

Santa Rosa Junior College

Program Resource Planning Process

English 2019

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

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 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/>

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 provide 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 provide 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 provide 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.

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

To meet the challenges inherent in AB 705, the Department would like its budget to include additional money for student support services, such as Peer-Assisted Learning Specialists (PALS), readers (cut in 2002), expanded Writing Center access/services, and a peer writing tutor program. Each English faculty read an estimated 600 student papers each semester, and readers allow instructors to focus on essential skills and global revision. As we transition into AB 705 curriculum changes, we anticipate students will rely on comprehensive, individualized support to succeed.

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 a portion of the supply budget for the Writing Center.

In 2017-18 the English Department was looking to update our course offerings, having just completed our three-year pilot of ACCELERATED English 307. Since our results were convincing (an astounding 80% completion rate), the College provided money for the English department to offer an in-house training for a new course, English 309, a 5-unit accelerated course, paying 10 contract and adjunct instructors to learn the basics of acceleration pedagogy and to further grow our Community of Practice. This effort would be in line with ensuing initiatives from the Chancellor's Office, specifically AB705. So we thought. Instead, we had to discuss all ideas, recommendations, and options for curriculum changes, which eventually led to the decision to cut nearly all of our developmental classes (which included our new accelerated courses), revise our English 1A COR, create a co-requisite course, and create a Guided Self-Placement tool. The short deadlines and ever-changing mandates necessitated the department to have extra monthly meetings in order to meet the full-implementation deadline of Fall 2019. From here, all English faculty, 26 full time and 65 adjunct, will need to be prepared to teach our new courses: a revised ENGL 1A and the new ENGL 1A with co-requisite. In order to ensure all faculty are on board, extra department meetings and trainings will continue to be necessary, all 65 adjuncts need to be paid to attend these meetings. Also, as part of the transitional phase of AB705 implementation, the English faculty will need to have support (CoPs), extra meetings, and regular norming sessions to unify academic standards in our new curriculum.

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

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

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	\$20,000.00	AB 705 implementation.
0001	ALL	02	01	\$124,800.00	2-day in-service meetings each semester for department norming and SLO work.
0001	ALL	01	01	\$340,470.00	15 Communities of Practice (Summer, Fall and Spring semesters)
0001	ALL	01	01	\$40,000.00	Additional PALS to embed support in all English 1A and English 5 sections
0002	ALL	02	01	\$10,000.00	Periodic norming (assessment training & alignment) of adjunct faculty teaching courses in the Pathway is necessary to standardize expectations and evaluations of student writing.
0003	ALL	02	01	\$5,000.00	Attending professional conferences is an essential element of an instructor's ability to stay current with ongoing research into the discipline and pedagogy specifically for AB 705.
0004	ALL	01	01	\$4,000.00	Readers enable English faculty to provide the comprehensive feedback on each paper that encourages students to persist in their efforts to improve. Such feedback is acknowledged as an important "best practice" by the Basic Skills Movement nationwide.

2.2a Current 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	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.

Instructional Asst. Sr.	17.00	10.00	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.
Instructional Asst. Sr.	9.00	10.00	Performs highly technical and specialized paraprofessional preparatory work to assist faculty in the instruction of students; demonstrates theoretical or practical subject matter in a classroom or laboratory setting; may act as lead worker to other classified staff in the area; and performs related work as required.

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 (26 full time, 65 adjunct) via department meetings and department newsletter, receive and address student concerns and complaints, receive and address faculty concerns and complaints, supervise staff, manage a growing paperwork load including the Sisyphean task of the PRPP, manage a growing email load, orient new faculty, advocate for department programs with administration, spearhead department initiatives, 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 developmental courses.

2.2d Adequacy and Effectiveness of Staffing

The English Department is critically understaffed, to the point where basic functions are going undone. With the departure of an AA I (at 60%) in 2010 and two full-time Microcomputer Specialists at 100% in 2007 and 2011, our AA III has been swamped with 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.

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.

We need more Instructional Assistant hours to fully staff our Petaluma Writing Center, to support the Petaluma Puente Program and Our House (the HSI learning community). On the Santa Rosa campus, we do not have enough I.A. time to cover our Writing Center hours.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	02	STNC	Administrative Assistant I for English Department	Classified
0001	Santa Rosa	01	01	None	Writing Center Coordinator	Classified

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 the full range of development, transfer-level, and literature classes. Four faculty members co-coordinate the Puente Program, UMOJA, APASS, and Connections. Four will be in tenure review in 2019-2020. One just received tenure this year. Two recently retired (one last year, one this year) and one has announced his retirement in December 2019 (due to ERI/SERP).
English Instructors 5 positions Petaluma	Generalists. Two faculty coordinate Puente and Our House learning communities. One is a new hire (2017), who is the only contract faculty in Petaluma in tenure review. One just received tenure last year. The current department chair is technically assigned to the Petaluma campus, though she teaches only one class there and spends most of her time in Santa Rosa.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
English	27.5000	46.4600	31.6900	53.5400	<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. With the full implementation of AB 705 to begin in Fall 2019, The English Department anticipates course offering changes (4 sections of English 100 have been already converted to English 1A's). Program integrity for our new open-access English 1A and new English 1A with the co-requisite English 50 will require ongoing, time and labor-intensive norming sessions to agree on what constitutes A, B, and C work and to agree upon outcomes and objectives at each level. Adjunct faculty have for years not been required to participate in these sessions, nor compensated for doing so. Nor are adjunct faculty compensated for completing SLO assessments. Thus, roughly 50% of classes in any given semester have been taught by adjunct faculty whose familiarity with the objectives and standards set by the department, including SLOs, is variable and uncertain. A further problem with our large adjunct teaching footprint is the high turnover rate for adjunct faculty. Some leave for full-time positions, some retire, and some find better incomes or more classes at other colleges. We routinely add new adjuncts to the pool every spring.</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 2018-19, two out of a total of 26 contract faculty will be within retirement range (60+).

As of January 17, 2019, eleven (42.3%) English faculty (contract) are 55 years or older.

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

The English Department lies at the heart of the College, providing essential reading, writing, and thinking skills for student success across our curriculum, for both academic and vocational paths. It is the largest department with 26 contract faculty and 65+ adjunct faculty. Since spring 2016 we have hired 5 new full-time faculty (all retirement replacements) and 14 new adjunct faculty. Our full-time faculty ranks will have just shrunk by 3 positions due to recent retirements (one unexpectedly last year, one this year, one to come in December 2019), bringing our fulltime ranks to a low of 24. In spite of the new hires, the English Department has struggled to staff its courses every semester for the last six years. We were routinely forced to cancel full sections of English courses because there was no instructor available, and turned away dozens of students seeking seats in sections of 1A and 5 which were all full. In the Fall of 2018, we had 10 to 15 unstaffed sections that we filled by hiring more brand new probationary adjuncts and cancelling low-enrolled sections. Since English is a foundational discipline for ALL students, the College would see increased enrollment and more student success with a firm commitment from the administration to fully-staff our Department.

The workload involved in steady rates of hiring new faculty, both fulltime and part-time, is enormous. New faculty must be oriented, mentored, normed, evaluated, and welcomed into our large department. See 2.3b for the threats to program integrity posed by the combination of a growing and rapidly changing number of adjunct faculty in any given semester, and insufficient full-time faculty.

After starting to rebound from its low of 22 in 2012, to 27 in 2016, to 24 this year (2019), the FT English faculty ranks are inadequate even as the College is downsizing. Out of 24, 5 will be in tenure review in Fall 2019, and so barred contractually (and by professional common sense) from taking on a full load of department and college service. A core of our hardest working and highest achieving regular faculty devote much of their time to critical work outside the department, in the union, in statewide organizations, or in critical local programs (Equity, Puente, Connections, UMOJA, APASS), Student Services programs (new student orientations, SRJCRReady, Foster Youth), not to mention maintaining currency as professionals in our field. By regularly working well beyond our contractual obligation to meet student, department, and district needs, our core of senior faculty has until now enabled the department to continue to function. But this is not a sustainable pathway forward for the department if our ranks continue to decline due to inevitable retirements; it is a recipe for burning out our most productive and valuable faculty. Indeed, in the past two years, 7 of our 12 senior faculty were on well-deserved sabbatical leaves; one taught abroad for one semester. That put the pressure on newly-tenured faculty to prepare for the monumental work involved in preparing for AB 705 implementation. The Department is still far from having adequate contract faculty to staff department and district committees, address college and state initiatives, and above all, to do the necessary ongoing work of maintaining, assessing, and renewing our instructional program. We strain in particular to do the critical work of norming grading standards, which is extremely time and labor-intensive (for a faculty this size a norming session may require up to 400 teacher hours), and which to be successful requires that a healthy majority of the faculty, full-time and adjunct, attend norming sessions. With AB705 upon us, this work will be critical as we transition to the demands of our new curriculum and greater student needs. Our CoPs will be critical in making a successful transition to meet these new, possibly-trickier demands.

The English Department needs additional full-time faculty in order to successfully carry out its mission as the largest department on campus, through whose doors pass all students who transfer or graduate from SRJC. **We ask for three positions in 2019-2020 to replace our retirees.** We expect that we will need similar numbers of new full-time faculty each year for the next 2-3 years in order to sustain the demands placed on the English department, the largest and most foundational department of the College.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	3 English Instructors to replace retirements.	The number of English full-time faculty is still down 3 FT positions from full ranks as AB 705 implementation is upon us. With the projections from the chancellor's office, we will face overwhelming staff shortages, making it critically difficult for the Department to maintain its program. Current full-time faculty, for example, are working overtime and straining to complete required SLO assessments, and to do meaningful independent work towards maintaining, updating, and renewing our instructional program. We are also straining simply to staff classes. Students can't meet their SLO objectives if they can't enroll in a class.
0001	Santa Rosa	02	01	Writing Center Coordinator	Increase reassigned time to 53.3334% for 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 currently have a mobile lab cart for 20 laptop computers, which we started with. With the recent acquisition of 10 additional laptops, we need a new cart. (The extra 10 are vulnerably stacked on top of the mobile cart.)

3 more first right of assignment classrooms

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

- Projector and screen for the Margaret Clark conference room (1647).
- New furniture for the Margaret Clark conference room (1647).
- New furniture in Emeritus classrooms (desks, teaching stations, bulletin boards)
- New window coverings for all classrooms and offices
- New flooring and paint in all classrooms and offices
- Operable windows (the kind that open and close)

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	Laptop cart for 30 laptops	1	\$4,000.00	\$4,000.00	Lori Kuwabara	1652	Loi Kuwabara
0002	Santa Rosa	04	01	Projection Screen for 1453	1	\$5,000.00	\$5,000.00	Lori Kuwabara	1453	Lori Kuwabara

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	06	Web cam, mic, and speaker for instructors to Zoom	2	\$500.00	\$1,000.00	Lori Kuwabara	1648	Lori Kuwabara

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	01	Urgent	Emeritus or Other	TBA	\$0.00	Additional right of first assignment rooms (3) for English. English courses are impacted during prime times (9:00 to 3:00), and the District currently loses enrollment and cannot meet demand as per Student Success legislation because there are not enough rooms open for English sections..
0002	Santa Rosa	04	07	Urgent	Emeritus	Emeritus	\$0.00	Update/upgrade heating/air conditioning equipment, which now leaks periodically and copiously into at least two classrooms assigned to the English Department (1628 and 1684).
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.

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.

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

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

All classes, office, and work spaces need a major facelift! (When is that Emeritus remodel scheduled to start?)

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 AAll 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
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

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
0002	ALL	02	01	Cultivate in the English faculty an enhanced and clarified collective sense of grading standards.	Hold in-service days for all department faculty devoted to norming sessions.	2018-19	We have done this every year in the spring. Pay adjunct faculty base hourly rate to attend norming sessions.
0003	ALL	01	01	Continue research and innovation into developmental pedagogy, with the aim of making our developmental teaching as effective as possible, and also addressing statewide directives in regards to retention, pass-through, and completion.	Carry out 4 sections of English 307 pilot under the auspices of the California Acceleration Project; analyze, compare, and evaluate the results of this project and of our combined/compressed "x" developmental classes (discontinued as of 2015-16), and the 8.5 week sections of our regular developmental courses that we will be offering in 2015-16. Continue the PALS (Peer Assistant Learning Specialist) program begun in 2014-15, which brings student peers into developmental classrooms to assist with instruction in a wide range of ways that provides instructors with flexible sources of support.	2018-19	Travel support to meetings sponsored by CAP. Financial support specifically to compensate adjunct instructors for professional development activities focused on emerging developmental pedagogy. Financial support for faculty (both full-time and adjunct) to engage in professional development (for example, Reading Apprenticeship programs and workshops) focused on current pedagogy. Continued financial support for the PALS program.
0004	ALL	02	01	Align the pedagogy of the many new instructors to provide a more consistent experience to students	Schedule a series of orientation and departmental training workshops throughout the year	2018-19	Time and resources for FT instructors to plan, prep, and conduct sessions; funding to ensure adjunct participation.
0005	ALL	02	02	Develop Directed Self-Placement tool	To implement AB 705; this tool will help place students who do not have high school GPA. Assessment would like this tool to be used starting in October 2018.	2018	Committee formed. Visited SSU to see its DSP. Developed GSP (nee DSP). Completed
0006	ALL	02	01	Revise English IA COR with appropriate changes to meet the mandates of AB 705. A co-requisite course may also need to be developed (to be determined).	To implement AB 705	2018-19	Committee formed. Discussion started. Completed.
0007	ALL	02	01	Develop enhanced academic support services for students	To ensure success of AB 705	2018-2020	Committee formed. Discussion started. In process.

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