

1. Assessment Plan - Four Column



PIE - Humanities & Social Sciences: English, Literature & Journalism Unit

Narrative Reporting Year

2017-18

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Program Planning Dialog: A summary of the Department's planning dialog is integrated with the discussion of External Conditions below since our major decisions were driven by the move to multiple measures and the need to implement AB 705.

External Conditions, Trends, or Impacts: 1. Early in Fall 2017, both the English and math departments voted to make significant changes to the placement process. The motivation for these changes was a growing body of statewide research showing that high school performance is best available predictor of student success in college.

Shortly after faculty voted for these changes, Assembly Bill 705 passed, and in the months that followed, the California Community Colleges Chancellor's Office (CCCO), released a series of directives that 1) prohibit California Community Colleges from requiring students to take perquisites in English and math without evidence that students are "highly unlikely to succeed" in transfer-level courses and 2) mandate that CCCs "shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe."

In response to these more recent directives, the ELJD made additional changes to the new placement process and on April 4, 2018 voted to grant access to ENGL 1A to all students with at least three years of non-ESL high school English coursework.

On April 2, 2018, the new Assessment Questionnaire became available to students online. This new assessment instrument examines students' high school GPA and coursework to place students in math and English courses.

As a result of this new process, effective Summer 2018, nearly all students will have access to ENGL 1A (some with concurrent support), and many more students will have access to higher math classes. These changes require continued collaboration across campus to ensure that students have the support they need to be successful as they are allowed to take transfer-level courses earlier in their academic careers.

2. Changes in the economy have had an impact on student demand for courses, particularly in the afternoon and evening hours when many of them can now find work.
3. A number of initiatives, particularly the Transformation Grant and the Pathways Initiative, have placed a number of demands on the department as we seek to design and implement the programs and classes driven by these grants, including in acceleration to be offered in Spring 2017 and Fall 2017 and in Career Clusters Pathways courses to be offered in Fall 2017.
4. The expansion of the Dual Enrollment program has placed much larger demands on the English Department for staffing of classes on high school campuses. Last year we offered classes at Diamond Ranch High School. This year we added classes at Ganesha High School and iPoly High School. In 2018-2019 the program will continue to grow. We will be increasing our offerings at Ganesha and iPoly and will also be offering courses at Village Academy and Bassett High School.

Internal Conditions, Trends, or Impacts : 1. Facilities issues--Classroom Availability. We are the largest department on campus, and we offer the most sections each semester. However, we only have 22 classrooms assigned to us. This has been an on-going, long-standing obstacle when it comes to adding classes at times that are most in demand for students. The diminishing demand for late afternoon and evening classes could readily be offset if we had more classrooms available during the crucial 9:45 and noon timeslots.

2. Facilities Issues--Classroom Conditions. Of particular concern this year are the planned changes as part of the Classroom Utilization Project, which have serious, negative implications for effective pedagogy, DSPS access, and health and safety. These changes MUST be discussed and vetted by the faculty who teach in our already-crowded classrooms.

3. Facilities issues--Offices. Every faculty office is now occupied by two faculty members; one faculty member has been relegated to a "closet office"--a storage room with which we are making do. We desperately need more office space, both for potential new hires and for adjunct faculty.

4. Facilities issues--Workspace. Although we have 60+ adjunct faculty, we have very limited workspace for them as they grade papers, prepare for class, and conference with students. We have one workroom with four computers and one workroom with four fairly crowded tables; the furniture in that room was scrounged from the warehouse. We need more space, both in offices and workspace, for adjunct faculty. We could improve faculty morale and productivity and access to faculty for students if we had more (and better equipped) workspace available.

5. Facilities--Signage. Signage on Building 26 is confusing, particularly for students who are looking for classrooms on the ground floor. We need permanent signage on the doors of all stairways that clarify that G classrooms are on the ground floor, one level below the first floor. Currently, we put up paper signs, but this is inadequate.

6. Facilities--Student Study Areas. A walk around any of the newer buildings on campus reveals a wealth of comfortable, well-furnished areas in which students can study. A walk in the English Department will show the furniture we scrounged from our homes and the warehouse--uncomfortable, mismatched, and inadequate. We would like furniture for students where they can study. Two areas where this would be particularly useful would be in the very large empty hallways on the ground floor and in the hallway facing Temple Avenue on the first floor of 26D, as well as replacing our "Swap Meet" look in the halls outside the faculty offices.

7. Facilities--Writing Center. The Writing Center plays a central role in student success, as is evidenced by nearly every metric. The size of the Center, however, is inadequate for serving the hundreds of students who need the service. We need a much larger space for the Writing Center.

8. Technology--Journalism. The Journalism Program has won a number of awards in the last year. Their work has become easier because they now have Adobe Premier installed on all the computers in the newsroom. As noted elsewhere in PIE, the newsroom now needs a more efficient layout, including new tables, chairs, and wiring for the computers.

9. Facilities--Creative Writing. The Creative Writing program continues to grow the Writer's Day celebration, which will now be expanding to a Festival of the Arts that brings in many of the other areas on campus. An essential part of the program's expansion and success has been the availability of 26D 3411, the large classroom on the third floor, which is used for meetings and smaller events. As the remodel of Building 26 moves forward, it is essential that adequate space be included for Creative Writing.

9. Integration of displaced LERN faculty. Three full-time faculty members are retiring at the end of this year. Normally, this would lead us to ask for full-time positions. However, the implementation of AB 705 has decimated the Learning Assistance Department. At this point in time, English will be accepting two full-time writing professors from LERN: one in Fall 2018, and the other in Spring 2020 after she completes retraining to meet the minimum qualifications for English. Two more LERN faculty meet MQ's for English, so it is not unlikely that they two will need to teach English courses to make load in the coming academic year.

10. High demand for English classes. The overall departmental fill rate average is among the highest in the HSS Division. We are operating at very nearly full capacity, and many students are taught by adjuncts who have only one designated office hour a week. As we anticipate a sharp rise in the number of students in 1A classes because of the

Multiple Measures Project, it is especially crucial that we have a strong fulltime-to-adjunct ratio and that access to support--via faculty office hours and Writing Center support (particularly for drop-in tutoring and Tutors in the classroom) is well-supported and institutionalized on campus.

Critical Decisions Made by Unit: As noted above, the English Department has voted to fully implement the AB 705. Beginning Summer 2018, the English program will be in full compliance with the law's requirements that all students be granted access to Freshman Composition and that we maximize the probability that students will be able to complete the course in their first year at the College. As a result, moving forward, English 67 will no longer be offered, except for one section designed for the particular educational needs of deaf and hard of hearing students. Only extremely limited sections of English 68 and English 90 will be offered for those who believe they need extra preparation before attempting English 1A.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 1. Continued departmental participation in learning communities and programs for special populations, , including Arise, Aspire, Bridge, Dreamers, Honors, Pathways, Pathways to Transfer, and Upward Bound.

2. Reviewed and revised approximately 20 courses in the composition, literature, journalism, and creative writing areas, strengthening articulation and consistency in our program.

3. The Mt. San Antonio journalism students attended two national conferences: The Associated Collegiate Conference ACP in Long Beach at The Long Beach Hyatt March 1-3, and the College Media Association Conference CMA at the Marriott Marquis Hotel in New York City March 8-10; and two State Contests: The California College Media Association Awards CCMA March 3, held in conjunction with the ACP conference the Journalism Association of Community Colleges JACC, held March 22-24. Students swept the California College Media Association Media Awards, winning 25 awards, all placing in the Top Three. They also received Best of Show, one of only eight awards given at the ACP conference for Best News Website, SAC.Media, and an Apple Award, one of only 12 awards given at the CMA conference in NY for Best News Platform, SAC.Media. The JACC State Awards brings together community colleges from across the state. Mt. SAC had 18 students competing in the three-day competition where students compete in on-the-spot competitions that are grueling and require fast-thinking, interviewing, writing, editing and multimedia production. The students took home 27 awards including the highest General Excellence award for the digital magazine, Substance.Media, and Overall Excellence for all three publication editors-in-chief.

The Journalism Program continues its partnership with the Washington Post after a successful two years of being part of the Post's pilot program, making Mt. SAC the only community college to be accepted into this partnership along with USC Annenberg, Columbia School of Journalism, and University of Michigan. SAC. Media is entering another two -year partnership with the Washington Post whose Arc Publishing will continue to power SAC.Media beginning May 15, 2018-May 15, 2020. The program's student magazine, Substance, will continue its partnership with Medium.

4. In the past year, Writers' Weekend has expanded, coming closer to being a true campus-wide Weekend of the Arts. In the next year, we hope to realize that vision as we engage with most if not all of the arts programs on campus. We have helped students to develop an understanding of the arts, and that they are not on the outside looking in on a cultural community but vital members of that community. In addition, they are part of a larger intellectual conversation. These students are much more likely to transfer and graduate from a university. We have brought students to other campuses such as Cal State San Bernardino and Cal Poly to read their poetry for students there and to engage with faculty, so they feel more comfortable in that environment. In addition, the Writers' Day monthly readings continue to thrive. The have been expanded to include students with interest in literature, so they are no longer single-author readings, but conversations with writers, where creative writers interact with scholars to discuss larger topics. Stand out conversations include conversations about the middle passage, working-class writers, and surrealism. The creative writing club continues to thrive and has been split into two sections: fun and work. The fun club meets every Monday afternoon and just has fun with the concept of writing. We might write a choose your own adventure story or watch a movie about writing. The work club meets Monday evening and moves closer to becoming professional writers. Every single member of the work club has published something this semester. This is vitally important for students interested in and MFA. Typically, those who have publications get into fully-funded programs where the education is not only free, but the students gain living expenses. An example of this is our former student Michael Torres who is now a working writer and professor. Because of the publications he had while attending Mt. SAC, he entered the prestigious University of Minnesota creative writing program and was given a stipend to cover all of his living expenses while there. Of course, we are not working primarily for people like Michael. We are interested in helping students to see that they have intellectual potential. Those students who publish here are much more likely to follow their dreams to be lawyers, engineers or whatever they want to be.

4. Piloted a number of grant-supported initiatives, including pilots in acceleration and Growth Mindset.

5. Held celebratory events for students receiving their AA-T degrees in journalism and in English.
6. ELJ faculty were active campus wide in a variety of settings. A detailed listed can be found in the documents folder.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Along with math, ELJ faculty led the campus efforts to implement Multiple Measures. English is now fully compliant with the letter and the spirit of AB 705, one year before full compliance is required.

2. Maria Estrada was named Faculty of Distinction in recognition of her outstanding service to students.
3. Many ELJD faculty were named by students as having been inspiring and supportive in their efforts to transfer and were honored in the Transfer Celebration.
4. ELJD continued offering Dual Enrollment courses at Diamond Ranch High school. and added classes at iPoly and Ganesha High School.
5. ELJ faculty were at the forefront of efforts to support Dreamers in the wake of Donald Trump's decision to rescind DACA. They appeared at several demonstrations supporting Dreamers and contributed generously to a fund established to pay DACA renewal fees.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: 1. Hired two new full-time temporary faculty. Unfortunately, these positions were not made permanent.

2. Evaluated and supported eight probationary faculty members, two of whom were granted tenure this year.

3. Our Administrative Specialist continues to fill an essential role in our program and respond to the needs of over 100 faculty and thousands of students. Lack of adequate staffing in the Humanities and Social Sciences Division particularly in the fall semester, meant that she was pulled away from the Department to work in the Division Office. Increased staffing in the Division Office has made this much more rare in the spring semester.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: 1. The English Department continued to make a conscious effort to participate in campus-wide activities, with faculty volunteering and serving on a range of committees and programs, including Accreditation, Basic Skills, Dual Enrollment Educational Design/Curriculum, Faculty Association, Academic Senate, SPSSS, Students of Distinction, and Technology Committees, to name a few.

2. Continued to work to strengthen support for adjunct faculty members, including new hires.

3. Continued to work to improve services for non-native speakers, establishing a resource center in the workroom in department of Writing Center materials focused on the needs of NNES.

4. Sponsored a number of events related to the Creative Writing program, including authors' visits and readings and the Writer's Day/Celebration of the Arts, co-sponsored by our department and faculty from the Arts Department.

5. Recognized student excellence via a department-sponsored prize, the Lee Brandon Award, for composition students in 67, 68, and 1A.

Contributors to the Report: Margie Whalen - ELJD Chair
 Gary Enke- ELJD Chair-Elect
 Michelle Dougherty

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Acceleration - Pilot, assess, and evaluate various models of acceleration for developmental writing classes as outlined in recent grant.</p> <p>Status: Archive</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 09/01/2016</p> <p>Date Goal Archived/Inactivated (Optional): 05/31/2018</p>	<p>In Progress - The ELJD has created two new courses that offer an accelerated approach for developmental work in the composition sequence:</p> <p>1) English 1A/66 is a re-requisite model that allows students who had placed into English 68 to move directly into English 1A when it is supported by an ancillary 1-unit English 66 course. This model was</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Beginning in July 2016, Mt. SAC was awarded a \$1.4 million Basic Skills and Student Outcomes Transformation (BSSOT) Grant to create more equitable access and success in transfer-level coursework in English. As of this year, the grant objectives have been expanded to include math and placement changes as well.</p> <p>Under the leadership of Michelle Dougherty and Ned Weidner the English Department implemented two</p>

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	<p>piloted for the first time in Spring 2017; we are awaiting data about the student success rates and about the success rates of those students who go on to English 1C after completing the 1A/66 model.</p> <p>2) English 90 is a single, 5-unit developmental class that will allow students to complete their developmental composition work in one semester; students who would have placed in English 67 will be able to enter directly into English 90, which will prepare students for English 1A, thus reducing the number of courses (from two to one) and the number of units (from eight to five) for students to qualify for English 1A.</p> <p>Describe Plans & Activities</p> <p>Supported: Continued support from Curriculum and Institutional Research; financial support for faculty who are interested in Professional Development and Training through the California Acceleration Project.</p> <p>Lead: Michelle Dougherty, Richard Myers, Erin Danson, and Ned Weidner are piloting these courses. Margie Whalen, Department Chair, is assisting with implementation and scheduling.</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?:</p> <p>Successful completion of English 1A/66 by students who would otherwise have had to take English 68 and 1A; successful completion of</p>	<p>innovations in basic skills English courses: the ENGL 1A + ENGL 66 Co-requisite model (which will be ENGL 1A + 80 effective summer 2018) and ENGL 90 – Accelerated Developmental Writing. Both models reduce the time students spend in developmental coursework in English. The attached report by Michelle Dougherty demonstrates that both new models significantly increased student persistence and success when compared to the traditional composition sequence. English 1A+80 is now the default placement for students with high school GPA below 2.6. English 90 is one option for students who want to take a course before attempting English 1A.</p> <p>(The above material is taken from Michelle's Dougherty's report to the Academic Senate.) (05/23/2018)</p> <p>Related Documents:</p> <p>Spring 2017 ENGL Co-Req Success.docx</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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English 90 by students who would otherwise have had to take English 67 and 68.

Documentation Attached?: No

<p>Adjunct Faculty Support - Continue to strengthen evaluation process of and support for our large adjunct faculty pool. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 0 Our adjunct faculty mentors continue to work well beyond the call of duty and beyond the minimal reassigned time allowed them by the faculty contract. However, so far we have not been successful in securing the additional LHE that would allow them to the time and scheduling flexibility to go beyond simply evaluating adjunct faculty to actually mentoring them and providing them with fuller guidance. The lack of additional time has prevented us from preparing the handbook. (05/23/2018)</p>
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In Progress - Increase release time for Adjunct Faculty Mentors. We currently focus primarily on classroom observations and review of materials for faculty who are being observed. We need to do more with review of syllabi and graded papers; we also need to create a faculty handbook.

Describe Plans & Activities

Supported: Release time. Stipends.

Lead: Richard Myers, Paul Frahs, Margie Whalen.

Planning Unit Priority: High

What would success look like and how would you measure it?:

Completion of review of syllabi, which we are currently unable to do because of time issues and competing demands on time.
Creation of handbook.

Documentation Attached?: No

Professional Development - Work	In Progress - We hope to offer a	Reporting Year: 2017-18
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>toward offering consistent professional development opportunities that focus on best pedagogical practices for composition classes.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>number of informational workshops for faculty about the coming changes, including acceleration and multiple measures.</p> <p>Describe Plans & Activities</p> <p>Supported: Stipends for adjunct faculty participation.</p> <p>Lead: Richard Myers, Margie Whalen, Lisa Rodriguez, Michelle Dougherty</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?: Expansion of pilots of accelerated models, pending data that supports such an expansion.</p> <p>Documentation Attached?: No</p>	<p>% Completed: 75</p> <p>Michelle Dougherty and Ned Weidner collaborated to develop and facilitate several multiple professional development events as part of the ongoing English Department Community of Practice:</p> <ul style="list-style-type: none"> ? Winter Community of Practice Workshop, January 12-13, 2018 ? Designing Effective Peer-Review and Revision Workshop, April 20, 2018 ? Responding to Student Writing Workshop, May 23, 2018 ? Summer Community of Practice Workshop, June 29-30, 2018 <p>These workshops have been extremely well attended by both full-time and adjunct professors.</p> <p>Margie Whalen and Gary Enke hosted three informational sessions for adjunct professors in order to inform them about the changes made as part of the implementation of AB 705, especially the scheduling changes that will affect their teaching assignments. (05/23/2018)</p>
<p>Technology for Journalism - Ensure that all Journalism students have access to technology and effective workspace.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Full Funding Requested - 12-15 long tables with chairs for 40 students. Wiring and infrastructure to support changes in workstations.</p> <p>Describe Plans & Activities</p> <p>Supported: Production of student publications and teaching of journalism production classes will be facilitated by a more flexible work space.</p> <p>Lead: Toni Albertson, Gary Enke, Karelyn Hoover, Jeanne Marie Velickovic, Robert Jackson.</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Adobe Premier has been installed on all computers in the Journalism classroom, which allows the students to edit and produce video and multimedia. (05/23/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Type of Request: Facilities , Instructional Equipment, IT Support
Planning Unit Priority: High
What would success look like and how would you measure it?: The Newsroom would be reconfigured to allow more flexibility in how and where student journalists work with one another on projects.
Documentation Attached?: No

Learning Communities - Working with the appropriate groups, continue to streamline and support Learning Communities, with special attention to the infrastructure, including planning, scheduling, implementation, and registration processes for student
Status: Active
Goal Year(s): 2018-19
Date Goal Entered (Optional): 09/01/2016

Full Funding Requested - ELJD is currently involved in multiple Learning Communities. Our efforts have been hampered since the Department lost reassigned time for our liaison. We are asking for the restoration of the 6 LHE per year for this person.

This request is supported by Bridge and will be appearing in their PIE as well.

Describe Plans & Activities
Supported: The English Liaison for Learning Communities is the departmental lead for planning our involvement in the wide range of learning communities and pathways offered on campus. Essential activities include coordinating departmental support with Bridge, Pathways, and the Equity programs, recruiting faculty, planning and conducting faculty trainings, supervising supporting research, attending and presenting at national conferences.
Lead: Gary Enke, Anabel Perez, Irene Malmgren, Audrey Yamagata-Noji.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Type of Request: Staffing, Professional Development
Planning Unit Priority: High
What would success look like and how would you measure it?:
 Planning and scheduling of learning communities would be streamlined. Trainings for faculty members would be reinstated--especially in effective practices and Culturally Responsive Pedagogy. Liaison would attend and present at conferences.
Documentation Attached?: No
In Progress - Implementation and possible expansion of Pathways to Transfer and Pathways Career Clusters English 68 sections, pending data confirming their efficacy.
Describe Plans & Activities Supported: Clerical support, current institutional research, counseling support for recruitment, marketing for recruitment, leadership.
Lead: None--except for Chris Estrada, who is providing clerical support; there have been multiple shifts in leadership positions, so we are waiting for those to be settled.
Planning Unit Priority: High
What would success look like and how would you measure it?: At least 50% of the Pathways Career Clusters students will be in classes that actually reflect their career clusters. Strong success for students in Pathways to Transfer classes.
Documentation Attached?: No

Reporting Year: 2017-18
% Completed: 100
 The implementation of AB 705 has made this goal moot. Beginning Summer 2018, all students whose primary language is English will be placed into transfer-level English. (05/23/2018)

Non-Native Speakers - Work with expert faculty, the Writing Center,	Report directly on Goal	Reporting Year: 2017-18 % Completed: 25
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>and AmLa to improve preparation, readiness, and success of non-native students as they enter and progress through our composition sequence. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>The implementation of AB 705 has changed the nature of our work on this goal. In the fall, English and AmLa will partner to offer two sections English !A+80 especially for non-native speakers. (05/29/2018)</p>
<p>Placement - Assess, evaluated, and make appropriate adjustments in response to CAI (California Assessment Initiative), including close attention to cut-off scores, articulation with feeder courses in LERN and AmLa, and potential adjustments in scheduling based on shifts in placements. Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100 Implementation of AB 705 has completely transformed the nature of this project. Placement for students whose primary language is English is now based largely on high school performance data (GPA and English course grades) or the appropriate test scores for those coming out of Adult Education. Students are now placed directly into English 1A (with or without English 80). Those who feel they need further review may choose to take English 68, English 90, or LERN 81. English 67 will only be offered to deaf and hard of hearing students. Placements will be generated using the newly developed Assessment Questionnaire (AQ).</p> <p>Students who do not have three years of high school English will be directed to take the AWE, which will place them into the appropriate level of AMLA. As a result of the changes to English placements, AMLA 90 will now be the transitional course between the AMLA and English programs. The AWE rubric has been revised to reflect the new AB 705 mandated placement parameters.</p> <p>As a result of these changes in placements, it was necessary to completely redo the Summer 2018 and Fall 2018 schedules. (05/23/2018)</p>
<p>Secretarial Support - Reclassify Department Secretary to Administrative Assistant II or II in order to provide a wider range of support to the Department and</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100 Thanks to the advocacy of the Humanities and Social Sciences Division, we now have a full-time Administrative Specialist. (05/23/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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<p>relieve demands on the staff in the Humanities Division.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18</p> <p>Date Goal Entered (Optional): 05/31/2018</p>	<p>Full Funding Requested - Salaries.</p> <p>Describe Plans & Activities Supported: The English, Literature, and Journalism Department is the largest academic department on campus, larger even than Math, which has an Administrative Assistant III. In spite of recent staffing increases in the Humanities Division office, the workload is still overwhelming. Reclassifying the English Department Secretary would allow her to perform a wider range of services in house, thereby relieving the burden on Division staff.</p> <p>Lead: Karelyn Hoover</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: Medium</p>	
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<p>Implementation of AB 705: Support Student Access and Success - The successful implementation of AB 705 is the most important project of the English, Literature, and Journalism Department. Specifically, the Department seeks to: offer sufficient sections to respond to student demand; meet the requirement that the College maximize the probability that students will enter and complete Freshman Composition their first year; ensure that success rates remain constant; maintain academic rigor; support developmental needs of students who may place much higher than in the past; address equity issues and disproportionate impact in persistence and success rates.</p>	<p>Full Funding Requested - Tutoring, Counseling, Librarians, Professional Development.</p> <p>Describe Plans & Activities Supported: 1. Student Access/Enrollment Management: Ensuring that students have access to the sections they need in order to meet the State mandate that they can enter and complete Freshman Composition in one year is crucial. To that end, the Department requests that the Chair be given the authority to make scheduling and staffing changes as needed to ensure that course offerings meet student demand and that all sections offered fill. The Summer 2018 schedule is a good example of how the Department is up to the challenge or</p>	
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Status: Active Goal Year(s): 2018-19 Date Goal Entered (Optional): 05/31/2018</p>	<p>balancing the student need against the reality that we are also expected to generate apportionment for the College.</p> <p>2. Student Success- Tutoring:Sufficient tutorial support will be crucial to for student success in English 1A wherever that support takes place on campus. Students will need increased access to tutors, tutors in the classroom, DLAs and workshops.</p> <p>3. Student Success-Information Literacy: English 1A culminates in the research paper. The dramatic increase in students enrolled in English 1A will place significant demands on the College Library for workshops, orientations, and contact with research librarians. Information Literacy is a significant equity issue and is a critical component in student success in English 1A.</p> <p>4. Student Success-Counseling: Except for a few sections of English 68 and 90, the entire sequence of development composition courses has been eliminated. The massive influx of students into transfer-level English and math who have been underserved by the K-12 system will place real pressure on students to succeed quickly. Counselors are a critical component of their support system. A strong early intervention system is necessary to ensure that</p>	

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

students get help when they needed. The expectation that most counseling sessions result in the creation or modification of an educational plan and the many demands already placed on counselors, will pose a significant challenge. Staffing increases will certainly be necessary, as will greater flexibility for counselors within the individual counseling sessions.

5. Professional Development: Maintaining and extending the current department initiative regarding Communities of Practice will be an essential component of responding to student needs during this time of change. Extending the training offered to faculty to include Culturally Responsive Pedagogy and Critical Race Theory are also urgently needed to address the wide equity gaps in student achievement for minoritized students. Support for conference and travel will be essential.

6. Research Support: Institutional Research will be absolutely necessary to document the extent to which students succeed or fail under the new placement parameters.

Lead: Gary Enke, Karelyn Hoover, Jeane Marie Velickovic, Meghan Check, David Charbonneau, Irene Malmgren; Audrey Yamagata-Noji.

Type of Request: Lottery

Planning Unit Priority: High

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

What would success look like and how would you measure it?: Student Access/Enrollment Management: Course offerings will respond to student demand. Fill rates for classes will exceed 90 percent. Student Success: Success rates for English 1A and 1A+80 will meet or exceed those indicated in the most recent memo from the Chancellor's Office.

Full Funding Requested - Funding for faculty development, coordination, and training.

Describe Plans & Activities

Supported: First-semester experience in which first-semester students take English with a co-requisite and math with a co-requisite to fulfill a 12-unit full-time load status. Collaboration between English, Math, Bridge, and Pathways to develop the model. Most likely BSSOT funding would be used for this.

Lead: Gary Enke, Michelle Dougherty, Debbie Rivers, David Beydler

Type of Request: Facilities , Instructional Supplies, Marketing, Research Support, IT Support

Planning Unit Priority: Medium

What would success look like and how would you measure it?: To offer three cohorts of first-semester experience Spring 2019

Technological Currency--Classrooms - Provide computer classrooms for students in composition classes.

Full Funding Requested - Four computer classrooms for 30 students each. The computers

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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Status: Active
Goal Year(s): 2018-19
Date Goal Entered (Optional):
 05/31/2018

should have the ability to fold down, away, or slide into a desk. The important aspect here is that we want students to have access to computers, but we want the ability to have a class discussion without the computer screen being a distracting presence. We would like the rooms to have an Elmo and projector.. 2. We would like the computers in these rooms to have SynchronEyes software. 3. More whiteboards. These could be either sliding whiteboards or additional whiteboards on the walls that do not already have existing whiteboards. 4. Smartboard. We are thinking here of what the LAC has in room 6-122. Component 1 is needed. Components 2-4 are ideal, but they would not be absolutely necessary.

Describe Plans & Activities
Supported: Students primarily in English 1A+80 will be able to engage in the full range of writing activities with their professor present, everything from initial discussion of the assigned text or texts through final revision and editing of their essays. This is a crucial activity because so many of our students lack access to technology and internet at home.

Lead: Karelyn Hoover, Ned Weidner, Robert Jackson.

Type of Request: Facilities , Instructional Equipment, Instructional Supplies, IT Support

Planning Unit Priority: High
What would success look like and

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

how would you measure it?: Four fully equipped classrooms.