

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu) if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	English	
Program Mission Statement:	The English department at De Anza College offers students the opportunity to study language, literature, creative writing and developmental and transfer composition while deepening critical thinking, research, and communication skills and aesthetic awareness. In connection with campus-wide programs such as LinC, Puente, First Year Experience and Sankofa 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.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Basic Skills	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a>

		leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	7	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	Down 3.18 = (-3)	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: <a href="http://www.deanza.edu/gov/IPBT/program_review_files.html">http://www.deanza.edu/gov/IPBT/program_review_files.html</a> ) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year.

		At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	Up .25 = 0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Enrollment of targeted populations stayed about the same between 2009-2011, with a significant volatility only in the “multi-ethnic” and “other” categories, which make up an increasing percent of our student population. Black and Asian enrollment appears to be down in EWRT as well as campus wide although one might imagine that many of these students are now checking boxes as “other” and “multi-ethnic.” Our demographic enrollment numbers may also still be skewed by the recent loss of our readiness program, which created what appears to be a steep drop-off in our 2010-2011 overall enrollment—one that does not correlate with the campus numbers as a whole.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: <a href="http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm">www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm</a> (prior to 2010 PR sheets) and <a href="http://www.deanza.edu/ir">www.deanza.edu/ir</a> (2010-11 PR sheets here)
Trends in equity gap:	Success rates remain about 79-84% among Asians and Whites and “Others,” with a gap ranging down to 64% success for Pacific Islanders and 73-75% for Blacks, Filipinos, and Hispanics. These gaps have steadily continued. We especially note a need to increase success among Blacks in our literature (as opposed to composition) courses where Hispanics have in fact now matched success rates of Whites and Asians. Good, steady enrollments & retention as well as increasing success rates in literature courses among Hispanics demonstrate the value of award winning programs like LEAD and	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16. Briefly address why this has occurred.

	<p>Puente in preparing students for later coursework. Recent hires of outstanding faculty in these areas have also contributed to this success. FYE, Sankofa, and “Impact AAPI” grant-funded linked also continues to create the effect of better preparing our developmental, transfer, and comp target populations for success.</p>	
<p>Closing the student equity gap:</p>	<p>Campus wide, De Anza needs to better serve targeted populations such as African Americans and Filipinos/ Pacific Islanders, and although English has led the way through participation and leadership in programs like FYE, Sankofa Scholars, and IMPACT AAPI learning communities, which have shown marked success in early phases, more needs to be done especially as co-requisite supplementary instruction and tutorial support services have had their budgets eroded. Vulnerable populations need to be better prepared for the rigors of our literature courses and receive more individualized support to increase retention and success. Through our course assessment process, we are aware of a direct correspondence throughout our curriculum between well-funded tutoring support services through the WRC/SSC as well as other funding sources, and our ability to close the equity gap.</p> <p>We are clear that continued expansion and funding of LART and other LinC cohorts; partnerships with FYE, Puente, LEAD, CREM, Sankofa, and AAPI; ongoing commitment to training teachers in Catalyst, hybrid teaching, and innovative use of technology in the classroom; along with expanding partnerships with the SSC/WRC to provide essential tutoring and supplementary instruction—might also contribute to closing the gap. Impact AAPI, for example, creates higher rates of retention and success within its target population by offering in-class mentors &amp; tutors, priority registration, and academic advisors to enrolled students as well as the benefits of a learning community. Replacing lost full time faculty who have been essential to the success of programs like IMPACT AAPI should also be a top priority.</p>	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.</p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
<p>Overall growth/decline in # students:</p>	<p>English demographic as well as enrollment numbers are skewed by the recent loss of our readiness program (dismantled in June of</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>

	2010), which created what appears to be a steep drop-off in our 2010-2011 overall enrollment—one that does not correlate with campus numbers as a whole. Developmental level target population students who formerly would have taken a course and a lab now are only taking the course—no lab. Hence target population enrollment may falsely appear to have waned.	
Changes imposed by internal/external regulations	Our English Major was approved and 2010-2011 marked our first year graduating students with English AA degrees. We are also now working toward offering a transfer model curriculum degree (TMC).	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, program reorganization, staffing etc.)
Progress in “Main Areas of Improvement”	“Enrollment and retention” were our 2008 suggested areas for improvement. The department has held its own in these areas despite budget pressures. Our own SLO assessments demonstrate that we can make further enrollment and retention progress through ongoing attention to sharing best practices; expansion of LART and other LinC and cohort programs; increased support for tutoring and supplementary instruction programs; refined placement processes; better links with counseling; and continuing availability of refreshed (smart) classrooms at peak hours along with continuing training in hybrid teaching and innovative teaching with technology.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:	NA	Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:	NA	Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<p>IV. A Budget Trends</p>	<p>The budget has been a significant problem across the division, the district, and the state. Each of the past two years in English we've faced cuts including most recently a 22% cut to our creative writing program. We've watched our readiness supplementary instruction program dissolve and our tutoring program struggle-on underfunded; these losses erode our progress &amp; hard work in developmental instruction, an equity issue. The trends will reveal themselves. A 1-2% drop in success among both targeted and non-targeted groups for 2010-2011 in EWRT may well be the result of the dismantling and underfunding of these programs.</p>	<p>Assess the impact 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.</p>
<p>Enrollment Trends</p>	<p>English enrollment numbers may still be skewed by the recent loss of our readiness program, (dismantled in June, 2010) which created what appears to be a steep drop-off in our 2010-2011 overall enrollment—one that does not correlate with campus numbers as a whole.</p>	<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.                   If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
<p>V. A -Faculty Position Needed</p>	<p>Vacancy</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
<p>Staff Position Needed</p>	<p>NA</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed                  Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.</p>
<p>Justification for Faculty/Staff Positions:</p>	<p>1) John Swensson, who is retiring, is extraordinarily productive &amp; accomplished using distance learning in transfer level teaching; we need that leadership (in hybrid and distance instruction). In addition, three other key English distance and hybrid instructors have retired (pert timer), gone on extended leave, or moved to Article 18.</p> <p>2) We have a full timer on an indefinite leave. This is an instructor central to hybrid teaching, cohort instruction, Impact AAPI, and innovative uses of technology in the classroom. If he doesn't return in fall, the department has a major hole to fill related to retention and success of target populations.</p>	<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>

	<p>3) LART (integrated reading and writing instruction) is a model De Anza program for developmental retention and success. English needs an additional LART specialist---someone not only qualified to teach writing and literature, but also someone who also has reading qualifications and experience.</p> <p>4) English needs teachers for its most productive (and most specialized) program—ELIT—including for the popular 46 &amp; 48 series. Lit productivity has ranged has high as 489 and 537 in recent years. We feel that excellence in instruction is key to maintaining the program’s popularity.</p>	
Equipment Request	NA	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. <b>At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</b>
Equipment Title and Description, Quantity	NA	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? <b>Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)</b>
Equipment Justification	NA	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	<p>1) Complete L Quad smart upgrades including computer projection &amp; doc cameras</p> <p>2) Implement a policy to refresh smart rooms every four years due to heavy use and continual improvement in technology.</p>	<p><b>Name type of facility or infrastructure items needed.</b></p> <p>Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility</p>

	3) Dedicated smart rooms for English	
Facility Justification	<p>L-Quad ongoing smart room upgrades and refreshes improve teaching and learning in all of our programs—developmental, transfer, lit, and creative writing. Recent English SLO assessments note the importance of engaging students through video &amp; using other technology enhancements such as hybrid shells and online environments accessible both within outside the classroom.</p> <p>Longtime English classrooms were recently lost with the renovations to MCC and SEM buildings; improvements to the buildings led to a diminishment of classroom space in general and English classroom space in particular. We need dedicated classroom space at prime times in order to adequately serve and motivate hard working teachers currently struggling in inadequate or inappropriate spaces.</p>	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	<p>“B Budget” augmentation is a priority for English. Each year we struggle to fund placement and portfolio coordinators—these are coordination services central to the success of our department, especially our developmental programs. English also recently lost a course release for the English chair, making coordinator stipends even more essential. “B Budget” enhancement can also provide essential funds to pay for:</p> <ul style="list-style-type: none"> <li>a) part timer stipends to attend trainings and annual faculty retreats</li> <li>b) funds for co-sponsoring speakers, readings, or “lit festivals” that create a festive &amp; indelible impact on students and our program—and often become the central event of an entire quarter within a course or even within the department as whole.</li> <li>c) Funds for needed InDesign software upgrade for Red Wheelbarrow Magazine</li> </ul>	<p>How much? <b>Who/what could be supported if this additional funding was awarded?</b> What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> <p><b>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</b></p>
Staff Development Needs	<ul style="list-style-type: none"> <li>1) Continued LinC staff training and development</li> <li>2) Hybrid and DL training (Catalyst &amp; best practices)</li> <li>3) Continued training and best practices for use of technology in the classroom.</li> <li>4) SLO and PLO faculty training &amp; coordination</li> </ul>	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?



	<p>5) Ongoing support for mentorship of new part time instructors</p>	
<p>SLOAC and PLOAC summary</p>	<p>Examples of fruitful SLOAC/PLOAC discussions:</p> <p>1) Our 1A assessment team led by Becky Roberts spent the year creating a new rubric for EWRT 1A—one that we will test out on June 1<sup>st</sup> at our department retreat. Next year we plan to do a similar rubric project for critical thinking, EWRT 2, consonant with the campus-wide focus on the critical thinking ICC. The department has determined to explore and assess practices in one of its six core EWRT composition courses (EWRT 200, 211, 1A, 1B, 1C and 2) per year, which is a faculty friendly rhythm also consonant with campus-wide SLOAC and PLOAC expectations.</p> <p>2) EWRT 200, under the leadership of Jill Quigley and several other faculty, has piloted a new portfolio-driven gate-keeping and assessment model that is already leading to a significant course outline revision this spring. Two faculty who were most skeptical, even resistant at first, to such a major innovation were ultimately convinced of its value through participation in a year-long assessment discussion and ongoing refinement of the instrument, its application, and correlated support and coordination services.</p> <p>3) For literature, Becky Roberts also created a statistically significant &amp; illuminating survey of our lit program student population in order to better assess what students needed and felt about the program—and which modes of delivery and times of day, days of the week, and scheduling formats, were most preferable to them. In response initially to challenges related to assessing SLOs for courses taught once per year and at times by part timers, the lit program has also created a “Survey Summit,” a biannual meeting for all survey lit course instructors, providing connection between survey course faculty including the opportunity to share best practices, troubleshoot challenges of having too much to cover each quarter, and the chance to discuss SLOAC calendars, processes, and assessment instruments with one another—contrasts and commonalities.</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>

	<p>Conclusion: SLOAC and PLOAC processes have at best created enjoyable conversations within our department subcommittees, within even smaller cells (each course now has a team and a “steward”)—and within the department as a whole where we are reflecting on our 1A rubric and our critical thinking PLO in lively sessions that can lead directly to more aware and refined practices as teachers.</p>	
<p>Future plans</p>	<p>Through ongoing faculty and student surveys—i.e., qualitative and quantitative feedback from students &amp; teachers; through SLOAC and PLOAC processes and effectively conceiving and gathering retention and success data; and through the annual program review process—the English Department will continue to measure, reassess and reflect on the actual success of any and all practices, innovations and received resources.</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
<p>Submitted by:</p>	<p>Ken Weisner</p>	<p>APRU writer’s name, email address, phone ext.</p>