 40.7%, and 43% of the population respectively, as well as 44.8% in F22. The next largest group was White, with 31.3%, 38%, and 37.6% respectively, and 36.1% in F22. Of our current 26 contract faculty, 27% (7) of our contract faculty are Latinx/Hispanic, up from 19% in the prior year. The proportion of White contract faculty is falling, now at 42%. We continue to make strides to have a faculty that are reflective of the students at the college.

The gender distribution for the English students leans toward females, with 58.4%, 54.9% and 53.35 identifying as female in 2020-21, 2021-22, and 2022-23 respectively. Male populations in the same years were 39.9%, 43.1%, and 44.1%, respectively. It's important to note that students with unknown genders, which may include transgender and non-binary populations, comprised 1.7%, 2%, and 2.6% of the student population in the same respective timeframes. Of our contract faculty, 19% are LGBTQIA+ identified.

The percentage of students 25 years and younger in English remained consistently in the 83-85% range from 2019-20 through 2022-23. However, 42% of the English faculty are over 50 years old. The chronological gap 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.

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 regularly offered on a rotation schedule. However, when these literature courses are cancelled by the district due to budgetary reasons, it impacts students' ability to complete the units for the major.

5.9a Curriculum Responsiveness

The English Department is constantly responding to changing needs. Prior to AB 705, our department piloted a variety of courses to better support historically underserved students. In response to AB 705 and the need to correct the profound racial inequities of developmental education, we eliminated the developmental pathway and developed English 50, a co-requisite support course paired with English 1A.

By their nature, reading/writing courses include objectives that reflect gender, global perspectives, and American cultural diversity, among other concerns. As courses are reviewed in the regular 6-year rotation, we check and update curriculum to meet this requirement.

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

Since implementing AB 705 curricular changes, we now have open-access English 1A that students complete in their first year at SRJC. Learning to write well takes time and practice, so in response to the growing need for continued writing support after English 1A, the English department is now looking to developing additional writing support courses that can be paired with any English class, or a writing course that incorporates individualized, collaborative learning through Writing Center conferences.

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

Not applicable.

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. At SSU and UC Berkeley, we have 75% overlap of units, and at SFSU, we have 100% overlap. At UC Davis, we have 55% overlap of units, but UC Davis has the one of the largest number of courses accepted for preparation for the major (40 units), of which we have 22 units articulated in our transfer agreement. However, 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)

Not Career program.

5.11b Academic Standards

Contract and associate 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-T 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. The question has become even more fraught in the wake of AB 705 implementation. 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.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Continued Equity, Diversity, Inclusion, and Antiracist work	Conduct department Communities of Practice focused on DEIA principles and effective pedagogy. Encourage participation in DEIA professional learning through Academic Senate CoPs and department workshops.	ongoing	Several FT faculty actively participated in and led DEIA professional learning sessions, including CoPs. Without funding support, only a few PT faculty were able to participate.
0002	ALL	01	01	Equitable and Effective Practices and Pedagogies for Online English 1A	Through department “Third Thursday” workshops and Summer Institute for Online Engl 1A, develop faculty skills, knowledge, and abilities for teaching online, asynchronous English 1A. Focus on proven equitable, effective practices to improve student retention and success and to reduce racial equity gaps.	ongoing	The 3rd Thursday workshops and Summer Institute did not come together. However, the department Online committee provided several workshops for department faculty. Without funding support, only a few PT faculty were able to participate.
0003	ALL	01	01	Support for Faculty Interdisciplinary Collaborations to support Student Success in English 1A in the first year	Establish interdisciplinary partnerships through creation of learning communities, FYE partnerships, or guided pathways to support student successful completion of English 1A in their first year.	ongoing	Several FT faculty have developed interdisciplinary relationships, though some were in already established programs (eg a learning community). Growing this work is vital for our student success efforts.
0004	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	Department faculty established an inquiry group focused on English 1A. Though interest is very high, both FT and PT faculty feel overwhelmed. Without funding support, only a few PT faculty were able to participate.

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	01	01	Continued Equity, Diversity, Inclusion, and Antiracist work	Conduct department Communities of Practice focused on DEIA principles and effective pedagogy. Encourage participation in DEIA professional learning through Academic Senate CoPs and department workshops.	ongoing	Funding support for PT faculty to engage in CoPs on DEIA Professional Learning, and funding support for faculty facilitators.
0002	ALL	01	01	Equitable and Effective Retention Efforts and Pedagogies for Student Success in English 1A	Through department workshops and attendance at professional conferences, develop faculty skills, knowledge, and abilities for improving equitable success in English 1A. Focus on proven equitable, effective practices to improve student retention and success and to reduce racial equity gaps.	ongoing	Funding support for subs and PT faculty to attend meetings, workshops, and professional conferences.
0003	ALL	01	01	Support for Faculty Interdisciplinary Collaborations to support Student Success in English 1A in the first year	Establish interdisciplinary partnerships through creation of learning communities, FYE partnerships, or guided pathways to support student successful completion of English 1A in their first year.	ongoing	Time and funding for English faculty to meet with interdisciplinary colleagues and develop partnerships with curriculum and programs.
0004	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	Funding support for subs and PT faculty to attend meetings and workshops. Funding support for additional professional learning opportunities off-campus and for invited speakers and facilitators.