

# Plans for English (Includes Reading) >> 2023 - 2024 English (Includes Reading) CHC Instructional Program Review 2023-2024

**Name :** 2023 - 2024 English (Includes Reading) CHC Instructional Program Review 2023-2024

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## Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

### 1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: Rubric Item ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

a. The mission of the English Department is to embrace Diversity, Equity, Inclusion, Antiracism, and Abilities (DEIAA) to ensure a rigorous academic program that offers students with diverse linguistic, racial, ethnic, and cultural identities the kind of critical thinking, reading, and writing skills needed in our complex, technologically mediated world. Our responsibilities extend beyond the classroom and include transfer advocacy, mentoring, and guidance for students, with an emphasis on social justice and ethics to bring sustainable changes into our communities.

Therefore, our department is committed to remain current within the ever-changing cultural, technological, societal, and pedagogical practices revolving around our field to support student success.

We define student success within the following criteria:

- ability to transfer to a four-year institution
- ability to succeed in the workforce
- ability to develop communication skills needed for life experiences related to critical thinking, reading, and writing

b. Our mission aligns with the following goals set forth in the Crafton Hills College Mission Statement:

- to inspire our students from diverse backgrounds
- to support our colleagues
- to embrace our community through a learning environment that is transformational

We advance these goals outlined within the Crafton Hills College Mission Statement in the following ways:

- culturally relevant teaching and learning practices
- implementing antiracist assessment approaches
- diverse and inclusive texts, activities, and assignments
- multimodal research practices and projects
- mentorship opportunities for both students and colleagues

### 2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date, addresses equity and inclusion, and is demonstrably [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

The English discipline is one under the Division of Language, Arts, and Academic Support. Our discipline currently includes 9 full-time instructors and approximately 30 to 35 part-time instructors. Jonathan Anderson and Susana de la Pena joined our department full-time (2016); however, de la Pena was placed on indefinite administrative leave in 2019. Lauren Bond, Chloe de los Reyes, Ashley Hayes, and Isidro Zepeda were hired full-time 2019. Ed Ferrari was acquired in 2021; Andrew Guevara joined in 2022.

Despite the number of new hires and considering the number of part-time faculty and students we serve, our discipline is still understaffed. Our discipline has access to printing services, but does not have any secretarial support.

b. Our responsibilities include transfer advocacy, mentoring, guidance for students seeking campus services. We are also responsible for Starfish Early Alert, one-to-one mentoring, tutoring, curriculum and professional development, workshops, library tours, etc. We also develop, publish, and distribute The Sand Canyon Review, our annual student-run art and literary magazine. We've also recently developed a non-credit ESL program that is enjoying its second year of success. Chloe De Los Reyes has been instrumental in the growth and sustainment of this program.

Last year, we held several AB 705, embedded tutoring, and equity workshops for faculty professional development to enhance student retention and transfer advancement as well as training and development for DE and Honors courses. Additional services include the Critical Thinking Club, The Multicultural Club, The Outdooring Club, The Sand Canyon Review launch parties, Slam Poetry, the Creative Writing Club, One Book One College, and several other professional development and student-centered activities, such as Hispanic Heritage Month, Black History Month, LEAP Advance, Asian and Pacific Islander Association, Native American Heritage, Gaypril.

The Department is instrumental in curating several professional development workshops and events surrounding DEI, including a global revision of its English 101 COR. English faculty also regularly participate in various professional conferences such as the California Acceleration Project (CAP), Reading Apprenticeship (RA), International Writing Across the Curriculum (IWAC), Inland Area Writing Project (IAWP), California Community Colleges Success Network (3CSN), Conference on College Composition and Communication (CCCC), European Association for the Teaching of Academic Writing (EATAW), Pacific Ancient Modern Language Association (PAMLA) conference, Hispanic Association of Colleges and Universities (HACU). Several of our faculty also received certificates from USC's Diversity, Equity, and Inclusion training, and are taking the POCR training and teaching 3CSN courses.

The English Department has spent several years rethinking its approach to diverse students, beginning with intensive workshops designed around Zaretta Hammond's book, Culturally Responsive Teaching and the Brain. This resulted in restructuring our courses to reflect the changing demographics at CHC and incorporating recent scholarship and pedagogical shifts in reading, critical thinking, and writing instruction. We've also strengthened our relationship with support--such as the Tutoring Center, library services, EOPS, STARFISH and SAS--and developed an ESL program.

c. English classes are taught in a variety of formats including day, evening, online, and hybrid. Working professionals tend to opt for online, early morning, and evening classes. Our discipline is in the process of offering more online courses to accommodate students. See attached scheduling matrix.

d. English discipline course offerings are diverse and provide various skill-level students with options for both growth and advancement toward their desired skill and/or degree. We have also moved toward including various wraparound support, such as embedded tutoring, backward design (along with other CAP-centered pedagogies). We offer writing courses of all levels and literature classes. The English discipline also provides Honors and DE sections and partners with the Tutoring Center, Student Accessibility Services, and Student Services. To comply with AB 705 the department has done the following: See section 3 d. For articulation agreement, see Comments Section 11.

e. Classes are scheduled according to student need and classroom availability. Semester classes and the days and times they are offered are tracked so we may provide a variety of schedule opportunities to meet student needs. [See attachment.]

For Scheduling Matrix, see additional documents.

### 3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers
  - ii) Developments in the field (both current and future)

- a. Budgetary constraints or opportunities

Growth for the English Department has been limited by low student enrollment due to the COVID-19 pandemic. Since our last program review in 2019, enrollment number is down 19% (AY 2022-2023=2339; AY 2019-2020=2840). However, this is an increase from the last two years, where we were down 23% (AY 2021-

2022=2241).

Based on the FT/PT faculty ratio dashboard, for English, in 2022-2023, 40.3% of the total FTEF (35.14) were taught by full-time faculty, excluding overload. This is a one percentage point difference from our college's 75/25 ratio, which was at 41.3% in 2022-2023. The department was able to hire two full-time faculty members, Edward Ferrari in Fall 2021 and Andrew Guevara in Fall 2022. Ferrari and Guevara have not only assisted in updating the current courses and programs but have also provided much-needed support to the already overburdened full-time English faculty members. Regarding part-time faculty, the figures have remained relatively stable due to the inherent transience of this population.

One opportunity for growth is the fledgling ESL/Multilingual Program, which was piloted in Fall 2021. The program fills the necessary gap in terms of addressing the needs of Crafton Hills College's ESL/Multilingual student population. Despite enrollment challenges posed by the COVID-19 pandemic, the program has shown resilience and has persisted. Currently the program has added at least four additional courses to be staffed per term and continues to require a faculty lead position to steer the program and to provide campus-wide professional development.

Another opportunity of growth is English and Reading partnership with the Tutoring Center through embedded tutoring. Since Spring 2019 English and Reading faculty have consistently requested embedded tutors for their courses with the highest request/utilization in Fall 2020 with 27 tutors and lowest in Fall 2022 with 8 tutors. Presently (Fall 2023), there are 15 embedded tutors in English and Reading courses. Our department will continue to explore ways to grow their partnership with the Tutoring Center.

#### b. Competition from other institutions

The English and Reading Department understands the issues related to competition from neighboring educational institutions. Community colleges in our service area, including our sister college San Bernardino Valley College and the Mount San Jacinto and Riverside Community College Districts have larger departments/full-time faculty numbers, and as such, are able to offer a wider range of courses, degrees, and certificates, which in turn draws students. English and Reading will continue to evaluate existing program offerings and explore new certificates and partnerships in order to attract students to our programs.

For example, recognizing the value of serving our ESL/Multilingual population, we have worked hard to develop the ESL/Multilingual program and are encouraged by the response of the surrounding community. The department is currently exploring the feasibility of adding parallel ESL/Multilingual sections to ENG 101 and 102. Additionally, we are also looking into turning the current ESLN series into a certificate program. We have also added/are in the process of adding ETHS cross-listed courses, namely Chicano, Asian American, Native American, and African American Literature, to better serve and to attract our diverse community.

#### c. Requirements of four-year institutions

As discussed in section b, courses have been added in order to prepare students who want to transfer to four-year institutions. This includes developing ETHS cross-listed courses that follow the C-ID descriptors and the Transfer Model Curriculum (TMC) provided by the California Community College Chancellor's Office. We have also updated ENG 101 to ensure currency and alignment with Diversity, Equity, Inclusion, Antiracism, and Abilities (DEIAA) principles.

#### d. Requirements imposed by regulations, policies, standards, and other mandates

Although not a requirement, we have updated ENG 101 to take into account current scholarship and research in the field of English Studies and to give attention to DEIAA principles and standards as guided by both our college mission and the California Community College Chancellor's Office (CCCCO).

Lauren Bond continues to offer workshops in support of the changes brought about by AB 705.

#### e. Job market

##### i) Requirements of prospective employers

Prospective employers value critical thinking and reading as well as effective written and oral communication, all core parts of the English discipline and our program. Given the changes prompted by the digital age, we revised the ENG 101 curriculum to incorporate multimodality as well as digital and information literacies to ensure students are well-equipped for the evolving world. Moreover, the revision to include a wider range of texts, especially the emphasis on the inclusion of diverse authors, will cultivate greater awareness and understanding of differing positionalities and perspectives and can enable students to work with people from diverse racial, ethnic, and cultural backgrounds.

##### ii) Developments in the field (both current and future)

English studies is dynamic and ever-evolving; therefore, scholars and educators in the field continue to adapt to the changing cultural, technological, and societal contexts. Some notable changes that have had some impact on our department include the continued integration and evolution of digital media/humanities in our field. English studies have continued to explore multimodality, digital storytelling, and other technology-related uses in our field and in the classroom as a whole.

Related to this is Artificial Intelligence (AI) becoming a permanent part of the educational landscape. While it can provide exciting opportunities to enhance education as a whole, AI also raises important practical, pedagogical, and ethical considerations for both students and teachers.

There has also been a growing emphasis on global and postcolonial literature, and by extension, an interest in social justice and/or advocacy. English studies scholars seek to include diverse voices and narratives that were traditionally marginalized or underrepresented and to rethink current pedagogies and/or even epistemologies. Connected to this, in recent years, there has been a notable increase in efforts to promote linguistic diversity and in the awareness and recognition of the concept of linguistic justice.

The field has also expanded to include eco-criticism, exploring environmental themes in literature and considering the impact of literature on our understanding of environmental issues, a common interest among a number of faculty in our department.

English and Reading engages in constant discussions around the direction of our program. As previously mentioned, we continue to develop/revise our course offerings and our pedagogies as well as engage in professional development to ensure currency.

#### 4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact (if data is available)? If none, please explain.

A. Out of 942 students, 79.97% met the goal for writing; out of 1033, 81.53% met the reading outcome, and out of 897, 79.80 met the problem-solving outcome. We are having discussions about doing individual disproportionate impact reports per class, and have examined reports of overall department data. It seems the data also aligns with what the college itself is seeing in all areas. Also, we do have the PLOs listed in the catalog.

Comments from data:

Overall, data show that we met our targets.

Generally, faculty do not want to change curriculum just to make it easier for students to read and comprehend that material. Despite the fact that choosing simpler curriculum is NOT encouraged nor required of any instructor, there is a pervasive need to do something to help students pass. Many instructors are seeing lower numbers than usual and have developed plans to make necessary changes but many feel the students are underprepared and undermotivated. Some instructors reflect on the idea that online instruction is a negative fit for certain students. Perhaps we can review our evaluations of online instructors to see if there are some issues we can address with online course design/development.

On the other hand, instructors are seeing success with making some changes to their policies. Having a clear late work policy (they can have X amount of late work), assigning more formative assessments, multiple drafts, and community-building practices in class were some of the strategies used. Instructors also felt that rubrics and modeling of required assignments were effective.

Sample comment:

So excited that this is one of my most successful classes to date. I think community was the huge difference here -- the students built a chat group and we had a potluck in class. We also did things like visit the community garden and other feel good activities. I'd like to do more of that -- build in the support for the community, it doesn't always happen, but won't if it isn't there from the beginning -- only question is, how do you do it on an online class.

B. We have many plans in place for continuing our storied equity work in the English department. Section C will answer directly what objectives we have in place and actions we intend to take or continue to support. We are working on examining individual disproportionate impact reports per instructor; we continue to develop understanding and professional development around equity-minded teaching both online and face-to-face; we develop events and serve on various committees that support equity; we reach out of the college to high schools and higher education institutions for collaboration and development of new tools and services for our students; we will continue to develop and enact many of the techniques for streamlining our classes to ensure success of our disproportionately impacted students.

Reminders from admin for completing SLOs are helpful and yielding more input from instructors. SLOs were updated to English 101 COR. Revision to English 102 is currently ongoing. Some of the lit SLOs need revising. Should seek input from part-timers, have a workshop. It appears from many comments that faculty have used more formative assessments and drafting exercises to help students, which was one of our goals last year. Tutoring has reported high volume of students these past semesters. We need to capture what changed to make this happen. In many ways, tutoring has done well advertising, but also developed a solid online tutoring program as well. Our ongoing goal is to capture more BEST PRACTICES. It seems like having a virtual place to share resources, such as in our English and Reading Canvas shell, but it might be underutilized. Perhaps we can develop a system like we see with Distance Ed where we send out an email sharing a best practice with the dept.

C. We have added sections to Question 10 regarding anti-racist curriculum, add equity to the CORs, continued funding and supporting AB 705 and 1705, continue supporting multilingual programs, and more listed below:

- Enhance student engagement
- Improve communication within our department and with other departments and services
- Use more "just-in-time" support methods with students
- Communicate more often with students who are not completing work
- Use more formative assessments to support student learning
- Collaborate more on best practices
- Offer more specific feedback on effective online course design.
- Use services such as Starfish and tutoring more effectively.
- Collaborate more on needs and wants of the department.

- Revise SLOs.

Assessment data:

ENGL 101: 76% average for all three SLOs

ENGL 101H: 100% average for all three SLOs.

ENGL 102: 83% average for all three SLOs.

ENGL 102H: 100% average for all three SLOs.

ENGL 152: 67% average for all three SLOs.

ENGL 152H: 100% average for all three SLOs.

ENGL 155: 89 % average for all three SLOs.

ENGL 155H: 100% for all three SLOs.

ENGL 160: 93% average for all three SLOs.

ENGL 160H: 100% average for all three SLOs.

ENGL 170: 83% average for all three SLOs.

ENGL 226: 90% average for all three SLOs.

ENGL 232: 95% average for all three SLOs.

ENGL 260: 87% average for all three SLOs.

ENGL 270: 92% average for all three SLOs.

ENGL 271: 100% average for all three SLOs.

ENGL 917: 90% average for all three SLOs.

## 5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

### a. Instructional Program Health Evaluation Rubric

- i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Click [HERE](#) to access your program specific data.**
- ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Click [HERE](#) to access your program specific data.**
- iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? **Click [HERE](#) to access your program specific data.**
- iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click [HERE](#) to access your program specific data.**
- v) **Rubric Item:** The [Fill Rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click [HERE](#) to access your program specific data.**

i) Course Completion: The course completion rate for English courses during the 2022-2023 academic year was 89.8%. Completion rates for the past five years have remained consistent. We had an average of 89.4% with our lowest rate at 87.8% in 2021-2022 and our highest at 91.5% in 2019-2020. According to the data, there is no significant impact for course completion in English based on gender or age, but there is a significant gap in ethnicity. Our department would like to set a course completion target for 91%.

ii) Course Success: The 2022-2023 course success rate for all English courses is 70.5% and represents the highest rate among an upward trajectory in success rates over the last 3 years (with a low of 61.8% occurring in 2020-2021.) Prior to the Covid 19 pandemic, the 2019-2020 success rate was 76.8%. Our 5-year average in course success for all English courses is 71.1%, 3.6% less than Crafton's 5-year average in course success.

While gender and age do not seem to have an impact on course success, ethnicity does seem to have an impact on course success. Native American/Alaskan Natives have a -18% gap in success, Pacific Islanders/Hawaiian Natives have a -17% gap in success, Black/African American students have a -9% gap in success and Hispanic students have an -8% gap in success. As a department, we will work to close these gaps through equity centered professional development, by continuing to revise our CORs to reflect diverse student populations.

The implementation of AB 705 for the 2019-2020 academic year required the English Department to remove English 976 and English 010. Four years ago, we were unsure whether these changes would impact our overall program success rate or our success rate in English 101 specifically. However, to promote success rates in our English 101 courses, we have added labs and embedded tutors to many of our courses.

As of January 2020, the department received the first set of data, tracking AB 705 changes. In previous years, roughly 45% of students placed into English 101. In Fall 2019, 99.4% of students placed directly into college-level English. The pass rate for students in English 101 prior to Fall 2019 averaged 72%. The pass rate for students in 2019-2020 was 72.5%. The pass rate for students in 2020-2021 was 62.5%, a loss of 10% from the previous year. Then we saw another decrease in success in 2021-2022 with only a 60.2% success rate. These declines do not appear to be attributed to AB-705 due to the first year's success, but instead seem to be reflective of the need to quickly shift to a DE, Zoom or hybrid format during the pandemic. Positively, the 2022-2023 academic year marks the first year of growth at 63.8%.

In attempt to close gaps, the English department would like to offer more English 101 classes with 917 labs. In reviewing our data over the last 4 years, students who take the lab class were not only 3% more likely to complete the class, but they are also 6.8% more likely to succeed in the class. In 2022-2023, students without the lab class had a 63.6% success rate while the students in the lab were 76.5% successful, a 12.7% increase. Similarly, the ethnicity gaps in success in nearly all categories narrowed or closed. Black/African American students (-10% no lab, -4% with lab), Hispanic (-9% no lab, -7% with lab), Native American/Alaskan Native (-20% no lab, -7% with lab) and Two or more races (-12% no lab, +8% with lab).

In 2022-2023, most of our transferrable English courses have maintained even higher success rates, such as English 102 with its 79.2% success rate. Our lowest-performing literature class was English 160: Literature by Women which had a success rate of 70.5% in 2022-2023, while the rest of our literature courses are above 80%. Since there are equity gaps in both Asian (-35%) and Native American/Alaskan Native (-18%), the English department will look to see how to better represent those students in the texts taught.

The department has identified a target of 75% overall for future semesters. This target attempts to maintain the progress we have made in recent years and would provide an incentive to continue to improve.

iii) FT/PT Ratio: The English department's FT/PT faculty ratio for 2022-2023 was only 40.3%. This is significantly below the state target of 75%. The English department FT/PT rate is also lower than the most recent college FT/PT rate of 41.3%.

The FT/PT target ratio set by the California Assembly Bill 1725 states that 75% of classes must be taught by full-time faculty and only 25% of the classes can be taught by part-time faculty. Our English department is noticeably composed in direct opposition to these requirements, with only 40.3% of sections taught by full-time faculty and 59.7% taught by part-time faculty.

While the hiring of four faculty in 2019 may have seemed extravagant, all four hires replaced full-time instructors who had retired or transferred. That was merely the first step in bringing the department closer to achieving an effective FT/PT ratio. Then in hiring two more full-time instructors (One to replace a retiree) in 2021 and 2022, our department needs to nearly double the number of full-time instructors from nine to sixteen in order to meet the 75/25 FT/PT ratio requirements.

iv) WSCH/FTEF Ratio: The WSCH/FTEF ratio for English during 2022-2023 was 337. This number represents an increase from 2021-2022 (314). This number is below the college's WSCH/FTEF ratio target of 525, and the college's 2018-2019 WSCH/FTEF ratio of 381. However, it is important to note that our lower cap of 25 students in English courses necessitates a lower WSCH/FTEF ratio target. Using the same formulas for achieving the WSCH/FTEF ratio with a classroom expectation of 35 ( $3 \times 35 = 105 / .20 = 525$ ), the WSCH/FTEF ratio with a classroom expectation of 25 would be 375 ( $3 \times 25 = 75 / .20 = 375$ ). Therefore, our target rate will be 375.

v) Fill rate: According to the 2022-2023 data, the overall fill rate for all of English was 82.3%, which exceeds the target rate of 80% and is 19.1% higher than the college's fill rate of 63.2%. The fill rate for our composition classes specifically, English 101 is even higher at 90.1% and English 102 is at 83.6%. We believe several factors might be responsible for a significantly higher fill rate in English over the college average. One is that it is a general education requirement, so some students are inclined to enroll in English without specific guidance from school counselors and their major advisors. Additionally, the school policy has been to encourage students to take English immediately.

## 6. Other Unit-Specific Quantitative and Qualitative Results

- Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **Click [HERE](#) to view program and college demographics by year.**
- Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.). **Click [HERE](#) to access your program specific data on degrees and certificates.**
- What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

a. The most recent data available (2022-2023) indicates that the two largest populations served by the English department are Hispanic (55.32%) and White (28.52%) students. There has been a significant increase in our overall Hispanic population from 32.55% (2010-2011) to 55.33% (2022-2023). However, there has been a general dip in enrollments with the lowest point being 2021-22. This data highlights the importance of ensuring that we maintain an emphasis on supporting historically underrepresented groups, especially as students are still experiencing lingering effects from the Covid-19 pandemic. Slightly lower success rates in English also accompanied the pandemic and dipped in 2021-22 (67.2%). African American (59.5%) and Pacific Islander/ Hawaiian Native (57.1%) experienced some of the lowest success rates immediately following the pandemic in 2020-21. This again emphasizes the importance of maintaining high support for our under-represented students and the need to maintain and increase resources available to these students and the department as we continue to work towards narrowing existing equity gaps following the pandemic as well as implementation of AB 705 and AB 1705.

In our previous PPR, it was noted that English students are on average younger than the overall CHC numbers. Our students are predominantly 19-24 years of age (84.53%), which is significantly larger than the overall CHC numbers for those age groups (69.71%). This difference has expanded since our previous PPR, and the data are expected to continue to show a trend in this direction as more courses are offered in dual enrollment (CCAP). The implication of this data suggest that

English 101 is often one of the very first courses students take at Crafton, which means that our program is responsible for establishing a foundation from which students can successfully move forward as they pursue their educational goals. The department takes this responsibility seriously, which is why we are seeking additional support to ensure that we are providing the best possible education for our students.

Below are the data detailing how the English department demographics compare to the overall college for the following categories: Races and Ethnicity, Age, and Gender. The data reflect 2022-23 student demographics.

### 1) Race & Ethnicity for all Unit(s) at CHC

College: Multiple races 5.29 %, White 29.53%, Hispanic 52.31%, Asian 5.13%, and African American 4.78%.

Department: Multiple races 4.79%, White 28.52%, Hispanic 55.32%, Asian 5.07%, and African American 3.15%.

### 2) Age for all Unit(s) at CHC

College: 19 or younger 37.68%, 20-24 32.02%, 25-29 13.93%, 30-34 8.03%, 35-39 4.82% 40-49 5.17%, and 50 or older 2.75%

Department: 19 or younger 61.74%, 20-24 22.79%, 25-29 6.76%, 30-34 4.06%, 35-39 2.48%, 40-49 2.57%, and 50 or older 1.03%

### 3) Gender for all Unit(s) at CHC

College: Male 43.89 and Female 55.58%

Department: Male 41.77% and Female 57.80%

As noted above, the increase of underrepresented and underserved students demands additional resources to ensure the success of our students. Currently, Hispanic students represent 55.33% of the English student population at CHC. Again, data collected demonstrates a significant increase over the last decade, which has brought a unique set of challenges and needs for our department, as stated in the previous paragraph. Therefore, a significant discrepancy lies in the fact that our department's current resources do not meet the demands of the increase in underrepresented and underserved students, which then adds an unwarranted burden on both faculty and students, particularly in areas of success, retention, and transfer rates.

b. In addition to the data presented in 6a., the department also considers the following in measuring its effectiveness:

- Adoption and use of Embedded Tutoring for English 101 courses
- Collaboration between course offerings and clubs, such as Chicano Lit./ Multicultural Club; Creative Writing and Creative Writing Club/ Multicultural Club; Creative Writing and Sand Canyon Review
- Development of ethnic studies courses
- Significant revision of English 101/101H CORs
- Development of ESLN courses to align with goals of AB 1705
- Flexibility in course offerings including, hybrid, online, short-term, and late-start courses
- Professional development for DEIAA such as the USC Race and Equity Training for full and part-time faculty and AB 705 Workshops
- One Book/ One College and collaboration/ partnerships with local 4-year colleges
- Increases in dual enrollment (CCAP) offerings
- English Majors meet and greet.
- OER (Open Educational Resources) development
- English Faculty Canvas shell with resources and best practices
- POCR certification for DE Courses
- Curation of Zines and scholarly projects in partnership with CHC library and Honors Program
- Conferences attended by faculty and faculty publications

In our 2-year PPR, we plan to revisit these components and look at areas where we can continue to make progress and where there are successes so that we can build on those successes.

c. Recently, to better support students from historically underrepresented groups, English has made several modifications to our course outlines to ensure that DEIAA is infused within our institutional practices. These modifications were necessary to reflect both how English is currently taught post AB705 and ensure that we are approaching our classes with equity in mind. English has modified its COR for English 101 and 101H, and revisions are in progress for our ESLN courses and English 102.

Resources to continue holding paid instructor trainings/ workshops will be necessary in ensuring that we continue to revise our practices to align with our new CORs and to meet the needs of our students. Funding for the AB 705 workshops will be discontinued after this year, so renewing funding for trainings will be a necessary resource as we look towards meeting and exceeding the requirements of AB 1705.

Additionally, the department believes that increased resources for students such as a Puente or Umoja Program would provide much-needed support for our increasingly culturally diverse student body.

In section 4b, the department noted the need for updating our classrooms to better support student learning. Having classes that give equitable access to learning resources, such as Canvas, for all students while in the classroom is essential. New computer classrooms will better support faculty in providing equitable education. Furthermore, it is crucial to prioritize the modernization of our older classrooms. Some of our older classrooms (particularly those located in West) suffer from poor ventilation, raising health and anxiety concerns among students and faculty, particularly in light of the ongoing Covid-19 pandemic. These concerns pose a substantial barrier and source of stress, affecting our most vulnerable students and faculty. In addition, older classrooms have significant lighting

issues. In some cases, the projector and class lights cannot be used simultaneously since the overhead projector would no longer be visible to the average person. Moreover, there are no windows in some of these classrooms, which not only detracts from the overall beauty and aesthetics of the campus but can make the classrooms feel less accommodating, if not suffocating, for students.

In section 3b, the department noted that DE training and certification has limited the department's ability to offer quality DE courses (while other institutions have expanded DE offerings and have provided robust, paid DE training for PT and FT faculty). In addition, other local colleges have established universalized design templates for DE courses with accessibility embedded into the course. Having common course templates across the campus would not only increase accessibility, but these templates would also reduce the unpaid labor of part-time faculty (whose courses may be canceled before the term begins). Moreover, such templates would reduce the time and cognitive labor on the part of students who often have to spend the first week of instruction learning how to navigate each instructor's unique Canvas course shell. In addition, limited Canvas resources, such as only allowing instructors to have one to two development shells has meant that instructors must design their courses in live Canvas shells with students already enrolled.

Lastly, as a department, we recognize that many of our students have been historically underserved on multiple levels. For instance, we recognize greater need for training around accessibility and accommodations for neurodivergent students and students with disabilities, and we recognize that many of our students often face barriers that are not easily captured in our program review data due to their unique, intersectional backgrounds. Therefore, increased resources, such as funding, paid trainings and workshops, conferences, readings, and DE support are needed to ensure we are able to create an equitable environment conducive to learning and academic excellence for diverse student body.

## 7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

### **Alternative modes and schedules of delivery (e.g.: online, hybrid, CCAP/Dual Enrollment, early morning, evening services, short-term sections, etc.)**

English courses are delivered in four formats: on-site, off-site, online, and hybrid. The majority of English courses are offered on-site; however, English 101, 102, 155, and 160 are also offered online. Engl 101 and 102 have been recently scheduled at the local high schools: RUSD and YUSD. We also just started offering DE CCAP 101 and 102 through Sage Oak High School. We've also begun offering most courses online, excluding Engl 170, 232, 127/128, and 163. Classes are offered from as early as 7 a.m. to as late as 7 p.m. Monday through Thursday and 8 a.m. to 4 p.m. on Fridays. While enrollment dipped considerably during the pandemic years, we've seen a steady increase, in part due to our flexible course offerings. In addition to the above, we've also begun offering a wide variety of late-start, short-term sections of composition.

### **Partnerships (internal and external)**

The English Department works closely with multiple units on and off campus. For instance, the department continues to collaborate with the Tutoring Center in providing students the additional support they need in their various literacies. Moreover, both units work together in operating the Embedded Tutoring Program, which was piloted in Fall 2019. Specifically, the English Department has invited Tutoring Center staff to join a number of department meetings and workshops centered on enhancing the Embedded Tutoring Program. English has also included DE embedded tutoring. Furthermore, we've also expanded our offerings to the local high schools in a CCAP agreement. Most recently, we've collaborated with CSUSB to strengthen transfer ties. We are also in the planning stages of working with University of Redlands on a joint One Book One College venture. The department also continued its partnership with the Crafton Hills Library staff.

### **Innovation and Implementation**

- One Book One College workshops/events
- USC Diversity, Equity, and Inclusion Certification
- AB-705 Workshops
- DEI Workshops
- DEI COR Revision
- ESL/N Program Development
- Multi-lingual inclusive course scheduling
- OER Textbook taskforce



- Robust DE certification
- CCAP/Dual Enrollment
- Hybrid course scheduling
- Late-start/short-term course offerings
- AAPI Workshops, events
- Hispanic Heritage workshops/events
- Black History workshops/events
- LGBTQ+ workshops/events

Despite having no budget or secretarial help, faculty maintain regular contact with various entities on campus including the Honors Program, Student Accessibility Services, Advising, Counseling, Transfer Center, Admissions/Records, and Student Success and Support Programs to ensure students are receiving the support they need.

With regards to external partnerships, faculty are involved with local professional organizations: Lauren Bond and Ed Ferrari have been part of the Inland Area Writing Project, and Chloe de los Reyes stays connected with the California Community Colleges Success Network (3CSN). Many of the English faculty stay in contact with neighboring community colleges and universities as well.

The department, as a whole, is establishing stronger links with various stakeholders on and off campus (such as CSUSB, USC, and U of R) as these connections can forge stronger ties to the surrounding community.

#### **Innovation and Implementation of Best Practices; Professional Development and Training; Compliance with Statewide Mandate**

In Fall 2018, the department began preparation for the implementation of AB 705. In order to be in compliance with AB 705 and now AB 1705, we continue to undergo curriculum and course revisions, best practices workshops, and DEI.

To support the revisions guided by the statewide mandate, the department also routinely held professional development workshops, led by Lauren Bond, on best or principled teaching practices.

#### **Abridged List of Professional Development and Training We've Offered:**

- Relevant, thinking-oriented courses
- Themed classes
- Backwards design with scaffolded assignments
- Low-stakes writing
- Collaborative practice
- Just-in-time remediation
- Corequisite Instruction
- Use of embedded tutors, SI
- Extra hour of student-centered instruction
- Syllabus building in the new AB 705-influenced classes
- 6 hour collaborative retreat with full-time and part-time instructors
  - Language Diversity
  - Updating 101, 102 COR
  - Understanding Artificial Intelligence
  - Equitable Assessment Practices
  - Maximizing student engagement
  - Rewriting syllabi policies

#### **Efficiency in resource use**

Currently, we have seven classrooms in the West Complex with full technology services. English faculty have access to the campus printing services and various copy machines; however, it needs to be noted that we have limited access to materials that would enhance our teaching (e.g., poster boards, dry erase markers, pencils, and the like) and that the English Department is currently operating with no supply budget. In order to create more efficiency and offer better instruction, we need more computer classrooms, especially to equitize disproportionately affected students.

#### **Staffing**

As mentioned throughout the PPR narrative, despite the number of new hires and considering the number of part-time faculty and students we serve, our department is still understaffed. Our ability to prepare adequately for classes, advise students during office hours, mentor part-time faculty, assess assignments, and attend committee meetings are being compromised by too few faculty and no secretarial support to meet the increasing demands on our time.

#### **Participation in shared governance**

We currently hold formal department meetings every second and fourth Fridays to discuss English Department business. Notably, we are proud of our department unity and individual contributions. Chair Jonathan Anderson strives to be as transparent as possible in his leadership in the department, often consulting with full-time and part-time faculty before making any major decisions.

Additionally, the English Department has regular representation in campus and district committees and other groups, including PPAC, Equivalency, Curriculum Committee, Honors Steering Committee, Professional Development Committee, Academic Senate, etc.

Recently, several outreach programs have been developed without adequate consultation from English (CCAP and Summer Bridge), according to 10+1 Agreement, specifically #4, Educational Program Development. These programs have negatively impacted our part-time instructors because of scheduling inequities that favor the high schools, contrary to the CCAP agreement, as it's currently written.

## 8. Vision

- a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. Alignment with the college Vision: **Rubric Item (Vision Alignment):** The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

Our program offers students the kind of critical thinking, reading, and writing skills needed in our complex, technologically-based world. Our vision advances and aligns with the college, because we center our work on the following:

- The values of Diversity, Equity, and Inclusion (DEI) and culturally responsive teaching greatly inform what we do as a department, as we critically and continually review, reflect on, and revise our curriculum, teaching practices, and formative assessments; these revisions are based on pedagogical inquiry, personal and professional development, and the examination of our personal and collective data.
- As educators at the community college, we see ourselves as partners in our students' educational journeys; thus, we work to call students into academia by fostering community and collaboration within our classrooms and by equipping them with methods to develop their critical thinking, reading, and writing abilities. From there, we aim to help move our students toward the transfer-phase of their studies or to their career paths following their time at our college.
- As academic scholars, we aim to study and share with our colleagues and students the innovations our respective fields and in higher education: composition, rhetoric, literature, poetry, film, creative writing, publishing, and information literacy.

As a department, we envision our future work will be in the following areas:

- Continued closing of equity gaps
- Further development of our multilingual program
- Attracting more English majors and building more connections between faculty and students
- Fostering a stronger community for our part- and full-time faculty
- Advocating for more support for our part-time faculty
- Hiring more full-time faculty
- Gaining access to more computer classrooms and other updated technologies
- Creating a relationship with the tools of AI and developing policies for the ethical use of it
- Continuing to integrate wrap-around student support services, such as those of embedded and center tutoring, library workshops, and lab courses
- Further analysis of and implementation of AB 705 and AB1705
- Development of more non-credit course and possibly some certificate programs

## 9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

## 10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Promote Student Success**  
**Priority Rank:** 1  
**Objectives:**
  - **1.1 - Objective - Create anti-racist curriculum.**

**Priority Rank:** 1

**Start Date:** 10/04/2023 **End Date:** 02/13/2027

**Responsible Person:** English Department

**Strategic Direction (Goal):** 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

**Impact Type:** Site

**Institutional Learning Outcome:** 6. Ethics and Values

**Resource Requests:**

- **1.1.r1 - English Department Description**

Attend faculty retreats and workshops that address ways to write anti-racist curriculum.

**Rationale**

Create anti-racist curriculum that aligns with the state and college goals to close equity gaps.

**Resource Type:** Ongoing

**Expenditure Category:** Instructors Day/Hourly (1300)

**First Year Cost/Savings:** \$10,000.00/\$0.00

**Second Year Cost/Savings:** \$10,000.00/\$0.00

- **1.2 - Objective - Continue funding and supporting AB 705/AB-1705 training and reflection in the next few years.**

**Priority Rank:** 2

**Start Date:** 10/04/2023 **End Date:** 03/11/2027

**Responsible Person:** Lauren Bond

**Strategic Direction (Goal):** 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

**Impact Type:** Department

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Resource Requests:**

- **1.2.r1 - Reassigned Time for AB-705/AB-1705 Lead Description**

Continued reassigned time for AB-705 and/or AB-1705 lead.

**Rationale**

As we adapt AB 705 ideals to the COR curriculum, time is needed to reflect on pedagogical implications and implement changes department-wide. The lead is working to gather and distribute resources, meet with interdepartment colleagues, develop workshop material, meet with the English faculty sub-group on their specific COR revisions, and ultimately facilitate whole-department faculty training on the incorporation of AB 705 ideals into COR curriculum. Additionally, AB 1705 is asking to look at students left behind in the AB-705 restructuring. Continued support and understanding is needed.

**Resource Type:** Ongoing

**Expenditure Category:** Reassigned Time (1102)

**Actions/Activities:**

- **1.2.a1 - AB-705/AB-1705 Equity and COR**

After several years of pedagogical and program revision, AB-705 has transitioned to COR 101 and 102 equity-focused reflection and revision. For the current semester (FA 23), we have 4 workshops scheduled meant to inform all English faculty of current pedagogy related to intentional inclusivity as reflected in the CORs. These workshops and those planned for at least the next school year (2023-2024) are aimed at whole-department learning and implementing of an updated writing series (English 101 & 102) that is based in the equitable policies of AB 705/AB-1705.

**Start Date:** 10/04/2023 **End Date:** 01/31/2027

**Responsible Person:** English Faculty

- **1.3 - Objective - Continued support from administration to sustain and help grow the existing Multilingual Program.**

**Priority Rank:** 3

**Start Date:** 10/04/2023 **End Date:** 02/05/2027

**Responsible Person:** Chloe De Los Reyes

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Resource Requests:**

- **1.3.r1 - Fund Multilingual Program Description**

Lobby Administration to help sustain and grow Multilingual Program.

**Rationale**

- **Rationale**

Years of work have resulted in two ESL/N courses: ESL/N 601 (Fall 21) and 602 (Spring 22). The pilot courses have created

- Stronger linkages between the CHC English Department and adult schools and community partners (current faculty lead has visited YAS campus and is slated to visit both RAS and AK Smiley Library in Spring 2022)
- Lines of communication between CHC English Department and SBVC ESL/N instructor/counselors and Emma Garcia/Inland Adult Consortium
- Stronger relationships between English and Student Services and Institutional Research
- The widening of collaboration between English and Learning Center through establishment of conversation groups + embedded tutors specifically for ESL/N students
- Opportunities to explore current and equitable placement measures (directed/guided self-placement) to help students choose appropriate ESL/N courses
- The possibility of aligning or connecting ESL/N courses to ENG 101 through either targeted FYW courses + lab or parallel transferable courses and lab specifically for multilingual student population
- Campus-wide professional development opportunities specifically on working with multilingual student population

Moreover, initial data collected from ESL/N 601 course in Fall 21 has surfaced key equity issues and trends that can potentially support not only ESL/N students but other students, including both traditional and non traditional.

As a whole, the Multilingual Program is in the position to streamline connections between CHC ESL/N courses and adult school/community partner ESL/literacy course offerings as well as ESL/N courses and the first-year writing program. It is also a rich site for research. The program is in the position to collect meaningful data that can help identify needs of multilingual population at CHC. Moreover, data collected from our site can also help offer a more nuanced understanding of multilingual students both locally and statewide. Lastly, by offering ongoing support for multilingual students as well as providing professional development for faculty and staff, the program is in alignment with CHC's efforts towards equity, diversity, and inclusion.

- Needs persist for
  - Continued support from administration to sustain and grow the existing Multilingual Program.
  - Continued support for faculty lead
    - 2 course releases per semester
      - Conduct research
      - Streamline curricula to ease the transitions of students from AS/community partners ESL/N and ESL/N to FYW program
      - Facilitate campus-wide professional development
      - Develop of directed self-placement
      - Program ideation
      - Train faculty slated to teach ESL/N courses
  - Robust research
  - Continued targeted student recruitment
  - Create deeper linkages between ESL/N/CAEP/AS
  - Staffing ESL/N courses as needed

**Resource Type:** Ongoing

**Expenditure Category:** Reassigned Time (1102)

**First Year Cost/Savings:** \$10,000.00/\$0.00

- **1.4 - Objective - Continue to support and expand the embedded tutoring program by adding more tutors to English courses including and in addition to ENGL 101: Freshman Composition.**

**Priority Rank:** 4

**Start Date:** 10/04/2023 **End Date:** 02/11/2027

**Responsible Person:** Lauren Bond/Ashley Hayes

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Actions/Activities:**

- **1.4.a1 - Embedded Tutors**

Recruit more embedded tutors for English courses.

**Start Date:** 10/04/2023 **End Date:** 02/19/2027

**Responsible Person:** Nick Reichert

- **1.4.a2 - Collaboration and Training for Instructors and Embedded Tutors**

Continue collaboration and training for instructors and tutors for the embedded tutor program.

**Start Date:** 10/04/2023 **End Date:** 01/10/2027

**Responsible Person:** Jonathan Anderson

- **1.5 - Objective - Continue to build a strong relationship between English faculty and the Learning Resource Center, with an emphasis on communication, collaboration, and tutor education.**

**Priority Rank:** 5

**Start Date:** 10/04/2023 **End Date:** 02/05/2027

**Responsible Person:** Krista Ivy, Nick Reichert

**Strategic Direction (Goal):** 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

- **1.6 - Objective - Continue funding and support for English-specific professional development (e.g. equity-minded, culturally-responsive teaching; OER; Multilingual training, WAC/WID, OBOC etc.)**

**Priority Rank:** 6

**Start Date:** 10/04/2023 **End Date:** 02/18/2027

**Responsible Person:** Keith Wurtz

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** 4. Society and Culture

**Resource Requests:**

- **1.6.r1 - Professional Development**  
**Description**

Lobby administration for more funding and support for English-specific professional development (e.g., AVID, AR, etc.)

- **Rationale**

Broad changes in curriculum necessitate furthering education.

- **Resource Type:** One-time

- **Expenditure Category:** Conference and Travel (5200)

- **1.7 - Objective - Continue funding conference attendance and encourage both full-time and part-time faculty to apply for conference funding with an emphasis on extending equity-minded professional development.**

**Priority Rank:** 7

**Start Date:** 10/04/2023 **End Date:** 02/18/2027

**Responsible Person:** Jonathan Anderson

**Strategic Direction (Goal):** 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

**Impact Type:** Department

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Resource Requests:**

- **1.7.r1 - Conference Attendance**  
**Description**

Conference funding to stay abreast of changes to curriculum, equity, AB-705/AB-1705, multi-lingual instruction, Ethnic Studies, etc.

- **Rationale**

The English Department is going through dramatic changes to its COR, adding equity-minded instruction, AB-705/AB-1705 inspired changes, multi-lingual options, and new Ethnic Studies cross-listings. Conference attendance is more important now than ever.

- **Resource Type:** Ongoing

- **Expenditure Category:** Conference and Travel (5200)

- **First Year Cost/Savings:** \$5,000.00/\$0.00

**Actions/Activities:**

- **1.7.a1 - Conferences**

As a result of pandemic- and state-induced changes in teaching and equity (remote, DE, and hybrid instruction; COR revisions; AB-705/AB-1705), conference attendance and participation is more important now than ever.

- **Start Date:** 10/04/2023 **End Date:** 02/11/2027

- **Responsible Person:** Jonathan Anderson

- **1.8 - Objective - Provide budget for faculty retreats**

**Priority Rank:** 8

**Start Date:** 10/04/2023 **End Date:** 02/19/2027

**Responsible Person:** Jonathan Anderson

**Strategic Direction (Goal):** 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

**Impact Type:** Department

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Resource Requests:**

- **1.8.r1 - Faculty Retreats**  
**Description**

Sweeping department and program changes necessitate longer time for reflection and cohesion.

### **Rationale**

Because of the following broad changes, the department would have more time to work on team building, curriculum, best practices, etc.:

- Changes in department personnel
- AB-705/1705
- Equity
- New Cultural-Studies/Lit. classes
- Remote Instruction
- DE Instruction
- COR Revision
- Multi-Lingual Support Program

**Resource Type:** Ongoing

**Expenditure Category:** Conference and Travel (5200)

**First Year Cost/Savings:** \$5,000.00/\$0.00

**Second Year Cost/Savings:** \$5,000.00/\$0.00

**Third Year Cost/Savings:** \$5,000.00/\$0.00

○ **1.9 - Objective - Add more computer classrooms.**

**Priority Rank:** 9

**Start Date:** 10/04/2023 **End Date:** 02/12/2027

**Responsible Person:** Mike Strong, Keith Wurtz

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** 5. Information Literacy

**Resource Requests:**

▪ **1.9.r1 - Computer Classrooms**

**Description**

Continue lobbying administration for more computer classrooms

### **Rationale**

Adding 2-3 computer classrooms will provide more time for students to work on essays during lab hours, where they can get instant feedback from their embedded tutor, instructor, and fellow classmates. Access to reliable computers and internet continues to be a problem for our most disproportionately-impacted students, especially during pandemic-induced remote instruction and as more classes trend toward DE. More English-dedicated computer classrooms would help mediate that problem.

**Resource Type:** One-time

**Expenditure Category:** Computer & Information Technology Equipment (6420)

**First Year Cost/Savings:** \$10,000.00/\$0.00

○ **1.10 - Objective - Add more classroom space for English courses**

**Priority Rank:** 10

**Start Date:** 10/04/2023 **End Date:** 02/05/2027

**Responsible Person:** Mike Strong

**Strategic Direction (Goal):** 1. Increase Student Enrollment

**Impact Type:** Site

**Institutional Learning Outcome:** Not Applicable

**Resource Requests:**

▪ **1.10.r1 - Classroom Space**

**Description**

Lobby administration for more classroom space

### **Rationale**

English is the largest department on campus and we are slowly running out of space to house all of our classes.

**Resource Type:** One-time

**Expenditure Category:** Building Improvements (6220)

**First Year Cost/Savings:** \$1,000,000.00/\$0.00

○ **1.11 - Objective - Continue lobbying for more full-time faculty.**

**Priority Rank:** 11

**Start Date:** 10/04/2023 **End Date:** 02/23/2027

**Responsible Person:** Kevin Horan

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** Not Applicable

**Resource Requests:**

▪ **1.11.r1 - Full-Time Faculty  
Description**

Continue lobbying Administration for more full-time faculty at Chairs Council.

**Rationale**

Abundant research has shown that a lower ratio of student to full-time faculty promotes increased student success.

**Resource Type:** Ongoing

**Expenditure Category:** Contract Classroom Inst. (1100)

- **1.12 - Objective - Provide a budget for part-time and full-time faculty supplies, including purchasing works of contemporary pedagogy on pertinent topics (e.g. equity mindedness, cultural responsive teaching, etc) for faculty reference.**

**Priority Rank:** 12

**Start Date:** 10/04/2023 **End Date:** 04/09/2027

**Responsible Person:** Kay Weiss

**Strategic Direction (Goal):** 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

**Impact Type:** Department

**Institutional Learning Outcome:** 2. Written and Oral Communication

**Resource Requests:**

▪ **1.12.r1 - Supply Budget  
Description**

Lobby for supply budget

**Rationale**

Having greater access to office supplies would help faculty perform their jobs more efficiently.

**Resource Type:** Ongoing

**Expenditure Category:** Instructional Supplies (4300)

**First Year Cost/Savings:** \$1,500.00/\$0.00

**Second Year Cost/Savings:** \$1,500.00/\$0.00

**Third Year Cost/Savings:** \$1,500.00/\$0.00

- **1.13 - Objective - Improve SLOs by enhancing student engagement, including DEI, improving communication, incorporating more meta-cognitive and analytical activities, and promoting writing process reflection/awareness**

**Priority Rank:** 13

**Start Date:** 10/04/2023 **End Date:** 08/13/2027

**Responsible Person:** English Faculty

**Strategic Direction (Goal):** 3. Increase Student Success and Equity

**Impact Type:** Site

**Institutional Learning Outcome:** 2. Written and Oral Communication

## 11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

## 12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [9\) Progress on Goals Revision.docx](#)
- [ARTICULATION AGREEMENT.docx](#)
- [2023 PPR Scheduling Matrix.xlsx](#)