



English Department Annual Unit Plan 2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The English Department at Cerro Coso Community College provides the skills in communicating ideas and information that are at the heart of a program of higher education. In particular, we teach writing and reading classes supporting under-prepared and ESL students advancing to regular level English courses and fulfilling prerequisites required by some departments; degree-level proficiencies in composition and reading; transfer-level skills in composition, reading, and public speaking; and appreciation of language-based arts and humanities. The English Department also feels strongly that students must be more than minimally prepared to succeed in today's university and work place settings.

b. Program Applicability

The English Department at Cerro Coso Community College supports mastery of education, one of the four pillars of our college mission. In support of particular requirements and degrees, the department offers

- 005-099 level courses supporting writing and reading proficiency for AA and AS degrees.
- 100-299 level courses supporting requirements for the college's Liberal Arts: Arts and Humanities AA degree.
- 100-299 level courses supporting requirements for the college's other AA and AS degrees.
- 100-299 level courses supporting writing requirements for the college's general education pattern and IGETC and CSU transfer patterns.
- 100-299 level courses supporting analytical/critical thinking requirements for the general education pattern and IGETC and CSU transfer patterns.
- two 100-299 level course supporting the oral communication requirements for the IGETC and CSU transfer patterns.



- 100-299 level courses supporting arts and humanities requirements for the general education pattern and IGETC and CSU transfer patterns.
- 100-299 level honors courses supporting the completion requirements of the honors program.

c. Partnerships

None.

d. Distance Education

Distance education allows the English Department to serve students who are unable to attend on-ground classes. As with onsite instruction, distance education serves students who seek transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning. Distance education also compels faculty to be innovative since they must consistently confront the challenge of providing quality instruction in a virtual environment. Finally, as with on-ground classes, distance education inspires our students to strive for excellence in achieving their aspirations, our faculty to deliver quality instruction and learning support, and our communities to support economic development. More specifically, distance education allows us to

1. Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
2. Provide basic skills education and student services programs to help students become successful learners.
3. Improve the quality of life of our students and communities through broad-based general education courses.
4. Prepare students with the skills to function effectively in the global economy of the 21st century.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

In curriculum

- Student Learning Outcome Assessment will now be conducted in the afternoon of each Flex Day before the start of a new semester. In early spring, we will assess student success in English 30, 102, and 151, again with the future goal of assessing all courses taught by the department. We will continue gathering statistics of student success in achieving student-learning outcomes and use them to monitor and improve departmental performance.

Progress: We have held two assessment sessions in the past year (1/14/11 and 8/26/11). In those meetings we assessed ENGL 30, READ 56, ENGL 102, ENGL 151, READ 36, READ 46, and ENGL 20. As a result, we have now assessed over half of our courses, and we are on schedule to complete all assessment by the end of the 2012 Spring Semester.

In basic skills

- The department will continue to work with basic skills leadership to accomplish the short- and long-term goals identified by the Basic Skills Committee for the developmental program. As long as it represents the consensus of basic-skills faculty, we will also support the creation of a separate Department of Basic Skills.

Progress: We have continued to work with Laura Vasquez, our Basic Skills Coordinator, to accomplish the short- and long-term goals identified by the Basic Skills Committee for the developmental program. Some of these goals include revising the course outlines of record in each developmental class to include “soft” skills like self-efficacy, study skills, and time management. Laura and I have begun planning to complete those changes. There is currently no movement toward the creation of a separate Department of Basic Skills.

In writing

- We will continue to monitor the graduation change from English 70 (Introductory Composition) to English 101 (Freshman Composition) in fall 2009, considering curriculum changes to improve student retention and success in these courses.
- We will continue to revise writing courses and course outlines as required to be consistent with good practices for assessment standards.

Progress: We have continued to monitor the graduation change from English 70 (Introductory Composition) to English 101 (Freshman Composition), considering curriculum changes to improve student retention and success in these courses. One of the changes has been a



slight decrease of difficulty in the writing assignments for English 101. Partly because of this or because students have now adjusted to it, the success rate for English 101 is now approximately the same as it was in English 70 before the change. Consequently, even though students are now required to take more English classes than they were previously, the change in the graduation requirement no longer seems to present a significant challenge to faculty or (most) students.

In literature

- We will continue to revise literature courses as required to be consistent with good practices for assessment standards.

Progress: Through departmental meetings, planning, and assessment sessions, literature courses are now taught with a close eye on how the course content fulfills the student-learning outcomes of each section. Literature courses are among the last to be assessed, so we have yet to see the impact of this planning on student success.

In speech

- We will continue offering SPCH C105: Interpersonal Communication to address needs in the area of career technical education.
- We will continue to revise speech courses and course outlines as required to be consistent with good practices for assessment standards.

Progress: We have continued to offer SPCH 105 every semester, either onsite or online.

In ensl

- We will promote Laura Vasquez's spring ENSL 21 class, with the hope of eventually resurrecting a robust ESL program at the IWV campus.

Progress: Unfortunately, even after active promotion of the classes, enrollment was so meager that we have now discontinued ENSL at IWV.

b. Review of Overall Department/Unit

The most important improvement that needs to be made in our department is the hiring of a full-time faculty member in English, for the justification of which see 3.b below.



In regard to curriculum, we have discovered gaps in a few of our basic skills reading and English classes that need to be addressed, as well as in a few of our transfer classes. These deficits indicate a clear need to reassess the delivery of some of the material and, in the case of basic skills reading and English classes, to rewrite the course outlines to include “soft” skills like self-efficacy, study skills, and time management. Working with basic skills leadership, we have begun the process of making those changes.

On the other hand, the most recent program review data seem to suggest slight increases in productivity and success in all of our classes, perhaps because we have become more efficient at enrollment management and teaching to the student-learning objectives of each class.

What always works well in our department is the extraordinary commitment of highly experienced and effective teachers, but implementation of data-driven decision making should make our teachers even more effective. For instance, student-learning outcomes assessment certainly has transformed the way we organize and deliver the content of our classes, and it has become part of the “culture” of our department. Another example is our increasing awareness of student success rates, compelling us to redesign course content to improve performance in all of our sections.

In regard to student success, one improvement that needs to be made is a uniform approach to early assessment and notification of students who are struggling. For a more explicit statement of that goal, see 2.c. 1 below.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1

Improve Student Success in English Courses:

1. Connection to College Strategic Goals: **2 and 5.**
2. Specific internal* or external** condition(s) the goal is a response to: **Comparatively low success rates of students in English classes.**
3. Action Plan: **Adopting a more uniform approach to early assessment and notification of students who are struggling in English, reading, and speech classes.**
4. Measure of Success: **Student performance data from the 2012-2013 year indicating success rates have increased.**



Goal 2

Work with Local High Schools to Bridge the Gap to College Composition Classes:

1. Connection to College Strategic Goals: **1, 2, 4, and 5.**
2. Specific internal* or external** condition(s) the goal is a response to: **Low placement of high-school students in English classes.**
3. Action Plan: **Collaborating with local high schools to better prepare students before they reach college. This will require the sharing of curriculum and course content, including course outlines of record, syllabi, sample assignments, and grading rubrics.**
4. Measure of Success: **Placement exam results from the 2012-2013 year indicating placement of incoming high-school students has improved.**



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
English (Generalist with Basic Skills Expertise)	English	IWV	1 (high)	1, 2, 6.	General Fund

Full-Time Faculty Staffing Justification:



New Full-Time Faculty Hire:

Discipline: English (Generalist and Basic Skills)

Affected Programs: English

Location: IWV Campus

Priority: 1 (High)

Strategic Goals Affected by This Position: 1, 2, and 6

Funding Source: General Fund

Full-time Faculty: 7

Adjunct Faculty: 15

Productivity in 2010-2011: 11.9

This position is intended to fill the vacancy left by Dr. Corey Marvin, a former English faculty member who in spring 2011 was chosen as Vice President of Academic Affairs of Cerro Coso.

Justification 1: The English Department at Cerro Coso has lost three full-time faculty members in the past six years and now, at 70% of previous staffing levels, is struggling to maintain even the most streamlined schedule of core curriculum for the college.

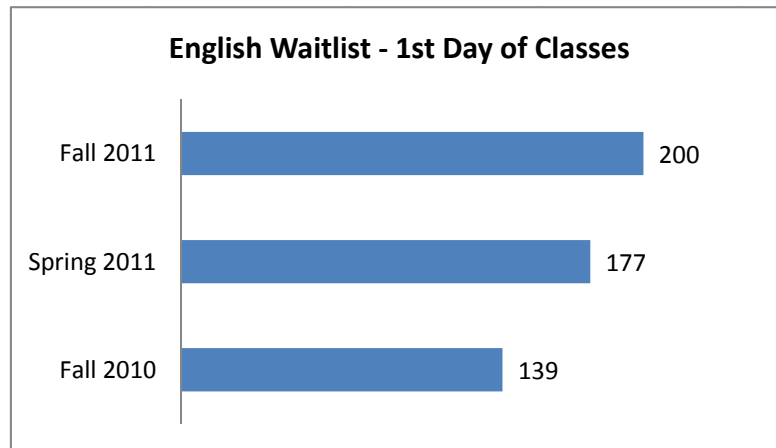
That is, we are not offering as many sections of core English classes as the students need for completion, graduation, and transfer. We have repeatedly slashed sections over the past six years, at first in order to increase productivity, but over the past four years, from a shortage of personnel. Even after relying more heavily on adjunct instructors, evidence of the reduction is found in the diminution of total sections over the years: five or six years ago we were offering over 60 total sections every semester; this fall, we're offering just over 50. At the same time, the 2009 State Chancellor's requirement of English 101 for all graduating students increased the number of classes students need, so this decrease of sections is even more significant than it appears.

Some of the reductions are captured in the following facts:

1. We have now virtually eliminated all sections of English 20 (100% reduction in sections).
2. While we used to offer an online section of English 151: Technical Writing every semester, we now offer it just once a year (50% reduction in sections).
3. We used to offer two sections every semester of each basic-skills reading class (READ 36 and 46); now we're offering just one of each section, and our plan, beginning in the spring, is to begin alternating READ 36 and 46 every semester (75% reduction in sections).
4. We used to offer a literature course onsite every semester at IWV; now we offer literature classes less often than every other semester (50 to 75% reduction in sections).
5. While we used to offer them every semester, we now alternate ENGL 30 and 40 at ESCC (50% reduction in sections).

To reiterate, we've cut 30% of our full-time faculty and though we've scoured our service communities to find more adjuncts, we have insufficient part-time instructors to make up the difference.

Justification 2: A 43.8% increase in waitlist numbers demonstrates our inability to meet student demand for basic-skills classes, graduation requirements, and transfer-level classes.



English waitlist numbers have seen a percentage rise of +43.8% from Fall 10 to Fall 11. Although waitlist numbers are dynamic, this change represents a significant rise in student demand, which is a consequence of the transfer out of the department, last spring, of a full-time faculty member.



Specifically, English 40, 70, and 101 appear on the list of the highest waitlisted classes, i.e., precisely those sections that our transferred faculty member taught most frequently. As the following data indicate, all three had waitlisted enrollments on the first day of classes:

Waitlist History: High Waitlist
Courses with Greater than 20 Waitlisted Enrollments
 Waitlist Capacity Summary >= 0.75
 College : 'CC', Term : '201170, 201150, 201130, 201070'; Academic_Period = :Term, College = :College, WaitlistEnrollmts > 20

Page Items: Dean: <All> Campus: <All> Div: <All> Dept: <All> Subj: English Event: FIRST DAY

(7) FIRST DAY						
	201070		201130		201170	
	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity
▶ ENGLC040	22	24%	25	100%	21	42%
▶ ENGLC070	25	28%	47	94%	43	57%
▶ ENGLC101			43	86%	38	51%
▶ ENGLC102			22	44%		

Despite the increase to 20 sections this semester from 17 last fall of transfer-level English courses, the increased demand on waitlists validates the need for a full-time faculty member, as does the decrease in sections of degree-applicable English from eight last fall to seven this fall.



Course Type w Sections & FTES: Section Summary

Note: While a course might fit into multiple Course Type categories (i.e. both Transfer & Voc Ed), they are assigned to the first category in order. Actual (ending) FTES is reported for terms that have ended; while Estimated FTES (using current census enrollment) is reported for terms in progress
 College : 'CC' , Term : '201030, 201070, 201130, 201170'; Academic_Period = :Term, College = :College

Page Items: College: <All> Dean: <All> Dept: <All> Subject: English Course Type: <All>

		2009-10			2010-11				2011-12			
		201030		Total Sections	201070		201130		Total Sections	201170		Total Sections
		Sections	% of Sections		Sections	% of Sections	Sections	% of Sections		Sections	% of Sections	
> Cerro Coso College	> 1) Transfer	19	48.7%	19	17	44.7%	20	51.3%	37	20	54.1%	20
	> 3) Basic Skills	13	33.3%	13	13	34.2%	11	28.2%	24	10	27.0%	10
	> 4) Degree	7	17.9%	7	8	21.1%	8	20.5%	16	7	18.9%	7
	College Total	39	100.0%	38	38	100.0%	39	100.0%	37	37	100.0%	37
	Sum	39		39	38		39		77	37		37

Waitlist History: High Waitlist Courses with Greater than 20 Waitlisted Enrollments

Waitlist Capacity Summary >= 0.75
 College : 'CC' , Term : '201170, 201150, 201130, 201070'; Academic_Period = :Term, College = :College, Waitlist Enrollm

Page Items: Dean: <All> Campus: <All> Div: <All> Dept: <All> Subj: English Event: 1 WEEK BEFORE FIRST DAY

		(6) 1 WEEK BEFORE FIRST DAY					
		201070		201130		201170	
		Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity	Waitlist Enrollmts	Waitlist Capacity
> ENGLC040		21	23%	25	100%	24	48%
> ENGLC070		85	38%	42	84%	34	45%
> ENGLC101		26	29%	43	86%	43	57%
> ENGLC102				30	60%		



Course Type w Sections & FTES: by Course										
Note: While a course might fit into multiple Course Type categories (i.e. both Transfer & Voc Ed), they are assigned to the first category Actual (ending) FTES is reported for terms that have ended; while Estimated FTES (using current census enrollment) is reported for terms in College : 'CC' , Term : '201030, 201070, 201130, 201170'; Academic_Period = :Term, College = :College										
Page Items: College: CC Dean: <All> Dept: <All> Subject: English Course Type Cat: <All> Course Type: <All> Course ID										
			201030		201070		201130		201170	
			Sections	FTES (Act/Est)	Sections	FTES (Act/Est)	Sections	FTES (Act/Est)	Sections	FTES (Act/Est)
▶ English	▶ ENGLC020	▶ 3) Basic Skills	2	4.6	2	3.7	1	1.8		
	▶ ENGLC030	▶ 3) Basic Skills	5	14.1	3	12.1	5	15.6	2	8.0
	▶ ENGLC040	▶ 3) Basic Skills	6	22.6	8	28.5	5	18.8	8	28.1
	▶ ENGLC070	▶ 4) Degree	7	24.5	8	31.3	8	31.3	7	27.0
	▶ ENGLC101	▶ 1) Transfer	8	28.8	8	26.4	7	22.8	9	30.7
	▶ ENGLC101H	▶ 1) Transfer							2	1.6
	▶ ENGLC102	▶ 1) Transfer	5	10.0	4	9.7	5	11.2	4	8.5
	▶ ENGLC102H	▶ 1) Transfer	1	0.7	1	0.7	1	0.4	1	1.9
	▶ ENGLC111	▶ 1) Transfer					1	1.8	1	3.0
	▶ ENGLC141	▶ 1) Transfer			1	3.1			1	2.7
	▶ ENGLC151	▶ 1) Transfer	1	1.4			1	2.5		
	▶ ENGLC221	▶ 1) Transfer	2	2.5	1	3.0			1	3.2
	▶ ENGLC231	▶ 1) Transfer	1	3.3			1	2.7		
	▶ ENGLC235	▶ 1) Transfer					1	1.9		
	▶ ENGLC245	▶ 1) Transfer			1	2.5	2	1.6	1	3.4
	▶ ENGLC249	▶ 1) Transfer	1	3.5			1	3.5		
	▶ ENGLC298A	▶ 1) Transfer			1	0.2				
	Sum		39	116.2	38	121.0	39	115.9	37	118.1
Sum			39	116.2	38	121.0	39	115.9	37	118.1

Justification 3: Not having enough full-time instructors affects completion of lower-division certificates and associates degrees, as well as transfer-readiness for all students.

Justification 4: We now have a diminished ability to serve basic-skills as well as general-education students.

Evidence of this is found in the aforementioned reduction of basic-skills sections and the increase of waitlists. The large percentage of



students who need basic skills cannot be overlooked. Basic skills is a central part of the California Community College's mission, so we must adequately meet these students' needs.

Justification 5: This results in a decline in completion for all students.

Justification 6: English classes are central to the core curriculum of the college.

Therefore, the reduction in sections forecasts a more general decline for all programs at the college. The backlog of students is what matters most here. If students can't get started on the composition series, they graduate later or, far more likely, not at all, thus reducing the college's completion rates. As we know, basic-skills students are the most at risk for non-completion. If these students are delayed because we do not offer a sufficient number of sections, then they are even less likely to sustain to completion.

Data from the Legislative Analyst's Office supports the urgency of reducing or eliminating waitlists in basic skills courses:

1. According to the State Chancellor's Office, 90% of incoming California community college students are not proficient and need basic skills. Since nearly all students must take two or more composition classes and reading, delaying students only ensures their failure to complete.
2. According to the Basic Skills Initiative, only 60% of students who enrolled in and completed basic-skills English courses pass these courses. This does not even include those who enrolled in a dropped class.
3. 50% of basic skills students do not persist in college, and even 50% of those who successfully complete a basic skills class do not advance to the next course. Anything we do to further frustrate and delay them will only drive them away.
4. When the State Chancellor's Office changed the California community college minimum graduation requirement to English 101 starting in 2009, this increased the number of courses our students would need to complete in order to graduate, making a backlog of waitlisted students even more of a threat to both our completion and graduation rates.

Justification 7: The research is clear and conclusive that full-time faculty members are more effective than adjuncts at teaching and retaining students.

We are currently using a KRV part-time faculty member to cover some of our classes, but the commute is onerous and expensive. In addition, because of load restrictions, the adjunct cannot cover all of the classes that we need to offer at IWV. And, of course, the adjunct's responsibilities at IWV now preclude her from teaching any classes at KRV. Therefore, the absence of a full-time faculty member has now resulted in a net loss at *both* sites.

Justification 8: The loss of full-time faculty negatively affects FTFO and the 50% law.



c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Inst Supplies & Materials	All Campuses	1 = high	1, 6	This fund is for basic office supplies, like paper, ink cartridges, staplers, and post-it notes, which support teaching in all basic-skills, college-, and transfer-level English courses. Links to Strategic Plan Goals: IA, IC, 2A.	300.00	On-going	G = General Fund

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority : 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority : 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
All Computer Software	All Campuses	1 = high	1, 2, 3, 5, 6	These monies support all technology used in basic-skills, college-, and transfer-level English courses--onsite but particularly online. Without	300.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				institutional support for technology, innovation is impossible in the delivery of these courses. Links to Strategic Plan Goals: IA, IC, 2A.			

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Employee Travel	All Campuses	1 = high	1, 2, 5, 6	Some funds for travel are necessary so that faculty members will maintain currency in the disciplines of basic-skills, college-, and transfer-level English. These	1500.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				monies support attendance at conferences, as well as academic partnerships like ECCTYC, Building Bridges, NCTE, and TYCA, both with sister colleges in the district and all California community colleges and universities. Links to Strategic Plan Goals: 1A, 1C, 1E, 2A, 6C, 6D.			

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Non-Library/Magazines/Bks/Prdcls	All Campuses	1 = high	1, 2, 3, 5, 6	These funds that support library database and printed materials are essential for student success in achieving one of the most important student-learning	300.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				<p>outcomes in college- and transfer-level English courses: teaching students how to incorporate secondary sources in college essays. This outcome applies not only to the composition sequence of ENGL 70, 101, and 102, but also to transfer-level literature courses like ENGL 221, 231, 235, 241, 245, and 245.</p> <p>Links to Strategic Plan Goals: 1A, 1C, 1D, 3D.</p>			
Institutional Dues/Memberships	All Campuses	1 = high	1, 2, 3, 5, 6	This fund pays for our subscription to inside english, a journal that promotes excellence in teaching English courses, providing a forum for discussion of issues in basic-skills, college-, and transfer-	100.00	On-going	G = General Fund



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
				level English and serving as a vehicle for writers to express their ideas and challenge assumptions. Links to Strategic Plan Goals: 1A, 1C, 2A, 5B, 6D.			

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)