

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		English
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? https://www.deanza.edu/about-us/mission-and-values.html).	Our goal in the English Department is to help students develop reading, writing, research and critical thinking skills that they may use in other classes at De Anza – as well as at four-year universities, in their careers and throughout their lives. We participate in every cohort program centering on equity and social justice–FYE, Umoja, Impact AAPI, Puente, REACH, LEAD and LinC. Our program mission connects to De Anza’s Core Competencies: Communication and Expression, Information Literacy, Civic Capacity for global, cultural, social, and environmental justice and critical thinking through curricula and programmatic design.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	General Education

I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state “none offered”.	None offered
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement” please state “none offered”.	None offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by your department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state “none offered”.	15

I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	15
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	The trend in our number of degrees awarded is about the same for the last four years. We hold regular English Majors events each year, participate in Village Activities, including working with the Honors Committee to help all students with UC transfer essays. We will be working with the math department to offer combined math and English literacy certificates when we are able to develop new courses in eLuman.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.	https://www.calpassplus.org/LaunchBoard/Home.aspx

		Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	n/a
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	n/a

I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	n/a
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	n/a
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	44.0
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	None

I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	For 2020-21 English = 38.6% Literature = 72% Our full-time load is still substantially short of the CCC goal of 75% FT to 25% PT in English Writing.
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	None
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	n/a The English department collaborates with the EPS counselors to support students who place into English 1A bundle and EWRT 1AS & T). The English department also works with the Writing and Reading Center to offer many options for students to fulfill needs for tutoring and improving reading and writing skills through Instructional Support.
	Enrollment		

II.A	Enrollment Trends	<p>What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?</p>	<p>For the EWRT courses, enrollment generally declined over the past three years. However, given the factors of the pandemic, which began in March 2020, and the surge of fake students in 2020-2021, it is difficult to know whether the decline represents a response to the immediate circumstances of the pandemic, whether it is a result of the elimination of developmental writing courses, or whether it represents the larger trend of declining enrollment that the college has experienced. The numbers of the English department are greater than the College's 5-year average, which suggests that other factors may be affecting EWRT enrollment.</p> <p>The English department plays a prominent role in several student cohort programs to offer writing classes specially designed for those cohorts: REACH, UMOJA, PUENTE, FYE, LinC, Impact AAPI, and LEAD. The department carefully monitors its course offerings, adjusting the schedule to meet student demand. Since nearly every student takes EWRT 1A, possible growth areas are in increasing EWRT 1B enrollments, ELIT courses and EWRT 2 through stand alone and cohort offerings.</p> <p>For the ELIT courses, enrollment has increased slightly, and while the overall 5 year average shows a decline in enrollment, the decline is less than the all-College decline.</p>
------	-------------------	---	---

			<p>The ELIT increase reflects the improvement in offerings to best meet students' needs, in terms of specific courses and scheduling. Also, the Literature Committee has begun to work with student cohort programs on campus.</p>
<p>II.B.</p>	<p>Enrollment Trends for disproportionately impacted student groups</p>	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>In general, for all of the groups listed, the enrollment has remained stable in both the EWRT and ELIT courses. The only difference has been a slight increase in Latinx students for the ELIT courses.</p> <p>In terms of proportionate enrollment, compared to college wide, the enrollments by ethnicity are roughly the same for both the EWRT and ELIT courses. For the EWRT courses, about 3% fewer Asian students enroll, but 5% more Latinx students take EWRT courses.</p> <p>For ELIT courses, about 12% fewer Asian students take ELIT courses, but 6% more Latinx students, and 6% more White students do.</p> <p>These numbers may reflect the department's efforts to work with the student cohort programs, for the increasing Latinx enrollment, such as Puente. The department has been working with various student cohort programs, and plans to expand to include Umoja.</p>

			<p>One other change has been an increase in the female students to male students (from 46:54 to 49:50), which is not fully explained by changes in the “non-binary” and “not reported” categories. However, the current ratio of male to female students is now similar to the college-wide data. Perhaps this has something to do with the changes imposed by AB 705 to now place every student into college-level English courses.</p>
II.C.	Overall Success Rate	<p>What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates? 	<p>Overall, the EWRT success rates have declined slightly, from 2019-2022, by 3%. The non-success rates have stayed roughly the same, and the withdrawal rates increased slightly, by 2%. These figures correspond with the all-college success rates, which increased by about that same amount.</p> <p>We suspect that the greatest influence is the pandemic, as many of our students were either essential workers who had to work to support their families, or contracted Covid-19, or had family who fell ill. The intense nature of composition courses means that when students fall behind, it is generally difficult for them to catch up.</p> <p>The department relies on the EPS counselors for students in the Stretch and Bundle EWRT 1A courses; faculty are beginning to use the Early Alert System.</p> <p>Our PAGE (Preparation, Assistance, Growth and Equity) committee gathers bimonthly to share best practices, student engagement and retention strategies.</p>

			<p>The department has been using the Writing and Reading Center, particularly the tutoring and workshops for all the composition classes. We have a requirement for our Bundle and Stretch EWRT 1A students to use the WRC/Tutoring Center services throughout the quarter. Students report that these experiences were helpful. The department also instituted a Stretch to Success model this year, to encourage students to successfully complete the Stretch sequence.</p> <p>The department continues to offer sections of EWRT 1A, EWRT 2, and ELIT as part of the student cohort programs for the following programs, which increased the success rates for our targeted populations: Impact AAPI, REACH, UMOJA, PUENTE, FYE, and LEAD. The department offers a yearly GE program for students who enroll in EWRT 1A and content-area courses through the LinC program. These initiatives serve to build community and support student needs.</p> <p>The department helped prepare a mental health workshop for faculty at the fall division meeting bringing in student voices and faculty expertise on the importance of integrating mental health and wellness in our classes.</p> <p>All these initiatives serve to support student retention and success in English, Literature and Creative Writing courses.</p>
--	--	--	---

II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>For the Disproportionate Impact (DI), three main ethnic groups show a difference in success rates resulting in a DI. They are: African American, Latinx, and Pacific Islander. A fourth group, Low Income students, also shows a disproportionate impact. But we do not know if there is overlap between the Low Income and the ethnic groups in terms of student populations of those DI groups.</p> <p>The success rates for African American and Latinx students is not significantly different from the college-wide success rates. Students of Pacific Islander background do have a noticeably lower success rate in English courses. This points to the need for highlighting this cultural group through culturally responsive teaching practices and curricula along with directing more Pacific Islander students to the Impact AAPI program. We also see a higher withdrawal rate for African American students; the department will work on early intervention and teaming with campus-wide initiatives, such as the Men of Color Community and the Office of Equity and Engagement.</p> <p>We see improved success rates for Filipinx students.</p> <p>The English department has already implemented cohort programs aimed at those ethnic groups, such as Umoja, Puente, LEAD, and Impact AAPI sections of EWRT 1A and EWRT 2. The students participating in those cohort programs have higher success rates than comparable students in the regular programs.</p>
-------	--	--	--

			Supporting low income students is more challenging to address, since it is not clear what students in that category need: equipment for learning online, financial assistance (separate from financial aid) for expenses beyond being a student. This points to a need for EPS counselors and educational workshops for faculty on how to support low income students through OER (lowering book fees) and College Promise.
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum , loss of personnel, etc.)	<p>AB 705 implementation continues to impact our ability to offer courses to meet the needs of our students. As of Fall 2022, we can no longer offer Stretch EWRT 1AS & T due to impossible-to-reach throughput data comparisons.</p> <p>While the college supports offering a few non-credit courses to meet the needs of students who desire skill practice before enrolling in transfer-level English, we are not able to develop and offer new non-credit courses until Fall 2024 (when eLuman will be fully operational). In the meantime, we are working on the following initiatives in response to losing EWRT 1AS & T:</p> <ol style="list-style-type: none"> 1. the creation of free modules for students to improve their skills in collaboration with the Writing and Reading Center. 2. a pilot learning community program linking one or two sections of EWRT 1A / LART 250 and a counseling course for students with GPAs of 1.9 and below.

			<p>We also need to track non-success (students who dropped/withdrew both before and after census as well as did not receive a passing grade on their transcripts) in transfer level EWRT 1A course options, to ensure that the equity gap in students who aren't succeeding does not increase.</p> <p>The pandemic created renewed interest, resilient change, and new needs: increasing numbers of students benefit psychologically through engagement in creative writing and arts communities. Students have been needing creative arts to deal with stresses of the pandemic. Our programs are good for making connections, even in Zoom, and building communities, and addressing mental health.</p> <p>Our <i>Red Wheelbarrow</i> magazine program was able to adapt to Canvas, Zoom, and web publishing—including creating journals both as downloadable PDFs and as printed books, the latter with ongoing DASG support)</p>
	<p>Equity</p>	<p>In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals._</p>	

III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	<p>Our department plays a prominent role in programs that serve DSPS and first-generation students. In 2021/22 we created the “Stretch to Success” Program for students (with low HS GPS scores) who placed into the two quarter EWRT 1AS and EWRT 1AT sequence. In collaboration with the EPS counselors, we offered two learning communities. Unfortunately, the State of California is using data metrics to prohibit colleges from offering support courses and multi term offerings. We are now pivoting to a Bundle (EWRT 1A + LART 250) program for these same students: Pilot AY 2022/23.</p> <p>The English Department successfully integrates counseling and English writing courses for Athletes in the REACH program.</p> <p>The English Department hopes to work with the Faculty Coordinator of the Women, Gender, Sexuality Center to offer a course for LGBTQ+ students with culturally responsive curricula.</p> <p>Our Literary Magazine has thrived during pandemic and is an important symbol of the resiliency of creativity for students interested in creative writing. The national edition of <i>Red Wheelbarrow</i> maintains national recognition as a top South Bay journal, including in the current (coming May/ June) issue of <i>Poets & Writers</i> magazine.</p> <p>The English Department serves GE students in the LinC program, integrating with other disciplines across campus to inspire deeper learning and content connections. This program supports community building for students even during the Pandemic.</p>
--------	--	---	---

			<p>The English Department will work with VIDA to offer Reading and English courses in their Social Justice Studies major which serves many reentry students.</p>
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	<p>CSA: The English Department continues to provide supplemental learning that the WRC uses in the CSA offerings to support our underrepresented students. We have an excellent collaborative relationship with the WRC facilitators.</p> <p>EPS: We have a strong relationship with the EPS counselors; we continue to build pilot programs to serve our students most in need of support: Stretch to Success (2021/22) and plans for Bundle Up! (2022/23).</p> <p>PAGE: Our PAGE committee members meet regularly to share curricula and best practices, respond to AB 705 and AB 1705 regulations, including communicating with the Chancellor’s Office and the offices of Assessment and Institutional Research at De Anza to continuously serve our students and improve our equity efforts.</p> <p>Portfolio: Faculty participate in a successful portfolio process for Stretch 1A and Bundle 1A courses that helps support students through holistic assessments and faculty engagement.</p>

			<p>Cohort Programs: The English department is involved in every cohort program on campus that serves the needs of our students in the targeted groups. Our faculty dedicate their professions to teaching practices and curricula that are equity-based and thematically connected to social justice.</p> <p>Literary Magazine: Our award-winning student writers continue to win prize money and recognition nationally as well through the annual League for Innovation Literary Competition. We worked with the college in 2021 to include our first ever graduation poet, Sara Robertson, now at Berkeley. She had taken three of our creative writing courses, including <i>Red Wheelbarrow</i>, and mentioned <i>Red Wheelbarrow</i> in her remarks. New recruitment techniques fill the classes. Set a record this quarter for EWRT 68 enrollment (over 30)</p>
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	<p>Yes!</p> <p>Cohort Programs:</p>

			<p>Puente is a model for other cohort programs with embedded counseling and funding. De Anza has recognized the need for counseling and tutors within the cohort programs. Students must be engaged personally to learn and enjoy the support of faculty, counselors, and mentors/tutors within a program. Many of our faculty have dual roles: they work in programs within the Equity and Engagement Division that require extra time and resources and they teach stand-alone courses to make their load. Each year it is a challenge to staff the multiple student equity cohorts that De Anza offers which all include English courses. This work requires full time faculty participation, but we need new English faculty positions because it is unfair to ask part time faculty to participate regularly in teaching these cohort courses since they require coordination, additional meetings, and new curricula. This is going to be vital in AY 2022/23 when we will increase our cohort and learning community offerings to fulfill our goals in the SIP grant.</p> <p>We request 1) an additional hire for staffing purposes 2) a revision of the additional pay guidelines that have not changed for over 15 years.</p> <p>Portfolio: The Portfolio is an excellent holistic assessment of student writing that includes metacognition and reflects student agency. As we increase our EWRT 1A / LART 250 offerings (with the elimination of Stretch 1A due to AB 705) and consider adding EWRT 1A to the process, we will need more funding for coordination, training, norming, and departmental workshops.</p>
--	--	--	---

			<p>EPS Cohort Program:</p> <p>As we pivot once again due to AB 705 / 1705 regulations, the English Department will coordinate with EPS to offer a Bundle / Counseling Learning Community (supported by LinC). We need to make sure the LinC program can continue to support this program as it will be vital for students who no longer can enroll in prerequisite courses or Stretch EWRT 1A (multi-term).</p> <p>Literary Magazine:</p> <p>The <i>Red Wheelbarrow</i> is a source of pride for the students who participate in its production: the editors, the contributing authors, and the local creative writing community. Seeing one's name in print, provides students a tangible memory of their accomplishments. <u>To that end, we ask the administration to purchase 50-100 copies of the journal, to ensure the stability of the program.</u> The magazines purchased can be donated back to students and teachers to use in the classroom, or any number of campus visitors or VIPs who might need a special gift from our campus.</p>
--	--	--	---

			<p>The <i>Red Wheelbarrow</i> strives to include diverse voices and viewpoints of the De Anza student body. <u>To enhance our work, we would like to collaborate with the Office of Equity in celebrating diverse voices on campus in print publication, exposure through our YouTube channel (another adaptation and invention of the exigencies of the pandemic), and through joint editing ventures.</u></p> <p>During the pandemic, we have imagined our division or our college as a whole helping us sponsor an annual book sales event or subscription drive to help stabilize our funding.</p>
III.D.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <p>Professional Development – what areas?</p> <p>Enhanced support for students</p> <p>Departmental Collaborations</p> <p>Best Practices</p> <p>Coaching/Consultation</p>	<p>Faculty in the English department participate in several training opportunities that enhance their efforts in equity through the Office of Equity. Our own faculty coordinate the Women, Gender, Sexuality Center (Chesa Caparas and Roseanne Quinn), so we have rich expertise when it comes to equity planning and progress). Faculty in English hold leadership roles in the Villages which coordinate equity planning and progress for the entire college.</p> <p>Enhanced support for students in our EWRT 1A + LART 250 courses could involve the use of tutors and mentors working directly with faculty to serve the students.</p>

III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	none needed
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	Portfolio Process: Our department has a robust EWRT 1A portfolio process. In 2020, we included the portfolio in EWRT 1AS & T along with EWRT 1A + LART 250. Metacognitive awareness is a key aspect of the portfolio and it is also a resource for faculty training, norming, and collaboration. We included stand-alone English 1A in Fall 2020 - Spring 2021 as a pilot. We assessed the English 1A portfolio process and determined that including the portfolio during the Pandemic was challenging since we were already losing instruction due to moving instruction to Canvas. We voted to suspend EWRT 1A stand alone as part of the Portfolio, but we will bring this back to discussion Spring, 2022.

			<p>Stretch to Success with EPS: English faculty and EPS counselors worked in collaboration together to serve the needs of our most vulnerable students. After working with Institutional Research to survey students who enrolled in EWRT 1AS & T, we created a pilot program to address the needs of students with the lowest HS GPS scores. With the support of the Dean of Language Arts, we offered two sections of 1AS & T and CLP 5 followed by EWRT 2 in Spring 2022. We assessed our students after completing EWRT 1AS to determine their needs for Winter 2022 (EWRT 1AT).</p>
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	<p>EWRT 1A + LART 250 Bundle Up Program (to be assessed Fall 2022)</p> <p>EWRT 1A + LART 250 EWRT 1A stand alone</p>
	Resource Requests		
V.A	Budget Trends	<p>Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students.</p> <p>If you don't work with budget, please ask your Division Dean to give you the information.</p>	no changes.

V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	no impact.
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	Two replacements requested due to Vacancy (retirements and resignation).
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	<p>Our data shows that our FTEF is down significantly. In 2018-19, we had 52 FTEF. By 2019/20, we had 47 FTEF. This year we have 44 FTEF.</p> <p>The decline in enrollment does not assuage the need for full-time faculty to teach in cohort programs and to coordinate the <i>Red Wheelbarrow</i> Magazine.</p> <p>Our assessment of cohort programs: Puente, LinC, Impact AAPI, REACH, FYE, LEAD, Puente, and Umoja along with an increase in offerings (Social Justice) and the upcoming SIP grant show that we need another hire in English.</p> <p>As the current full-time faculty member who serves as coordinator of the <i>Red Wheelbarrow</i> is retiring, we need to hire a full-time faculty member with preferred qualifications related to creative writing experience, editing, and possibly program leadership.</p>

V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	None needed.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	n/a
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	none
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	None
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	As we continue to serve our students using Canvas technology, we have exhausted the available tools on Canvas and Google for engaging with students. Faculty who use Padlet report that the application is excellent for brainstorming, processes, exploring, and idea generation in preparation for discussions and writing assignments. Cost is: \$8.00 monthly for individual teachers. Group plans start at \$1,000 for a fixed amount.

V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	None
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	n/a
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	<p>We plan to assess the outcomes by surveying students in the pilot bundle (EWRT 1A + LART 250 + counseling course, the stand-alone bundle (EWRT 1A + LART 250) and stand-alone EWRT 1A for comparison. We are interested in withdrawal rates and how the integration of counseling can lower this trend. Since the inception of AB 705, we are concerned that we are losing students who are not able to take support courses due to AB 705. Last year, we conducted quantitative and qualitative research on our students with the lowest high school GPA, and we will continue these efforts in order to bolster support for their educational goals.</p> <p>We will conduct qualitative surveys on the use of Padlet in the classroom.</p>
	Submitted by:	APRU writer's name	Kristin Skager
	Last Updated:	Give date of latest update	5/24/22

