

# [Plans for English](#) >> 2018 - 2019 English CHC Instructional Annual Plan 2018-2019

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Name :

2018 - 2019 English CHC Instructional Annual Plan 2018-2019

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Planning Participants :

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## Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

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

**Updating this Question is Optional on the Annual Plan!**

- 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 Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

The Mission of the English and Reading Department is to provide quality instruction, fostering a solid foundation in reading and writing:

in order to prepare students with skills needed for transfer to a four-year institution;

in order to prepare students with skills needed to succeed in the workforce; and

in order to prepare students with skills needed for life experiences related to writing and reading communication skills.

Our primary purpose aligns with the Mission of the college: “to advance the educational, career, and personal success of our diverse campus community through engagement and learning.”

## 2. Description of Program

**Updating this Question is Optional on the Annual Plan!**

- 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 and [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!](#)

a) ORGANIZATION

The English and Reading Department is part of the Division of Letters, Arts, and Mathematics. Our department presently consists of 6 full-time faculty (5 full-time English instructors and 1 full-time reading instructor). However, that number does not tell the whole story, since we have 1 instructor, Gwen DiPonio, out for the year on sabbatical; 2 of our instructors, Ryan Bartlett and Jonathan Anderson, also serve as co-chairs; Robert Brown has become Interim Deam; and several instructors currently have release time for additional projects and campus initiatives: Jonathan Anderson .25 (for work on the California Acceleration Project), Ryan Bartlett .25 (for work on the California Acceleration Project), and Ted Philips .2 (for work with the CTA). Over the past several years, our department has lost 7 full-time faculty (8 if Robert Brown moving to Interim Dean is included):

Mark Snowwhite, Bret Scaliter, Aaron Race, Kiran Razzak, Daniel Bahner, Dean Papas, and Kris Acquistapace.

**The college has failed to replace most of those lost positions. In fact, only 3 have been replaced:**

Robert Brown was reassigned to the department in 2014, and Jonathan Anderson and Susana De La Pena were hired in fall 2016.

NOTE: In the previous program review, the department hoped to hire 4 new full-time faculty. Since then, the department hired 2, but lost 1: **according to CHC's own bylaws, Robert Brown should have been replaced with a one year, full-time hire, but was not.** We are also anticipating the retirement of Ted Phillips and Lynn Lowe within the next few years.

**English and Reading also has approximately 35-40 part-time instructors teaching our curriculum.**

The Mission of the English and Reading Department is to provide quality instruction, fostering a solid foundation in reading and writing:

in order to prepare students with skills needed for transfer to a four-year institution;

in order to prepare students with skills needed to succeed in the workforce; and

in order to prepare students with skills needed for life experiences related to writing and reading communication skills.

Our primary purpose aligns with the Mission of the college: “to advance the educational, career, and personal success of our diverse campus community through engagement and learning.”

The English and Reading Department serves all students who:

are obtaining a two-year associate degree;

are transferring to a four-year college or university;

are acquiring writing and reading skills required to succeed in the workforce; and

are desiring to strengthen their current writing and reading communication skills.

As of Spring 2017, students enrolled in courses offered by our department were:

53.83% female, 46.17% male

46.54% age 19 or younger;

35.69% age 20-24;

10.61% age 25-29;

4.88% age 30-34;

2.34% age 35-39;

2.36% age 40 -49;

0.93% age 50 and older

4.21% African-American

5.61% Asian

36.74% Caucasian

46.70% Hispanic

5.99% Multiple Races

### b,c) INSTRUCTION AND SERVICES PROVIDED BY THE DEPARTMENT

Our department provides a diverse curriculum to support the academic growth of our students and to support the completion of student goals, whether those goals be personal enrichment, degree or certificate completion, or transfer. Our courses range from pre-college to college level English and Reading, including critical thinking, literature, and creative writing courses as part of

English major requirements. We also provide Linked Courses.

English and Reading courses are offered during the day and the evening, while online courses are offered for select levels of English (ENGL 101, ENGL 102, ENGL 155, and ENGL 160). In the past year, we have piloted accelerated options in which students have the option to take ENGL 010 for the first 9 weeks of the term, immediately followed by ENGL 101 for the final 9 weeks of the term. This has proven effective for the past four semesters. The SLOs were written as follows:

Upon satisfactory completion of the course, students will be able to:

write effective essays;

demonstrate critical reading skills;

demonstrate effective problem solving skills.

## **3. External Factors with Significant Impact**

**Updating this Question is Optional on the Annual Plan!**

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

The department continues to operate without any clerical support at all. This continues to have a

severe impact on the department. The lack of clerical support significantly reduces the effectiveness of the chairs' role.

The department also continues to under-pay and under-serve its part-time faculty, which makes staffing and retention difficult. This semester alone saw three of our best part-time instructors leave at the last minute to work more lucrative, stable contracts. Students are also negatively impacted due to a lack of part-time instructor resources such as office space, a lack of regular office hours, and convenient resources.

Course offerings have stabilized and/or increased since 2012, especially in summer. Our ability to offer more courses in English and Reading is the result of the economic turnaround from the recent recession.

#### b. COMPETITION FROM OTHER INSTITUTIONS

Our department is presently waiting to see what strategy the college's newly formed Enrollment Management Task Force will develop to help increase our FTES in English and Reading.

Presently, the Enrollment Management Task Force is having NO IMPACT on our department.

The Department also recognizes that it has been missing the opportunity to increase FTES by offering non-credit courses, an ESL program, and by implementing a Puente program. **In fact, although many of us in the Department have been researching, organizing, conferencing, and even starting curriculum, the DEARTH OF F/T FACULTY in our department has HOBbled our ability to implement, and progress has stalled (or is moving forward only incrementally).** The dramatic reduction in full-time faculty has also limited the time we have to serve on governing bodies and to offer needed input on relevant committees. **The English and Reading Department is NOT being fully represented on campus, NOR is its capacity to serve the college being fully realized.**

#### c. REQUIREMENTS FOR FOUR-YEAR INSTITUTIONS

An important development since the time of our last PPR is the development of a transfer pathway between California Community Colleges and the California State University (CSU). This new pathway grants students an associate degree for transfer in their field of study. It also streamlines the number of college credits required to obtain a bachelor's degree from the CSU. Upon completion of the transfer associate degree, a student is guaranteed an opportunity to transfer to CSU with junior standing.

Students holding an associate degree for transfer will be given priority consideration when applying to a particular program that is similar to the student's community college area of emphasis.

The new Associate of Arts Degree for Transfer program launched in the fall of 2011 and will continue to roll out. The two systems have worked together to approve the framework for associate degrees for transfer open to community college students wanting to participate in the program.

Our department would like to see English added to the list of Approved CCC degrees from Crafton Hills College.

#### d) REQUIREMENTS IMPOSED BY REGULATIONS, POLICIES, STANDARDS, AND OTHER MANDATES

In the last year and a half, our department has attempted to develop in the following ways:  
The English and Reading Department has

1. Written and submitted a viability report for a Puente Program, gained approval by Academic Senate and Faculty Counsel;

2. Researched and participated in a viability report for an ESL program;
3. Researched and began restructuring its Basic Writing program to align with the new developmental standards of the California Acceleration Project.

**HOWEVER, progress has been significantly slowed (and in one case--Puente--shelved) due to LIMITED FACULTY RESOURCES and, in one instance (again, Puente), lack of follow through by the Administration.**

#### **4. Progress on Outcomes Assessment (Annual Question)**

**Updating this Question is Required on the Annual Plan!**

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.
- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

a)

AY 2017-2018

SLOs:

Write effective essays: 78.2%

Demonstrate critical reading skills: 83.33%

Demonstrate effective problem-solving skills: 77.88%

15 Sections reporting, 76 not reporting.

AY 2016-2017:

Write effective essays: 75.44%

Demonstrate critical reading skills: 76.98%

Demonstrate effective problem-solving skills: 75.13%

33 sections reporting, 169 sections not reporting

AY 2015-2016:

Write effective essays: 72.79%

Demonstrate critical reading skills: 64.20%

Demonstrate effective problem-solving skills: 48.89%

13 sections reporting, 197 sections not reporting

While the English department is meeting its targets for individual SLOs and slowly improving its reporting rate, we are still under-reporting with an average of about 30 of its roughly 160 sections.

- b) Course and/or instruction seems to be heading in a positive direction, concerning SLO targets; however, we do need to improve completion rate.
- c) Since the majority of our courses are taught by adjuncts, we must better communicate the need to complete SLOs to them. We should also meet to incentivize completion. The college has been offering SLO workshops. We should encourage folks to attend. The Department has also recently simplified its SLOs; however, our SLOs have not been added to all of our existing courses. We need to update all of our courses with the new SLOs and make sure those are clearly communicated to all of our faculty.

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

Updating this Question is **Required** on the Annual Plan!

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 and provide an explanation for the target that has been set. 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. 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 RATE

ENGL 976

2016-2017:91.1%

2015-2016: 86.1%

2014-2015: 89.4%

2013-2014: 86.1%

ENGL 010

2016-2017: 91.4%

2015-2016: 91.1%

2014-2015: 93.3%

2013-2014: 91.1%

ENGL 101 (including Honors)

2016-2017:89.4%

2015-2016: 90.4%

2014-2015: 89.1%

2013-2014: 89.3%

ENGL 102 (including Honors)

2016-2017: 90.5%

2015-2016: 86.2%

2014-2015: 88.8%

2013-2014: 90.6%

(NOTE: The completion rates for ENGL 152--Intermediate Composition and Literature were not included in the above list of composition courses because the course is similar in nature to our other literature courses. ENGL 152 historically has low enrollments. At its peak, the course saw a high of 103 grades on record in the 2012-2013 academic year; however, that number has

steadily decreased over the past few years, resulting in only 46 grades on record in the 2015-2016 year. Those numbers reflect similar low enrollments in our elective and English major courses, so all of those courses are grouped together. Their completion rates are listed below.)  
Course completion rates for English major courses and elective courses  
(ENGL 152, ENGL 155, ENGL 160, ENGL 163, ENGL 170, ENGL 175, ENGL 226, ENGL 232, ENGL 250, ENGL 260, ENGL 261, ENGL 270, ENGL 271, and ENGL 275)

2016-2017: 92.1%

2015-2016: 88.8%

2014-2015: 86.5%

2013-2014: 90.7%

ii) COURSE SUCCESS RATE

ENGL 976

2016-2017: 64%

2015-2016: 62.7%

2014-2015: 67.5%

2013-2014: 59.9%

ENGL 010

2016-2017: 71.3%

2015-2016: 66.6%

2014-2015: 72.7%

2013-2014: 74.9%

ENGL 101 (including Honors)

2016-2017: 66.8%

2015-2016: 67.3%

2014-2015: 67.3%

2013-2014: 67.7%

ENGL 102 (including Honors)

2016-2017: 72.6%

2015-2016: 67.9%

2014-2015: 72.9%

2013-2014: 78.1%

Course success rates for English major courses and elective courses

(ENGL 152, ENGL 155, ENGL 160, ENGL 163, ENGL 170, ENGL 175, ENGL 226, ENGL 232, ENGL 250, ENGL 260, ENGL 261, ENGL 270, ENGL 271, and ENGL 275)

2016-2017: 84.8%

2015-2016: 82.3%

2014-2015: 79.0%

2013-2014: 82.4%

The success rates above are significantly lower in the composition courses compared to literature and elective courses. This makes sense, considering that the literature and elective courses are a bit less writing intensive, and they are more likely to be filled with English majors.

It is reasonable for the target for ENGL 976 success rates to be set at 67%. The success rate target for ENGL 010 should be reasonably set at 72% as we move gradually to the rates achieved in recent years. The target for ENGL 101 success rates is 70%. The target for ENGL 102 success rates is 74%.

### iii) FT/PT FACULTY RATIO

With the most course offerings and serving the most students, the English department is the largest department on campus. **Our ratio of full-time faculty to part-time faculty, however, is among the lowest.**

2016-2017: (CHC overall FT/PT ratio:36%)

2015-2016: 21% (CHC overall FT/PT ratio: 36%)

2014-2015: 22% (CHC overall FT/PT ratio: 39%)

2013-2014: 26% (CHC overall FT/PT ratio: 43%)

2012-2013: 35% (CHC overall FT/PT ratio: 49%)

**This is DISTRESSING AND UNACCEPTABLE.**

Not only has the ratio declined for the department and the campus over the last four years, but the **English department ratio is far below the overall campus ratio. Even the math department, which is the second largest department on campus, has a FT/PT ratio over 30%.**

**For the past DECADE, DATA FROM EVERY SINGLE ANNUAL PLAN AND PROGRAM REVIEW HAVE INDICATED THAT THE ENGLISH DEPARTMENT IS IN DIRE NEED OF MORE FULL-TIME FACULTY. HOWEVER, THE INSTITUTION AS BEEN MOVING IN THE OPPOSITE DIRECTION.**

This is both untenable and inexcusable. Either the administration provides some reasonable explanation as to why the largest department on campus continuously maintains the lowest FT/PT faculty ratio, or the administration **must provide the English and Reading Department enough full-time faculty to allow it to effectively serve its students and the college.**

### iv) WSCH/FTEF RATIO

2016-2017: 354 (CHC WSCH/FTEF ratio: 429)

2015-2016: 362.56 (CHC WSCH/FTEF ratio: 440.14)

2013-2014: 352.89 (CHC WSCH/FTEF ratio: 463.43)

2012-2013: 358.85 (CHC WSCH/FTEF ratio: 476.03)

Even though the norm for community colleges is a 525 WESCH/FTEF ratio, our numbers are reasonable because the bulk of our students are enrolled in composition courses that are capped at 25 students each (as opposed to the 35 students per course that the 525 ratio is based upon).

### v) FILL RATE

The English department continues to **have fill rates that far exceed the campus target of 80%.** (This is a result of the fact that "everyone has to go through our department.")

2016-2017:89.7% (CHC fill rate: 70%)

2015-2016: 92.42% (CHC fill rate: 78%)

2013-2014: 90.85% (CHC fill rate: 74.80%)

2012-2013: 90.70% (CHC fill rate: 82.68%)

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

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. 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.  
c. 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?

a. The main quantitative measure we focused was the Institutional Research and Planning Office's information on Throughput Rate and an independent study requested of the Institutional Research and Planning Office by Gwen Diponio on the success rates of students who use the Tutoring Center while enrolled in an English course. A qualitative measure the Department used to gauge our program's effectiveness was a survey of ENGL 976 and READ 980 instructors conducted by Liz Langenfeld on the relevance and helpfulness of the Course Outline as a source of guidance for instructors.

b. Throughput Rate: The focus of the quantitative measures in throughput rate placed more value on expediency/efficiency. The Department also needs to look at cohorts across the entire length of their completion (i.e. a longer period of time). We see throughput as one piece among several that we want to keep in perspective.

Tutoring Center: Students who accessed the Tutoring Center (TC) are statistically significantly and substantially more likely to successfully complete their English courses (80%) than students in the same English section who did not access the TC (66%). ENGL-010 students who accessed the TC are statistically significantly and substantially more likely to successfully complete their ENGL-010 course (86%) than students in the same English section who did not access the TC (67%). A limitation to the comparison between students who access the TC and students in the same section who did not access the TC was that student motivation and prior performance (i.e. GPA) were not controlled for.

English 976 Course Outline: The qualitative survey found more specific information and guidance was needed for instructors.

c. The Department believes throughput rate should be impacted more positively through the implementation of accelerated curriculum. We piloted our first accelerated curriculum in spring 2016, which has proven successful. We are awaiting approval of our new accelerated course, English 999. Also, instructors have been urged to send more of their English and Reading students to the Tutoring Center and to integrate Tutoring Center based assignments into their courses. Future Retreats are planned to bring together ENGL 976 instructors to improve the Course Outline and to develop a shared understanding of what is expected of students.

## 7. Evaluation

### Updating this Question is Optional on the Annual Plan!

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

Regarding the representativeness of the population served and the success of our diverse student population, the Department has become more focused on Equity and in its consideration of curriculum and teaching practices to address our disproportionately impacted student groups. In response, our department has been designing and attempting to implement an ESL Program, a Puente Program, and Accelerated classes. While the administration has shown support for CAP development, some support for an ESL Program, **too few full-time faculty and a sudden loss of administrative support for our Puente Program have significantly hampered our ability to move forward with most of these initiatives.**

The Department has increased its online offerings by over 100 percent and is presently making changes to curriculum to give instructors the option to teach online courses as hybrids. In addition, we have added one form of accelerated classes, wherein students will take ENGL 010 in 9 weeks, followed by ENGL 101 in the second 9 weeks. **In accordance with AB 705, we have also written new curriculum (English 999), which will replace English 976 and offer ALL students the opportunity to complete their college writing requirements in a single year.**

Additionally, we are offering more short term, 9 week courses.

The Department's internal partnerships in the area of Student Success and Support is very strong. Faculty are continually collaborating with staff in Tutoring, Counseling, EOPS, and DSPS.

**However, and once again, limited faculty resources have hindered our ability to actively pursue new partnerships. We simply do not have the faculty to extend beyond the normal, basic functioning of our department, even though** we would like to develop more external partnerships.

The Department is committed to best practices in teaching and learning, including best practices in the use of technology. The majority of instructional methods used in our face-to-face classrooms are learner centered and collaborative, a fact evident in virtually all of our peer evaluations of faculty. Our commitment to best practices with the use of technology can be seen in nearly 20 percent of our department's faculty having enrolled in the Introduction to Teaching Online Course offered by @One in fall 2015. Most recently, in January 2016, the Division Dean and Department Chair teamed with 5 other faculty and staff from CHC to attend the Institute for Innovation and Instructional Design sponsored by the Academic Senate for California Community Colleges.

Efficiency in operations and in resource use might be achieved if the Department were to use Multiple Measures for Assessing, including and especially using high school G.P.A. to place students. We are currently developing new assessment criteria with our assessment center.

**We are understaffed with our full-time faculty, and we have lost three excellent part-time faculty in AY 2017/18, who have accepted more lucrative, stable positions at other colleges.** Our department faculty have historically been among the most actively involved participants in shared governance on this campus. **However, because we are under-staffed, we have been unable to engage as robustly as we would like in shared governance.** Two of our full-time faculty are presently on the Academic Senate. One of our faculty serves on the Honors Steering Committee. **But our voice has been greatly reduced on the Basic Skills Committee, whose decisions and funding greatly impact our department. Two of us have also had to step back from attending the Non-Credit Committee, which may have produced additional FTES for the college. Nor do any of us serve on the Professional Development Committee, which is a reduction of 4 since our last annual report.**

**Clearly the dismal number of full-time faculty (currently in the largest department serving the largest number of students) negatively impacts the role, reach, and effectiveness of our department.**

Our department is committed to quality professional development and training, including leadership training. Members of our department have participated on teams that have attended the RP Group's Leading from the Middle Academy as well as the California Community College Success Network's (3CSN) Basic Skills Initiative Leadership Institute. Members of our department have also been participating in on-going professional development focused on the Reading Apprenticeship framework. A recent team from our department attended a national Honors conference and another team attended a national conference on staff, program, and organizational development.

Compliance with applicable mandates--NA.

## **8. Vision**

**Updating this Question is Optional on the Annual Plan!**

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 be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance and align with the vision of the college?**

First and foremost, **the Department is in desperate need of a full complement of full-time faculty (9-12) to innovate and support the implementation of new initiatives and programs.**

While we have begun several programs and initiatives with our current resources, fully implementing and sustaining them will require broader support. Once we substantially increase our faculty resources, we would like to see our current nascent programs and initiatives fully realized. The Department would also greatly benefit from administrative assistance, better part-time faculty support and renumeration, and a part-time faculty lead.

ESL:

Our long-term intention of implementing a CHC ESL Program is beginning to take shape. Academic Senate has approved Gary William's viability report, and Liz Langenfeld researched a plausible CHC program. English and Reading discussions are underway as to whether to approve moving ahead with beginning a program because budget monies are not available for CHC to implement and run a full ESL Program. Courses would need to be offered by part-time instructors and a Program would need to get in line with other disciplines waiting for their own program approvals. As previously stated, the Department needs a full-time instructor to best realize this vision.

Accelerated Classes:

Our English 010/101 accelerated course, piloted by Ryan Bartlett, has proven successful and continues to be taught twice a semester. Additionally, in accordance with AB 705, we have restructured our composition course offerings: instead of the traditional three-tiered basic writing model (Engl 976/980, 010, 101), we've developed an accelerated developmental model based on the California Acceleration Project suggestions and WPA standards. The new course, English 999, is a 5 unit college-level course with an extra unit of support along with a reading co-requisite that offers students the opportunity (upon successful completion) to move directly into English 101. This course is currently being evaluated by the Curriculum Committee, and we are

hoping to implement in Spring 2019. We are also working with the Assessment Center and Keith Wurtz to develop multiple measures assessment for student placement.

Reading:

While the number of reading courses has declined, our one reading class may hold even greater import than in the past, given our new accelerated curriculum. Reading 980 will become a co-requisite to English 999. As such, we will need to revisit the course to better align it with our newly-designed composition course.

Puente Program:

Last year (AY 2016-17), in her first year as full-time faculty, Susana De La Pena devoted valuable time to writing a viability report for a Puente Program sanctioned by our then instructional Dean. The report showed that Crafton's student body was in need of this program. However, money and administrative buy-in have been non-existent this year. While Professor De La Pena has continued to stay in contact with Puente Programs coordinators at other campuses, we fear the program's future is in jeopardy. We hope we can count on better administrative support to help implement this very important program, and better serve our students.

Part-time Faculty Lead:

The majority of English classes at Crafton Hills College are taught by part-time faculty. A Part-time Faculty Lead for English could do the following to better support the 35+ part-time faculty and to help them feel more included in the department: 1) maintain regular contact with all English part-time faculty; 2) provide personalized orientation for new part-time faculty; 3) help part-time faculty locate and utilize campus resources and support; 4) organize and facilitate one-on-one, group, and department-wide meetings to keep part-time faculty informed and involved; 5) help new part-time faculty understand and meet COR standards and department guidelines; and 6) as needed, provide one-on-one or group training/professional development for part-time faculty in course design, integration of online resources, utilization of Canvas, and other educational skills. Better supported faculty leads to more successful students.

## 9. Progress on Prior Goals

Updating this Question is Required on the Annual Plan!

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

- **1 - Goal - Promote Student Success**

Priority Rank:

1

**Objectives:**

- **1.1 - Objective - Objective - Hire more full-time instructors to achieve 75/25 ratio and alleviate current full-timer workload.**

Priority Rank:

2

Original Start Date:

03/01/2018

Original End Date:

12/01/2018

Revised Start Date:

03/01/2018

Revised End Date:

12/01/2018

Responsible Person:  
Ryan Bartlett  
Strategic Direction:  
1. Promote Student Success  
Impact Type:  
Department  
Institutional Learning Outcome:  
-- Pick One --  
Status Code:  
Work is Planned but not yet firmly scheduled

**Progress Description:**

NA

- **1.2 - Objective - Continue to Develop Strategies for Student Retention and Success**

Priority Rank:

1

Original Start Date:

03/01/2018

Original End Date:

12/01/2018

Revised Start Date:

03/01/2018

Revised End Date:

12/01/2018

Responsible Person:

Ryan Bartlett

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Underway

**Progress Description:**

NA

- **1.3 - Objective - Continue plans to strengthen the Composition courses in English and related Reading areas.**

Priority Rank:

3

Original Start Date:

03/01/2018

Original End Date:

12/01/2018

Revised Start Date:

03/01/2018

Revised End Date:  
12/01/2018  
Responsible Person:  
Ryan Bartlett  
Strategic Direction:  
1. Promote Student Success  
Impact Type:  
Department  
Institutional Learning Outcome:  
-- Pick One --  
Status Code:  
Work is Planned but not yet firmly scheduled  
**Progress Description:**  
NA

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

Updating this Question is **Required** on the Annual Plan!

**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 - Objective - Hire more full-time instructors to achieve 75/25 ratio and alleviate current full-timer workload.**

Priority Rank:

2

Start Date:

03/01/2018

End Date:

12/01/2018

Responsible Person:

Ryan Bartlett

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

- **1.2 - Objective - Continue to Develop Strategies for Student Retention and Success**  
 Priority Rank:  
 1  
 Start Date:  
 03/01/2018  
 End Date:  
 12/01/2018  
 Responsible Person:  
 Ryan Bartlett  
 Strategic Direction:  
 1. Promote Student Success  
 Impact Type:  
 Department  
 Institutional Learning Outcome:  
 4. Society and Culture
- **1.3 - Objective - Continue plans to strengthen the Composition courses in English and related Reading areas.**  
 Priority Rank:  
 3  
 Start Date:  
 03/01/2018  
 End Date:  
 12/01/2018  
 Responsible Person:  
 Ryan Bartlett  
 Strategic Direction:  
 1. Promote Student Success  
 Impact Type:  
 Department  
 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.

**There are no supporting documents for this plan.**