Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO INTO TRACDAT!!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)
Section II: Overall student enrollment and success
Section III: Equity
Section IV: Assessment Cycle
Section V: Resource requests

In TracDat. Limit narrative to 100 words.

	Information Requested	Explanation of Information Requested. **? TracDat Help button will reveal the same cues (sorry no hyperlinks in TracDat)**
	Program Description	
	Department Name:	English
	Program Mission Statement:	- The English department at De Anza College offers students the opportunity to study language, literature, creative writing, and composition while deepening critical thinking, research, communication skills, and aesthetic awareness. In connection with campus-wide programs such as LinC, Puente, First Year Experience, Umoja, and REACH, the English department continues to assess, improve and devise new strategies to assist all students, but particularly underrepresented and academically at risk groups, in developing the written communication and analytical skills needed to achieve their academic, professional and personal goals. - Program Learning Outcomes include the following: Students demonstrate critical thinking, reading, research, and writing skills in order to effectively analyze texts from myriad disciplines and cultural perspectives. - Our Program Learning Outcomes relate to our college Institutional Core Competencies in that success in achieving program outcomes leads to development of students' writing, reading, and critical thinking skills, which in turn help them achieve our Institutional Core Competencies.

I.A.1	**What is the Primary Focus of Your Program?**	Transfer
I.A.2	**Choose a Secondary Focus of Your Program.**	AA Degree; ADT Degree; AB705 compliant courses; preparing students to succeed in the writing and reading demands of work and college.
I.B.1	**# Certificates of Achievement Awarded**	none offered
I.B.2	**# Certificates of Achievement-Advanced Awarded:**	none offered
I.B.3	**# ADTs (Associates Degrees for Transfer) Awarded**	19
I.B.4	**# AA and/or AS Degrees Awarded:**	16
I.B.5.	**Trends in # Degrees Awarded**	During the 18-19 academic year English awarded 11 #ADTs and 13 AAs, for a total of 24 degrees. The 19-20 academic year yielded 35 degrees, with each degree increasing, but with the largest increase in the ADT. This increase is largely due to the work of the department to recruit, retain, and support students in the English major.
I.B.6.	**Strategies to Increase Awards**	Our department does both outreach and in-reach. Once each quarter, we hold seminars and workshops for our existing majors, and we have begun outreach to the larger campus, first by turning the Welcome Day event into an active outreach event. We offer a series of mini-lectures; information tables about composition, literature, and creative writing; spontaneous faculty/student engagement; and provide on the spot enrollment support. Last year, we provided multiple information sessions on graduation, transfer, and careers. This year, we have expanded to include a literary conference.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and Strong Workforce Program (SWP) Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports: https://www.calpassplus.org/LaunchBoard/Home.aspx • 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
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 APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
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.
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.
<mark>I.E.1</mark>	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.18-19/index.html . There are 47 FTEF assigned to our department.
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes. 0

<mark>I.E.3</mark>	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). EWRT Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool . EWRT 37.7% and ELIT 87.6% (37 sections (counting honors combined with regular class) equals 42% of classes (181 of 431 sections) were taught by full-time faculty, which is still substantially short of the CCC goal of 75% FT to 25% PT faculty
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.
<mark>I.E.5</mark>	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. The elimination of **basic skills courses as a resource for students** demanded a restructuring of EWRT 1A courses Adding Christian Rodriguez, a third embedded counselor, enhanced the Language Arts embedded counseling services; students in EWRT 1AS and EWRT 1AT, and the EWRT 1A with LART skills class have more counseling support. 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.) EWRT 1A courses restructuring created two new methods of completing EWRT 1A: The EWRT 1A/LART 250 bundled course that provides underprepared students with basic skills support, and EWRT 1AS and 1AT, which extends the one-quarter class to two quarters, slowing the learning demands and allowing underprepared students extra time to complete the course.

		The English department, in particular Julie Sartwell, worked extensively with the very accommodating Writing and Reading Resource Center to build basic skills writing and reading workshops and activities aimed at supporting underprepared students enrolling in EWRT 1A. This CSA program was rolled out in fall 2019 The PAGE committee was formed and meets monthly to enhance professional development and identify new strategies to support students. In response to the increased demands of AB705, the English Department established a voluntary portfolio system to begin the work to establish and maintain standards that will ensure students are successful in their reading and writing endeavors after De Anza College. In order to improve the effectiveness of the portfolio standard, this end-of-quarter program needs to be expanded to include all EWRT 1A students.
	Enrollment	
<mark>II.A</mark>	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. As is true of the college, the English department has seen an overall decline in enrollment; furthermore, given that English began cutting both EWRT 200 and 211 basic skills courses to meet the requirements of AB705, it is no surprise that we are down 1.9 percent more than the college. Even with the stress of AB705, however, productivity in English (EWRT +ELIT) is up 1.06% while the college is at <3.2%>. This 4.26% higher productivity performance speaks to the strategies that the English department has used during this time of generally declining enrollment to manage student retention and maximize resources. What strategies does your department have in place to increase or maintain current enrollment trends? The English department continues a program of professional development for retention at the classroom level, as well as professional development concerning teaching strategies to maximize student potential post AB705. We will continue to develop support activities and workshops via the WRC, hold quarterly events aimed at both recruitment of and support for English Majors, and aggressively pursue a comprehensive early adoption of the Guided Pathways Project, which will support outreach and maintenance goals.

II.B	Overall Success Rate	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.
		Success rates have declined from 71% three years ago to 69% for 18-19.
		1. What could be factors that influence differences in success rates? The major factor influencing success rates is certainly the AB705 mandate to eliminate basic skills classes. Because we only began implementation last year, it is likely that the declining rate will continue with the near elimination of the basic skills courses and no provision for students seeking remedial courses. 2. What strategies does your department have in place to increase or maintain current success rates? The English department continues a program of professional development concerning teaching strategies to maximize student success rates post AB705. We will continue to develop support activities and workshops via the WRC, hold quarterly events aimed at both recruitment of, and support for, English Majors, and aggressively pursue a comprehensive early adoption of the Guided Pathways Project.
II.C	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.)
		In preparation for (18-19 academic year) and in the total implementation of AB 705 in Fall 2019, Winter 2020, and Spring 2020, English faculty have been profoundly affected; they built and put into place revised and new curriculum for fall of 2019 and winter and spring of 2020, included but not limited to the EWRT1A/LART 250 bundled course, EWRT 1AS and 1AT Stretch, and revisions of Stand Alone EWRT 1As. This has put a significant work load strain on our English faculty and Language Arts embedded counselors. We have now absorbed faculty from the Reading department, as a consequence of AB705 and of our current inability to require underprepared students to take Reading classes. We continue to collaborate with the ESL faculty in a combined effort to maximize student success going forward. We hope this collaboration will establish clear guidelines for EWRT and ESL classes.
		We are still negotiating our response to the full implementation of multiple measures while mindfully inclusive of supporting our placement as a whole, including high school GPA, essay placement, norming standards. We have also created and now use a second, revised Guided Self-Placement instrument. We

		have also established a new challenge process that makes both transparent and fair a system created via collaboration among English, ESL and Assessment personnel. We have extended our Portfolio pilots to include LART 250/EWRT 1A and the EWRT 1AS and 1AT courses. Recently, and in response to AB705, English agreed to support ESL's plan to make ESL 5, UC transferable. To that end, ESL 5 will join our portfolio review. We are hopeful that we can extend the portfolio project to include the standalone EWRT 1A and reestablish minimum standards for all versions of the introductory transfer courses. In Fall 2019, we still attended almost weekly AB705 meetings. In winter, those meetings will, for the most part, change to project groups. I don't imagine it will take less time than it has, especially for the English department Chair (and Interim Chair), the Co-chair and Scheduler, as well as our Portfolio Coordinator and Chairs of our other department committees: EWRT 1A PAGE, Creative Writing, Literature, and Distance Learning. Conforming to the Chancellor's interpretation of AB 705 and managing those resulting unintended consequences, such as having to revise how we schedule, has been very challenging. We have made an unprecedented number of department decisions, such as scheduling, using the same instructor for piloting, revising summer class times, using EWRT 211 as a bridge course in spring, all in the service of student success and equitable applications; the ramifications of implementing AB 705 have been widespread and the benefits remain to be seen, given it is as likely that the academic bar will decline as the preparedness of the student has in each and every class, certainly in English, but likely across campus.
	Equity	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.
III.A.	Program Success	Can you share any events/program changes/successes that you would like to share relative to you equity efforts? In fall of 2019, we added an English Department Equity Coordinator. We have high hopes for developing and monitoring new aspects of effort in the classroom, in outreach, and in support activities. We continue to celebrate successes in our Student Cohort Programs like Puente, Sankofa, FYE, Umoja, REACH, FLOW Hip Hop, CREM, and IMPACT AAPI. We also anticipate supporting the new LEAD 2.0 program and have been in active talks with those faculty from our department. We have effectively integrated EWRT 1A in three versions, and now meet the requirements of AB 705 and Chancellor Oakley, who expanded the demands of the state.

III.B.	Enrollment Trends	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. African Americans are represented at 1% lower in English than across campus; other targeted groups-- Latinx, Filipinx, and Pacific Islander students—are represented in equal or higher proportions, with Latinx students representing the biggest difference in a 6% higher representation in English than across campus. 1. What could be contributing to the differences? The numbers are comparable. 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? The English Dept. will maintain current practices will explore new, equity driven projects practices to encourage and support these student groups. The FLOW Cohort Program works with Office of Outreach's Men of Color Program to recruit and provide support for marginalized men of color on our campus. This program will undoubtedly increase enrollment of targeted groups. Are there other trends that you see when drilling into the data that may be important to explore? None
III.C.	Success, Non-Success and Withdraw Rates	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by College rates on left 83% Non-targeted groups EWRT 84% ELIT 84% 69% Ethnicity: targeted group success rate 18-19 EWRT 69% (down 2% from 17-18) vs non-targeted group success rate 18-19 84% (up 1% from 17-18) ELIT 71% 64% African American EWRT 70% ELIT 57% 74% Filipinx EWRT 75% ELIT 77% 69% Latinx EWRT 67%. ELIT 72% 72% Native American EWRT 51%. ELIT 91%.

70% Pacific Islander EWRT 64%.ELIT 71%

Literature percentages here are based on few students. Their usefulness is questionable because of the small pool. For example, 17-18 African American success rate was 74%, 17% higher than the 18-19 success rate.

gender 80%   F 80%   M 77%
Non-binary success rates of only 67%. Does this reflect queer student populations? Should this be a target population?

All Student Course Completion 79%
special student populations
foster youth 56% <23>
individuals with disabilities 83% +3
Veterans. 74% <5>
low income students 73% <6>

Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):
    1.   What differences do you see in successful course completion rates?
Targeted student groups have lower success rates except for students with disabilities
    2.   What are your thoughts on these differences?
Students from targeted groups have higher withdraw rates, which influences success rates. These withdraw rates might indicate challenges that exist outside of the school environment—home, work, childcare, health. Foster youths have the lowest success rates, clearly from lack of support.

 What strategies might be helpful in closing gaps in successful course completion?
Advertising/developing student support services on and off campus. Connecting students with college services that might support students in dealing with those challenges. For example, we wish to improve our success rates with foster youth and could potentially assign each foster youth a faculty mentor. For one of our department retreats, which will focus on intersectionality and equity, we would like to envision ways to incorporate Foster Youth into our learning community cohorts, such as FYE. This would enable us to better support those students.

Targeting students from within these targeted groups to invite them to join programs.
Using cohort strategies in all classes.

		We have recently added a literature conference, the first of which is to be held in Spring 2020 and hopefully, each year after. This conference is geared to help students learn to write, revise, edit, and present work suitable for sharing at larger conferences. It will undoubtedly bolster confidence and encourage students to refine their thinking, writing, and public speaking skills. This introductory conference will specifically support students in our targeted groups who have been historically underserved in mastering this form of exchanging and sharing knowledge
III.D.	Equity Planning and Support	Has equity work generated any need for resources? If, so what is your request? Compensation for equity work necessitated by AB705 Although our equity gap remains commensurate with the campus average, we continue to think, rethink, innovate and adopt strategies. Our leadership remains committed to equity principles to more effectively govern our department such as Calling-In models of collaboration and consensus. The Chancellor's interpretation of AB705 has necessitated many new programs, projects, and curriculum revisions to support these students, most of whom are part of targeted groups. We are exhausting our English faculty work force without compensation. The AB705 work has been taken up by those committed to equity, but we are burning through our reserves. Here are a few of the AB705 equity-driven support projects we have undertaken: 1. We have curriculum plans for a new, safety-net/bridge course that will serve students who struggle to succeed in the new AB705 mandated EWRT1A courses. This safety-net course will serve all students, but we do believe it will be the most support for students in our targeted groups. We need both permission and funding to develop this bridge course 2. We have developed , and continue to develop and refine, Customized Student Activities that are now embedded in EWRT1A classes with support—1A +LART and the 1A stretch—tailoring tutorial assistance to the needs of the most vulnerable students. While we are still gathering data on the efficacy of the program, the first results are positive. We are concerned, though, with the recent decline in funding and staffing for the Student Success Center, that are support in this area may be difficult to maintain. 3. As a result of multiple levels of EWRT 1A and the changing cohorts, including ESL students moving directly into English, we find we must spend extensive together, now and likely for the next one to two years, to norm essay writing and establish fair and equitable grading standards. We have confirmed a new portfolio system that now includes the voluntary participation of the 1A/LART course, the 1AS and T sequence, and ESL 5 (which ESL is working to make UC

		transferable). We hope to formalize the portfolio system as a mandatory practice that includes all EWRT 1A courses as well as ESL 5. Yet, asking every EWRT 1A instructor to add a full day of work to their already full schedules proves difficult, particularly in recruiting part-timers. This portfolio system ensures equity for those students placed in AB705 mandated courses (overwhelmingly from targeted groups) by establishing clear and consistent standards. 4. We continue active support and enrollment in Student Cohort Programs like Puente, Sankofa, FYE, Umoja, REACH, FLOW Hip Hop, CREM, and IMPACT AAPI, but these courses and sequences have changed significantly with AB705, requiring all faculty to recreate and reorganize both. 5. REACH: It is important to note that the English department continues to teach in REACH and support our student-athletes. Recent AB705 legislation requires these instructors to re-imagine how to motivate, engage, retain, and close gaps for this highly motivated yet often at risk student population. We need funding for an equity-centered day-long retreat that includes English faculty, program counselors, advisors, and DSS faculty to work on building support teams and strategies for success. We need funding or release time for a faculty point person to continue outreach to students and connections to outside support groups, particularly cohorts, who are traditionally more successful. We added an additional dedicated counselor in Language Arts. We now have three counselors who specifically work with our most vulnerable groups of students, particularly in the vanguard of AB 705, yet they still lack support because there are only three counselors and so many students who need increasing amounts of help, not just with their Ed Plans but also encouraging retention and student success. We also hope to be adding a counselor in the future.
III.E.	Departmental Equity Planning and Progress	<mark>Identify which of the following resources you need? How would the resource help?</mark> <mark>● Professional Development – what areas?</mark> We have a very active team of faculty who have and continue to participate and plan brown bag lunch discussions, seminars, and discussion events for professional development. Our need is to maintain access to and support for these types of professional development modules with the addition of having direct faculty-driven workshops for AB 705, particularly via the LinC Institute. Enhanced Support for Students: We wish to further our goals with the Writing and Reading Center and CSA student support as well as expand reading and writing support for our LART 250/EWRT 1A and EWRT 1A Stretch courses. We

| | | hope for continued and additional funding to support student tutors that should be embedded into the stretch and bundled courses and the expansion of workshops to support the now full implementation of AB 705. In addition, faculty are working on creating mirrored enhanced non-credit bridge courses for those students who do not find success in EWRT 1AS and 1AT, currently our EWRT 1A course with the most support. We would like resources, beyond traditional conference travel funds, to attend conferences focused on AB 705 support.

Department Collaborations:
We are actively collaborating on managing courses created in compliance with AB 705 with experts in reading, who have joined the English Department. We continue to collaborate with the ESL department, in multiple ways: guided self-placement revision, placement challenges, integrating ESL 5 into the portfolio system as a UC transferable course, and International student placement. We could use extra support in terms of faculty stipends for work, as well as curriculum innovation and course design,

All of these modest requests would help in terms of furthering our students success goals and help to close equity gaps.

Best Practices:
Best practices that we observe in our department are our Cohort models; across UMOJA, PUENTE, FYE, REACH, FLOW Hip Hop, CREM, and IMPACT AAPI. These programs have proven success stories from students (as well as quantitative data) and we support their funding. We have many faculty committed to continue to teach in these programs and help them to thrive for some of our most at-risk and vulnerable student populations. We also will be seeking to collect new, qualitative details around equity and student success from the voices of students themselves and we would appreciate institutional and additional financial support to develop these instruments and to interpret the data as well as faculty driven implementation as we see the findings emerge.

Coaching/Consultation
While we provide information to all faculty via department and committee meetings, it is difficult to find ways to share with part timers, who are often teaching on multiple campuses. It would certainly be helpful if we could offer stipends to part-timers to attend dissemination meetings and workshops. |
| III.F. Yes/ No Box | Assistance Needed to close Equity Gap | <mark>Would you like assistance with identifying strategies and/or best practices to help facilitate student success?</mark>

No |

	Assessment Cycle	Refer to document with title "XXXX Summary of Assessments as of Fall 2019" and document with title "XXXX All Assessments completed as of Fall 2019" which may be found in the middle of page https://www.deanza.edu/slo/ under "Student Learning Outcomes and Assessments Summaries by Division:"
IV.A	SLOAC Summary	Describe an accomplishment that was the result SLO assessment and enhancement. EWRT 1B Enhancement: Creating a department creative commons assignment for MLA formatting and quotations that could be used in online classes to give students a refresher on quoting and MLA. (06/09/2017). This common MLA formatting guide has been created and added to the Department Canvas Page. Enhancement: The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A. Our new EWRT 1A Portfolio pilot is a direct result of student learning assessment. We realized that in order to ensure standardized outcomes, we needed a system.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed during 2019-20 academic year. EWRT 65A, 65AX EWRT 65B, 65BX EWRT 65C, 65CX EWRT 68A, 68AX EWRT 68B, 68BX EWRT 68C, 68CX ELIT 47A EWRT 141 AND ELIT 44 have been removed from our course offerings.
	Resource Requests	
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.

		AB 705 is an unfunded mandate, which has put increasing workload stress on faculty, due to all of the curricular changes and professional development updates required to implement it. We need to fund additional counseling, norming, and other professional development activities as noted throughout this program review.
V.B	Funding Impact on Enrollment Trends	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:
V.C.1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, We need an additional embedded counselor to meet the increasing demands of underprepared students faced with the rigors of passing EWRT 1A in the limited time frame demanded by AB705
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. We understand that we are in a college-wide enrollment decline, so we will not be formally requesting a full-time teaching faculty hire at this time. We would, however, like to request the addition of a counselor to the Language Arts team. Because of AB705 and the increasing number of students who require support in trying to complete 1A so quickly, we need more counseling support in English. To note: we are still overwhelmingly disparate in our FT to PT faculty ratio in our department. We are still at only 42% full time faculty -- well below the desired majority percentage. We also continue to need a quality pool of PT faculty to teach a whole range of our courses.
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary. None Needed Unless Vacancy

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. None
V.E	Equipment Requests	List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. Computers and computer carts for Composition classes 100 Ipads with keyboards for EWRT 1AS and EWRT 1AT classes An Additional Computer Lab Remotes for class computers
V.F	Facility Request	List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. New Computer Lab Three switch lighting in the LQuad White boards
V.G	Other Needed Resources	List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. Instructional assistants for AB705 classes Professional Development Opportunities Book Vouchers A Bridge Class Equity Retreat
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?

		Since we are a large department, we must have funding for retreats and ongoing staff development to norm our grading and promote best practices in teaching AB 705 courses revisions, transfer level composition and literature, as well as support for mentorship of new part time instructors. Most of our SLO and PLO work could not have happened without retreat funding and financial support for department leadership. We need professional development concerning norming to ensure that students in all levels of transferable EWRT 1A/ESL 5 understand minimum passing standards. This would be an ongoing professional development undertaking of a six to eight hour workshop at the end of each quarter for norming and reviewing final portfolios.
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. This professional development concerning norming is required because of the demands of AB705. Dividing the classes into multiple versions of the same course with different cohorts makes it nearly impossible for instructors to assess outcomes and establish a uniform standard. In order to maintain standards while teaching in a cohort silo, we find that we must meet to remind ourselves of the standards we want to maintain by reviewing a majority of the essays submitted in each EWRT 1A/ESL 5 course. Because this professional development will only truly be successful if everyone participates, and because this essay norming requires that faculty read and assess first their own papers and then at least 75 more essays from the classes other instructors, funding for pay is both fair and necessary.
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?" We plan to reassess the outcomes by surveying students in our classrooms about how helpful they feel those new developments have been to their success in their English and other courses. We are also planning, specifically, to initiate new qualitative data by surveying our students in our reconstituted curriculum efforts around AB 705. In terms of norming and assessment, we will compare and discuss quality and quantity of work produced, strategic goals, preparation for more advanced classes and curriculum, and fair and consistent grading practices.
	Submitted by:	APRU writer's name, email address, phone ext. Kim Palmore palmorekim@fhda.edu 408 674 3005

	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).