

2019-2020 Program Review



CAN Program Review (Instructional) - English (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

Lead Contact Person: *Doniella Maher

Writing Team: *Doniella Maher, Yolanda Valenzuela, Lisa Palmer, Elizabeth Terzakis, Maureen Wiley, Salumeh Eslamieh

Executive Summary

O. Executive Summary: More than any other discipline besides math, students who enter our program have extreme variation in their level of preparation. Our program's strengths are in our attempt to respond to the variety of needs that our students have. The implementation of AB705 has fundamentally transformed this. We still offer several pathway options (including the brand new implementation of Engl 105); evening and daytime courses; online, hybrid and face-to-face courses; electives such as literature, creative writing and film; and learning communities such as Puente, Milestones, and Colts. We have also attempted to integrate student support services into all levels. In the past, this included a particular focus on wraparound services at the pre-transfer level. We have started to shift these services to our 105 course, but we anticipate that we need to determine how we can also integrate them into our English 100 and 110 courses. We developed new 105 learning center orientations to introduce our students to peer mentorship programs and financial support services. We have also begun to implement embedded tutors into some of our 105 courses to support student success. In addition to these in-class supports, we have also started to develop our Writing Center. We have also tried to develop our teaching in the department by discussing 110 standards, facilitating an English 105 Community of Practice which meets monthly, and four of our faculty at currently involved in the FLP.

Our faculty are also very involved with the campus at large. One faculty member has played a leading role in Guided Pathways, another is the Humanities and Social Sciences Representative for the Planning and Budget Council, and another is the division representative for Academic Senate. Two of our faculty are elected union leaders, several are involved in Honors and another is a student club advisor. Faculty members are also leading important work in equity programs through their involvement in ACES and learning communities such as Colts, Milestones and Puente.

The breadth of our activities provide opportunities, but also challenges for our department. Changes to placement because of AB705 have fundamentally changed our pathways, and many newly placed students need additional support from faculty and tutors. The rapid changes to our pathways over the last few years have made it difficult to assess student success. We again find ourselves in this position as we work on this year's program review. The data we are assessing is no longer an accurate representation of our course offerings and so it is difficult to come to conclusions about the state of the department.

Our action plans are work with the PRIE office to to assess student success, retention, and completion post AB705. We also plan to continue to develop our Writing Center and faculty-led tutor training program, develop opportunities to provide faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world, and cultivate opportunities for faculty to share best practices. We plan to work with Guided Pathways on schedule optimization to ensure that students can efficiently complete course work towards an AA degree in English, and reinvigorate our literature courses and develop our literature program by working with our sister colleges to offer a rotation of courses on all three campuses. We would also like a designated English lab with computers.

In addition, the English Department has been working closely with the Learning Center's leadership to discuss how funding for tutorial services, like those given at the Writing Center, can be secured. Both the Learning Center and the English Department are requesting that the funding for tutorial services be institutionalized to create more stability for the tutorial services given at the Writing Center and in other areas. At the moment, most of the tutorial services are funded by temporary grants, many of which will end within the next 1-2 years. More specifically, the Learning Center's leadership and the English Department faculty have also determined how to better staff the Writing Center in fall 2020 with institutionalized funding. The English Department

and the Learning Center's leadership believe that the Writing Center should be staffed the following way beginning in fall 2020 to better meet the needs of our student population: hire more graduate-level tutors, faculty tutors, and peer tutors to cover 90 hours of tutoring services each week for day-time and evening students and hire a new permanent part-time evening Writing Center Coordinator.

Program Context

1. Mission: We facilitate learning and development of reading, writing, and thinking critically, fostering their success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens. Our courses include basic skills, transfer, and lifelong learning levels.

2. Articulation: The main impact that the high schools have had on our program over the last few years are the changes to placement because of first Multiple Measures and now AB705. Previously, students were placed using an assessment tool, then multiple measures. Now, all students are eligible for transfer level courses. These changes will have a significant impact on our program but the results are not yet known. We have developed the English 105 course to provide an option for students who self select additional support. Our goal is to ensure that these courses have significant institutional support and wraparound services.

To meet these needs we are continuing to develop our faculty-led tutor training and to more fully incorporate writing tutors into the Writing Center and into our department. We have also (partially) begun to implement embedded tutors into our English 105 and 100 courses. We are also trying to develop the use of peer mentorship in the program. While we have begun to make changes, we have a long way to go in developing a full embedded tutoring program, faculty-led tutor training, and a faculty-led writing center.

We also plan to work with the other colleges in the district to assess and develop ideas to better meet the changing needs of our students now that the placement procedures have changed. We began this process by holding a cross-campus retreat in October 2019 to coordinate, assess and develop best practices.

3. Community & Labor Needs: The incredible growth in San Mateo county has raised a number of difficulties for our students. A higher proportion of our students are now housing and/or food insecure as the Bay Area has grown much more expensive and many students are working more to pay their bills. Programs like CWA are designed to accommodate students' busy work schedules. Many students have also been dislocated and commute from outside of the area. We are trying to reach these students by continuing to offer online and hybrid courses and increasing our CWA collaboration which has, at its core, English transfer courses.

On one hand, we have seen our overall enrollment decrease (by about 11%), but we have seen certain programs increase, for example, enrollment in College for Working Adults. At the core of the CWA program are transfer level English courses.

In addition, the influence of Silicon Valley puts an emphasis on and provides support and grants for STEM programs, while humanities courses are negatively impacted. This has made it difficult to continue to offer our English AA degree which requires literature courses. Over the last several years, our literature courses have regularly been cancelled. English majors have been forced to take courses at CSM or Skyline to complete their AA's. We continue to strategize about how to reinvigorate our literature program so that our AA is viable and students have the opportunity to study English.

Looking Back

4. Curricular Changes: Overall our enrollment has decreased in both our face-to-face courses and our online courses.

Pre-Transfer

We have decreased the number of pre-transfer level courses. We have gone from offering 2 sections of English 826 in Fall 2014 to offering none since Fall 2017. Our 827 sections have decreased from 3 sections in Fall 2014 to 1 in Spring 2019. Our 847 section offerings increased from 2 to 6. We believe that the implementation of different iterations of multiple measures decreased the number of students seeking 827 and increased enrollments in 847.

Transfer

The number of students in our CWA student cohort has more than doubled (from 48 in Spring 2015 to 104 in Spring 2019). Despite overall lowered enrollment at the college, we have actually increased our face-to-face offerings of English 100 from 13 in Fall of 2014 to 19 in Fall of 2018. Our fill rate has remained consistently over 100%. Our online offerings of English 100 have only increased by one section, but the fill rate has increased from 78.8% in Fall of 2014 to 97.4% in Fall of 2018. Our number of sections of English 110 has also remained steady (increasing by one section) despite overall declines in enrollment while maintaining a high fill rate. Our online offerings of 110 increased from 2 in Fall 2014 to 5 in Fall 2018, and our fill rates increased from 76.9% to 93.1%.

We have been trying to increase the number of sections of 165 that we offer, from just one section in Fall 2014 to two in Spring

2019.

We are struggling to offer literature courses necessary for both the Latin American Studies Certificate and AA Degree and the English AA Degree. Our film course offerings have remained steady and we have been able to offer the occasional linguistics course. Between Fall 2014 and Spring 2017, we were able to offer one or two literature courses per semester, but since Fall 2017 we have not offered any. No students have been able to complete their AA at Cañada in at least the last 2 years.

5A. Progress Report - IPC Feedback: In the Progress Report from Prior Action Plans, it was recommended that we provide "further description of the summary of progress". We have attempted to provide more explanations and examples in 5B.

In the Impact of Resource Allocations, it was recommended that we provide further description of new resources' impact on program and further description of impact on students. We have attempted to respond to this in 6A.

5B. Progress Report - Prior Action Plans: Our action plan for 2017-2018 was to evaluate the new placement procedures (both as a campus and a district), continue to implement faculty-led tutor training, invest in and build our Writing Center, and reinvigorate our literature courses and ensure that students can actually pursue an English AA and Latin American Studies AA at Canada. These plans require significant coordination and we will continue to try to acquire 3 units of release time for department coordination.

Evaluating new placement procedures: Since the creation of the action plan, AB705 was introduced, signed and implemented. Because of some specifics to our college, over the course of the last 5 years we have gone from placement metrics determined by our Multiple Measures Pilot Project, new metrics determined when the Multiple Measures District-wide implementation occurred and then NEW metrics this fall with the full implementation of AB705. This means that we have not had TWO cohorts that had the same placement metrics to assess together. We attempted to pull what we could out of our success data below, but we are unable to assess our CURRENT program as our Program Review Data does not reflect our CURRENT program.

Faculty-Led Tutor Training: We continued to have regular trainings for tutors at least once a semester over the 2017-2019 Program Review Cycle. With the release time to develop a Writing Center and a part time instructional aide, we have much more regular contact with the tutors and we have implemented Accudemia to track student use of the Writing Center. We hope that Accudemia will help us to continue to develop our tutor training.

Literature Courses and English AA: Unfortunately, the introduction and implementation of AB705 took up all of our coordinating time and willpower. We were unable to make any progress in the development of our program. We have included this in a our new action plan and hope to use Guided Pathways to help revitalize our AA and literature courses.

6A. Impact of Resource Applications: In Fall 2015, we implemented Puente, which has had a significant impact in terms of student success. However, state-wide changes in curriculum are challenging the whole model by eliminating developmental courses; it is difficult to find students to fill Puente courses at the developmental level.

While we were able to get good data for the first year of Puente, we were not able to get research data about Puente for its second and third year; most of this was due to the changing leadership and staff at the research department. We also knew that we had to accelerate Puente last year, so we did not continue our request for research data for its fourth year (last year).

There is a separate Program Review for Puente which does have some assessment, although we were not able to get any compiled data this semester.

To develop our Writing Center, we have been able to hire a part time instructional aide, one faculty member has release time to focus on the Writing Center, and our English Department Coordination release time was returned to 3 units. This has been incredibly helpful. Faculty members are continuing to hold their office hours in the Writing Center and both the English faculty with release time are assisting students during drop-in tutoring. We do not have the data yet that represents these changes, but we are very hopeful. The Writing Center continues to develop and we are instituting tools to assess its use.

Our English 105 courses are currently being taught by full time faculty with training in teaching reading and developmental courses. As we ramp up the 105 sections, we will have to ensure that faculty are trained to support student success.

6B. Impact of Staffing Changes: We are very grateful for our new hire from 2017, who has been vital to developing the Guided Pathways initiative. As mentioned above, our faculty are involved in multiple initiatives across the campus and this, along with aligning courses across the colleges in the district; determining, developing and implementing new placement procedures; attempting to develop faculty-led tutor training; and developing cohort courses (PUENTE, CWA and Milestones) requires significant investment from full time faculty.

There is still a gap between the work that we want and need to do and the person power that we have to do it. While 8 faculty

members is better than 7, we still have the FTEF for a much higher number of faculty (10-11) with extremely high fill rates (89.3 percent in fall 2018) in our courses. Concretely, coordinating with the other colleges in the District, as well as the work that we have been doing in the wake of AB705 to develop 1) the writing center; 2) curriculum for English 105; 3) wrap-around services to support students impacted by the new placement system has placed a significant burden on the full time faculty who are trying to coordinate all aspects of the department and launch innovative projects to serve our students simultaneously.

Current State of the Program

7. Enrollment Trends: Overall our enrollment has decreased in both our face-to-face courses and our online courses.

Pre-Transfer

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We have been trying to increase the number of sections of 165 that we offered from just one section in Fall 2014 and we offered 2 in Spring 2019.

We are struggling to offer literature courses necessary for both the Latin American Studies Certificate and AA Degree and the English AA Degree. Our film course offerings have remained steady and we have been able to offer the occasional linguistics course. Between Fall 2014 and Spring 2017, we were able to offer one or two literature courses per semester, but since Fall 2017 we have not offered any. No students have been able to complete their AA at Cañada in at least the last 2 years.

8-A. Access & Completion: Over the last 5 years, there have been MANY changes that have impacted our pathway. With the Multiple Measures pilot project, we increased the number of sections of 847 that we have offered. Now with the full implementation of AB705, those section offerings have started to decrease (although that data won't show up until the next Program Review cycle. One notable consequence of the implementation of Multiple Measures is that student success rates at the 847 level went from 74.7% in Spring 2015 to 51.7% in 2019. If the implementation of multiple measures resulted in this decrease at our 847 level, we anticipate a lowered success rate with the full implementation of AB705. If we were up the creek without a paddle before, we anticipate that we won't even be able to find the creek now.

We have diminished the access gap for female students from -5 percent to -4.5 percent--reducing the number of additional female students we need to attract to 49. It is also the case that we instituted programs to recruit and increase the retention and success of male students (Milestones), which we feel might account for the imbalance. Finally, we are not sure if these numbers are affected by the ratio of male to female students placed into the pathway. We will continue to monitor how AB705 affects this ratio.

Success rates overall

Success rates for Black students have increased substantially from 50.8 percent in 2014-15 to 61.9 percent in 2018-19. Although there is still room for improvement, we feel that this is a step in the right direction. We are interested in investigating this improvement to see if there is anything we can learn about making our classes more accessible and equitable. This success may be due to the fact that we had a targeted program for supporting Black students (Milestones) that no longer exists; we will continue monitoring the success of our Black students to see how they are impacted by this reduction of support.

Success rates for other groups are relatively stable with the exception of Latinx, multiracial, and white students, who seem to be experiencing a long, slow decline. We need to explore the reasons for this trend among multiracial and white students, but the decline for Latinx students seems counterintuitive given that we are an HSI and the fact that we have instituted the Puente program.

Success rates in English 100

Course success in English 100 for our Asian (from 78.9 percent in 2014-15 to 84.9 percent in 2018-2019) and "unknown" (from 72 percent in 2014-15 to 77 percent in 2018-2019) students has increased. We are working on a plan to identify and better serve our unknown students. Alternatively, we could encourage our other students to become unknown.

Success rates in English 100 for Black and multiracial students have remained relatively stable, but for white and Filipino success rates have declined slightly, and for Latinx students more significantly from 65.3 percent in 2014-15 to 57.7 percent in 2018-19.

Retention

Asian student retention has been increasing overall, from 87.7 percent in 2014-15 to 93.5 percent in 2018-19.

All other groups stayed relatively the same, except Pacific Islander (from 82.6 in 2014-15 to 64.3 in 2018-19) and Filipino, whose retention declined by approximately 8 percent (85.7 to 77.8). That said, these student populations are very small, and this movement may have been produced by only 1-3 students.

How can the college help us to close up these gaps?

As we have argued for many years, we need to have a real writing center in order to support our students. Recently, progress has been made in that one of our faculty has been given reassigned time to develop such a writing center, an instructional aide has been hired to administer such a writing center, and, recently, three graduate students have been hired to tutor in the soon-to-be writing center.

Continued and increased investment in the writing center will be necessary to increase student success and retention.

8-B. Completion - Success Online: We are struck that there is no question asking us to specifically assess success rates for face-to-face (FTF) classes. We feel that this information is significant to assessing our program and will therefore be using this space to discuss both FTF and online classes.

Success rates in English 100 in all modalities

Our success rates for our face-to-face English 100 courses went from 73.9 percent in fall of 2014 to 67.5 percent in fall of 2018, a decrease of approximately 5 percent that appears to reflect the roll out of Multiple Measures.

Comparatively, our success rates in online English 100 classes increased from 43.9 to 51.3 percent from fall 2014 to 2018, an increase of close to 8 percent that might be the result of our becoming better online instructors, students becoming more adept at taking online classes, and the district adapting a more user friendly online interface.

Our success rate for English 100 hybrid classes stayed relatively stable, from 64 to 61 percent. This group is almost exclusively made up of the CWA program, which represents approximately 30 students.

From personal experience in teaching and research through the Faculty Learning Program, we feel that the hybrid model is one that we should explore and expand.

9A. SLO Assessment - Compliance: Each course has at least 3 SLOs and In compliance with our new assessment cycle, one is assessed for one section of courses that are distributed across a 3-year cycle. Assessed SLOs are then entered into TracDat, both numerical data and commentary.

9B. SLO Assessment - Impact: Discussions of SLOs occur in department meetings and have recently resulted in an effort to collaborate with faculty in the ESL department. We had a joint English and ESL meeting in Spring of 2019 to norm essays at the 847/ESL 400 level to ensure that there were similar expectations to prepare students for transfer-level work. SLO assessment has also led to an examination of English 100 and the development of English 105 as we have noticed that students are entering the course less prepared than in past years and are, therefore, in need of additional scaffolding to prepare for reading texts, writing essays, and doing research. We should expect that these discussions will continue with the full AB705 implementation.

10. PLO Assessment: Our program Learning Outcomes assessment plan included assessing our SLO data for the three-year assessment process and also including norming to assess consistency across the department. This process will be built on the work that we are doing to better align the Pre-transfer and ESL gateway courses to the transfer-level ones.

We used a norming activity to assess 11 English 110 essays submitted by multiple faculty members. The PLO was that: Students demonstrate the ability to compose an MLA-formatted essay with a sophisticated thesis statement, compelling analysis, and justified textual inferences.

Through assessment of 11 randomly selected essays, all but one demonstrated successful evidence of this PLO. The passing

essays were distributed fairly evenly across the A/B/C spectrum according to the assessment of 8 faculty members. While it was recognized that there was variation in specific grades, there was general agreement over passing and non-passing essays.

In addition, one of the components of the action plan from our previous Program Review was to work with the rest of the district in aligning expectations as we assess our new placement procedures. At our cross-campus retreat in October 2019, we discussed assessing our CORs across the district in light of AB705.

Looking Ahead

11. Program Planning: The most important planning that we want to focus on are as follow:

1. Assessing student success, retention, and completion post AB705
2. Continue to develop our Writing Center and faculty-led tutor training program, including training embedded tutors, increasing the instructional aide position to full time, institutionalizing funding for the tutoring center, and developing the tutor schedule so that ALL students can access tutoring.
3. Reinvigorate our literature courses and develop our literature program by working with our sister colleges to offer a rotation of courses on all three campuses
4. Work with Guided Pathways on schedule optimization to ensure that students can efficiently complete course work towards an AA degree in English
5. Provide faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world
6. Cultivate opportunities for faculty to share best practices.
7. Creation of a designated English lab with computers.

Program Review Narrative Status: In Progress

Objective: Assessing student success, retention, and completion post AB705

After this semester we should be able to start compiling student success, retention and completion rates based on full AB705 implementation. Not only do we want to compare semester cohorts, but we also want to be able to look at English sequence data so we can see how students fare in English 110.

Objective Status: 1 - New (PR)

Objective Year: 2018-2019, 2019-2020, 2020-2021

Estimated Start Date: 01/09/2020

Estimated Completion Date: 08/30/2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

Work with PRIE office to collect and analyze data. (Active)

Who's Responsible for Completing this Action Plan?: English department and PRIE office

Estimated Completion Date: 2021

Objective: Continue to develop our Writing Center and faculty-led tutor training program

Develop our Writing Center into a fully staffed center with faculty discipline-trained student tutors, graduate level discipline tutors, faculty tutors and a full time instructional aide. This will also require continued reassigned time for a faculty member (3 units) and faculty lab units for tutoring.

Objective Status: 2 - Continuing (PR)

Objective Year: 2018-2019, 2019-2020, 2020-2021

Estimated Start Date: 01/15/2019

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Estimated Completion Date: 05/30/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Continue to work with the VPI, Learning Center, and Tutor Coordinator to develop the Writing Center. (Active)

Who's Responsible for Completing this Action Plan?: English Department and Learning Center. Office of the VPI for funding.

Estimated Completion Date: Fall 2020

Objective: Reinvigorate our literature courses and develop our literature program by working with our sister colleges to offer a rotation of courses on all three campuses

Work with our sister colleges and the Guided Pathways optimization to reinvigorate our literature program to ensure that students can successfully achieve an AA in English.

Objective Status: 2 - Continuing (PR)

Objective Year: 2018-2019, 2019-2020

Estimated Start Date: 01/09/2020

Estimated Completion Date: 05/30/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Coordinate with sister colleges and Guided Pathways schedule optimization to reinvigorate literature courses and ensure that students can complete an English AA at Cañada. (Active)

Who's Responsible for Completing this Action Plan?: English department

Estimated Completion Date: 2021

Objective: Work with Guided Pathways on schedule optimization

Work with Guided Pathways to ensure that students can efficiently complete coursework for an AA in English and/or certificates in Latin American Studies.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Estimated Start Date: 08/10/2020

Estimated Completion Date: 05/30/2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

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Action Plans

2020-2021 - Coordinate with sister colleges and Guided Pathways schedule optimization to reinvigorate literature courses and ensure that students can complete an English AA at Cañada. (Active)

Who's Responsible for Completing this Action Plan?: English Department

Estimated Completion Date: 2021

Objective: Providing faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world

Providing faculty with instructional support, reassigned coordination time, and compensated professional development programs to help them adjust to the changing classrooms of a post-AB705 world

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021

Estimated Start Date: 08/09/2019

Estimated Completion Date: 08/30/2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Work with VPI, FLP program, and English departments across the district to develop Professional Development plan and funding from VPI offices. (Active)

Who's Responsible for Completing this Action Plan?: CSM, Skyline, Cañada English departments and VPI offices

Estimated Completion Date: 2021

Objective: Cultivate opportunities for faculty to share best practices.

Institutionalize pedagogical support for instructors facing new challenges in the post-AB705 classroom. Ensure that ALL faculty have access to Professional Development Opportunities

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021

Estimated Start Date: 08/09/2019

Estimated Completion Date: 08/30/2021

Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Work with VPI, FLP program, and English departments across the district to develop Professional Development plan and funding from VPI offices. (Active)

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Who's Responsible for Completing this Action Plan?: English department and VPI office.
Estimated Completion Date: 2021

Objective: Creation of an English Computer Lab

Our faculty need a designated room that we can reserve for our classes. With the increased number of students enrolled in 105 courses and 100 courses, we need spaces that we can facilitate research, access CANVAS together and work on writing assignments.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 11/01/2019

Estimated Completion Date: 05/30/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - We will have to coordinate with the dean and the VPI to see if we can establish funding and work with the larger campus community to see where we could put this lab. (Active)

Who's Responsible for Completing this Action Plan?: English department and the Office of the VPI.
Estimated Completion Date: Summer 2020

Resource Requests

Room with 30 computers and 2 black and white printers. Here are the cost estimations provided by the district:

- 1. 2 Black and White Printers- \$582.30**
- 2. Cables to tether computers- \$1209.27**
- 3. 30 Computers-\$36,831.33**

Status: New Request - Active

Type of Resource: Equipment (Items Over \$5000)

Cost: 38622.9

One-Time or Recurring Cost?: One-Time Cost

Division/Department Priority: High Priority