

English and Foreign Languages Department

AUP for Academic Year 2025-2026

October 2024

Describe Department/Unit

Connection to College Mission

The Department of English and Foreign Languages 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 classes with an emphasis in reading. These courses support under-prepared 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 Department of English and Foreign Languages also feels strongly that students must be more than minimally prepared to succeed in today's university and work place settings. The mission of foreign languages, including American Sign Language, is to promote student success and critical thinking by providing quality instruction and services. The department has four primary missions in support of its programs: 1. Transfer — The department prepares students for transfer to private four-year CSU and UC institutions. 2. General Education — The department provides elective and required courses that can be used to complete degrees in various other departments and programs at Cerro Coso, as well as the General Education degree and the Liberal Arts: Arts and Humanities degree. Many of these courses fulfill the CSU and IGETC transfer requirements. 3. English AA-T — The AA-T in English creates a pathway for students who plan to complete a Bachelor of Arts in English at a California State University. With the completion of the degree, students will possess foundational knowledge and skills that comprise the core content of the first two years of many four-year programs in English. 4. Spanish AA-T — Similar to the AA-T in English, the AA-T in Spanish provides a pathway for students who plan to complete a Bachelor of Arts at a CSU. With the completion of the Spanish AA-T, students will possess foundational knowledge and skills that constitute the core content of the first two years of many four-year programs in Spanish.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Ongoing Inquiry with Financial Aid (FA) and Counseling regarding Financial Aid Student equity gaps.

According to FA (10/07/2024), early reporting shows that 45% of our Pell Grant-awarded students receive their grant payment, while 55% do not. The reasons students may not be paid Pell after completing their verification documents may include but are not limited to: not meeting satisfactory academic progress, income is too high, they have a BA degree already, they don't have a high school diploma. There are many factors why non-payment may be happening, all of which are communicated multiple times throughout the semester to students via email and text from FA. More detailed inquiry from FA is forthcoming.

According to Counseling (10/15/2024), "the need may be low or zero-cost textbooks, referrals to Basic Needs, tutoring, Marketplace, Counseling, etc. Suggestions: asking instructors to provide additional resources information at the start of courses as an announcement or within syllabi. The number one issue counseling finds is that students claim they don't know about the resources available to them. Also, students who have education plans are generally more successful; asking students to see a counselor for an education plan as an assignment or for extra credit (towards the first half of class to avoid peak registration) may help.

In addition to ongoing inquiry, the department will continue to look for ways to ease student issues such as lack of books due to FA late or non-payments by providing alternative media types and zero cost textbooks when possible and creating a ZTC English AA-T pathway.

Further, the department urges the college to invest in the development of dedicated institutional research and equity support to create a robust process for identifying gaps, their significance, and effective measures of address.

English Financial Aid Student

22-23 Numbers

- Completion Rate: 83% English (88% college)
- Success Rate: 66% English (74% college)

23-24 Numbers

- Completion Rate: 81% department (88% college)
- Success Rate: 64% English (75% college)

Spanish Financial Aid Student

22-23 Numbers

- Completion Rate: 73% English (88% college)
- Success Rate: 60% English (74% college)

23-24 Numbers

- Comp Rate: 90% Spanish (88% college)
- Success Rate: 81% Spanish (75% college)

French Financial Aid Student

22-23 Numbers

- Completion Rate: 75% French (88% college)
- Success Rate: 48% French (74% college)

23-24 Numbers

- Completion Rate: 84% French (88% college)
- Success Rate: 62% French (75% college)

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

The most recent improvements previously covered in the 2024-2025 AUP are as follows:

Course Revision of ENGL C101: The department moved forward with the deletion of ENGL C101S and the revision of ENGL C101 to closely align with C-ID standards.

Norming for ENGL C101: To establish consistent grading practices, the department is now budgeting for and scheduling periodic norming sessions with all faculty, including adjunct and dual enrollment instructors.

Outcomes Assessment: Results of Last Year's Assessments

ENGL C245 (Fall 2023)

Target Met?

Yes

ENGL C245H (Fall 2023)

Target Met?

Did Not Assess

ENGL C070 (Spring 2024)

Target Met?

Yes

ENGL C101 (Spring 2024)

Target Met?

Yes

ENGL C102 (Spring 2024)

Target Met?

Yes

ENGL C102H (Spring 2024)

Target Met?

Did Not Assess

ENGL C221 (Spring 2024)

Target Met?

Yes

ENGL C221H (Spring 2024)

Target Met?

Yes

ENGL C241 (Spring 2024)

Target Met?

Yes

FREN C110 (Spring 2024)

Target Met?

Yes

SPAN C211 (Spring 2024)

Target Met?

Did Not Assess

SPCH C101 (Spring 2024)

Target Met?

Yes

Outcomes Assessment: Missed Targets

Type:

SLO

Target Missed/Gap Detected:

None missed

Type of Gap:

Other (explain in Analysis).

Analysis and Plan for Improvement:

None missed

Anticipated Semester for Implementing Planned Improvements:

None missed

Anticipated Semester of Next Assessment:

None missed

Outcomes Assessment: Schedule of This Year's Assessments

ENGL C102H

ENGL C232

ENGL C235

ENGL C235H

ENGL C070

SPAN C211

Program Review

English AA-T

Year of Last Program Review:

2020

Actions Taken in the Prior Year to Address Strategies:

5-year Strategy 1: Increase English AA-T Students

Description

Increase the number of students that complete the English AA-T degree by better marketing the program.

The department plans to increase the number of AA-T graduates by drawing more students into the program and monitoring their progress, to be accomplished with strategies like the following:

1. Better advertisement of the program in more areas.
2. Continued offerings of ENGL C101 and ENGL C102 as dual enrollment classes at the high school.
3. Coordination with counselors to better market the program at local area high schools.
4. Expansion of the program to include classes in the prison system.

Steps Taken

1. Advertising: Created tri-fold for program and placed with counseling.
2. Pathways: Designed and printed student-friendly pathways and disseminated on campus and with counseling.
3. Events: Faculty representation at CC Rocks, High School Career Day, and Fifth Grade "I'm going to College" day.
4. Dual Enrollment: ENGL C101, ENGL C102, ENGL C141, ENGL C211, ENGL C235, and SPCH C101 are now offered as dual enrollment at high schools in the service area, including Mammoth, Burroughs, California City, Boron, Mojave, Kern Valley, Tehachapi, and Cesar Chavez.
5. Tehachapi Campus: Transferred one full-time English faculty member and hired a selection of adjunct faculty.
6. Prisons: Now offering ENGL C141 in addition to ENGL C101, ENGL C102, and SPCH C101 at Tehachapi CCI.
7. Budget: Now budgeting for creative marketing and requesting marketing support from college.

5-year Strategy 2: AA-T in the Prisons

Description

Expand the English AA-T Degree to the prisons in our system.

Steps Taken

1. More Faculty: Two full-time and five adjunct instructors now teach for the program at Tehachapi CCI.
2. Regular Offerings: Consistently running ENGL C101, C102, and C141 at Tehachapi CCI.

2-Year Strategy 2: SLO Assessment Discussion

Description

Develop a regular schedule for faculty to meet and discuss SLO assessment.

Steps Taken

1. Schedule: Department has developed its own internal SLO assessment schedule for all courses.
2. Discussion: Department now addresses SLO assessments at regularly-scheduled departments meetings at least once per semester.

Strategies Still to be Addressed:

1. Disseminate tri-fold in prisons.
2. Look for opportunities to re-integrate more English courses in the prison, such as the previously-offered ENGL C231, C232, C241, C242, C245, C249.
3. Continue scheduling discussion of SLO assessments.

Last Year's Initiatives

Norming Sessions

The Department met for its first Department Convening on Saturday, November 18, 2023. This event brought dual enrollment, adjunct, and full-time English faculty together for conversation and professional development. Topics included grade norming to develop consistency among instructors, zero textbook cost options, the new dual enrollment mentoring program, AI as plagiarism, transfer pathways, and the newly revised ENGL C101.

In preparation, full time faculty created a universal grading rubric for ENGL C101 essays to be shared with adjunct and DE instructors.

The main activity consisted of a grade norming session in which faculty reviewed the department-adopted grading rubric, read and scored sample student essays written at a variety of levels, and discussed the results.

Develop an English as a Second Language Certificate Program for Adult Education

In Fall 2023, the Department developed and launched the English as a Second Language for the Workforce Certificate of Competency (Non-Credit), which is designed to develop skills for ENSL students looking to enter the workforce, increase their employability, and improve or advance their careers. It is comprised of two non-credit courses, ENSL C801 and C802, which focus on key elements of communication: reading, writing, listening, and speaking in the workforce. Students must complete and pass both courses to earn the certificate of competency.

Required Courses:

1. ENSL C801: English as a Second Language for the Workforce, Reading and Writing
2. ENSL C802: English as a Second Language for the Workforce, Speaking and Listening

Program Learning Outcomes:

1. Read and interpret common workforce vocabulary and idioms as well as U.S. cultural expectations and attitudes toward time, money, and work. (70%)
2. Identify, explain, and analyze the conventions, formats, and features of written discourse related to professional job materials. (70%)
3. Draft, edit, and publish professional job materials, including a job portfolio, and other business correspondence. (70%)
4. Apply appropriate sociolinguistic norms in face-to-face, telephonic, and digital discourse in the workplace. (70%)
5. Use digital literacy skills to draft, edit, and publish professional job materials. (70%)

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Complete AA-T Pathways

Create a ZTC English AA-T Pathway

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Create a ZTC English AA-T Pathway

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The ZTC English AA-T Pathway initiative directly addresses the department's ongoing efforts to mitigate equity concerns as outlined in this AUP.

1. Create and submit grant money budget (done)
2. Identify participating faculty and courses (in process)
3. Attend ZTC conference or workshops (done)
4. Revise and align English courses to ZTC standards (in process)
5. Pass courses through POCR review for best practices and accessibility alignment (in process)
6. Identify non-English degree courses that align with ZTC (in process)
7. Draft and revise pathway (in process)
8. Launch pathway for student use Fall 2026 (in process)

Early Observational Data, or "Lead" Measure(s):

The chair has taken the following steps:

1. Agreed upon the budget
2. Drafted the ZTC pathway and submitted to Open Educational Resource Initiative (OERI)
3. Identified needed courses and reached out to potential faculty for participation
4. Attended several OERI events bringing participating community college faculty together for collaboration.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Department Chair

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a Student Equity and Achievement Plan goal

English Department Convening

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The department will host its second convening which is to occur at least once every two years in order to ensure all instructors are holding students to the same general standards.

Convening sessions will include but not be limited to the following elements:

1. Norming session: Reviewing and revising grading rubric; reading/scoring sample student essays; discussing and evaluating results
2. Artificial Intelligence as a serious challenge to academic integrity in English courses
3. SLO Assessment and results
4. Best practices of the discipline area
5. Departmental and college policies
6. Equity and inclusion
7. Dual Enrollment (DE) and particular needs of the DE instructors and students
8. Zero Textbook Cost (ZTC) and the ZTC English AA-T pathway

This initiative addresses equity gaps by ensuring fairness across multiple course sections regardless of instructor. It further guards against both grade inflation and deflation, ensuring that the majority of instructors meets at an agreed level of rigor.

To be effective, convenings must involve all English faculty, including adjunct and dual-enrollment members. Therefore, the department will continue requesting funding of stipends and travel reimbursement to encourage faculty to participate and will schedule sessions at a day and time most advantageous to participation.

Early Observational Data, or "Lead" Measure(s):

Completion of event Fall 2025.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):**Person Responsible:**

Department Chair

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a gap in student equity, It addresses a gap in outcomes assessment

Dual Enrollment Onboarding**Is this part of a multiyear initiative?**

Yes

Specific Action Steps to be Taken:

Onboarding of dual enrollment (DE) faculty poses a certain set of challenges; as high school faculty, DE instructors are employed by the K-12 system while simultaneously teaching Cerro Coso college courses. The department onboards all adjunct and DE faculty with an early introduction to resources such as Faculty 411 and other college resources; however, DE faculty also require additional discipline-area support over and above what may be offered through traditional onboarding. With this initiative, the department proposes a clearer structure for onboarding, sharing of resources, and connection of dual enrollment faculty.

1. Step 1: Create a Canvas Shell for all dual enrollment faculty to access resources, connect with each other, and share best practices.
2. Step 2: Create and curate items such as policies, procedures, how-to's, teaching resources, campus student resources, book suggestions, sample syllabi, assignments, rubrics, discussion forums, free online @ONE courses for Canvas skills development, and more.
3. Step 3: Launch resource and invite instructors.
4. Step 4: Monitor, develop, and revise as needed.

This is a multi-year initiative consisting of resources that will require continued monitoring, revision, and development.

This initiative will include a budget request.

Early Observational Data, or "Lead" Measure(s):

1. DE faculty enrollment and usage numbers.
2. Anonymous feedback survey to gauge usage and suggestions.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Yvonne Mills

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective (reminder to the right), It addresses a 2- or 5- year program review strategy

Evaluate Resource Needs

Facilities

Reservation of library space and computer usage for department norming session in Fall 2025.

Information Technology

Not applicable.

Marketing

Background

The Department made this request in the previous year's AUP; however, to date, no assistance has materialized. The department has developed its own tri-fold and pathways sheet with the assistance of the print shop, and this material has been disseminated by counseling with no budgetary cost. The department will continue to request assistance with the development of creative marketing strategies over and above the department-led methods.

Request

\$1000

The department asks for assistance with developing an effective marketing strategy for the English AA-T, including but not

limited to

- hard copy materials
- social media campaigns

Explained by Planning

The department's "Action Plan for 5-Year Strategy 1" is to increase the number of students that complete the English AA-T degree by better marketing the program.

The department will work with its dean and the Marketing Department to develop a strategy and will continue to request support from the college to implement the resulting strategy.

Assistance with marketing will be a yearly request in order to build and maintain the program's visibility for prospective students.

Supporting Facts and/or Data

English Major Declarations:

- 2019-20: 89
- 2020-21: 99
- 2021-22: 86
- 2022-23: 90
- 2023-24: 76

English AA-T Graduation Rate:

- 2019-20: 10
- 2020-21: 5
- 2021-22: 11
- 2022-23: 4
- 2023-24: 5

The department will evaluate the above numbers annually in order to ascertain if such marketing strategies boost overall completion numbers. Note that a marketing effort is typically a long-term approach, and results may take years to materialize.

Relevance

Healthy declaration and degree-completion rates depend upon potential students learning about how exciting and rewarding our degree can be. Material marketing, when added to our current approach of career day participation and other outreach measure may prove useful for this purpose. We must get information into potential English major's hands if we hope to boost our numbers and grow.

Operational Efficiency

Ready marketing materials and/or purchased marketing space will both add efficiency to and ease the burden of the outreach efforts of counseling and faculty.

Professional Development

Need 1: Biennial Cerro Coso English Department Convening

Request

Support for paid biennial (or annual if need arises) department training sessions.

Estimated Cost: \$4,827.67 for 4-hour SCA's, travel, and lunch for twenty-one faculty members. (See attached EFL Norming Session spreadsheet for cost breakdown.)

Funding Requested: \$5200 (more than the estimate to account for potential number fluctuations and materials needs).

Explained by Planning

The department is dedicated to supporting its twenty to twenty-five English instructors, including full-time, adjunct, and dual enrollment faculty, by offering an annual or biennial departmental training session on topics such as grading standards, course alignment with new CORs, the OEI Rubric, use of online educational resources, teaching in the age of AI, and other discipline-area related matters.

The department seeks travel, food, and compensation funding as well as other support in order to continue meeting its professional development goals.

These PD gatherings will most likely be on a biennial basis unless the need arises for more frequent training.

Supporting Facts and/or Data

See accompanying "EFL Norming Session" spreadsheet for cost breakdown. We currently have the following English faculty numbers:

- 7 full-time English faculty
- 10+- active dual enrollment English instructors
- 7+- active adjunct instructors

Relevance

Beyond the hiring process, minimal onboarding, and some required online training for dual and adjunct faculty, there is currently no discipline-specific readiness training or contact with full-time colleagues in place. A yearly or biennial event provides a space for such training and contact.

This initiative addresses equity gaps by ensuring fairness across multiple course sections regardless of instructor. It further guards against both grade inflation and deflation, ensuring that the majority of instructors meets at an agreed level of rigor.

Operational Efficiency

This event addresses subjects such as grading efficiency/accuracy and teaching best practices that will help instructors to deliver content in a more efficient and effective manner

To be effective, norming sessions must involve all English faculty, including adjunct and dual-enrollment members. Therefore, the department will continue requesting funding of stipends and travel reimbursement to encourage faculty to participate and will schedule sessions at a day and time most advantageous to participation.

Need 2: Annual Building Bridges Conference

Request

Each participating college supports Building Bridges with a \$2000 institutional contribution. Estimated Cost: \$2000 institutional contribution; \$1000 travel (appr. 10 faculty). Funding Requested: \$3000

Explained by Planning

The department is committed to professional development of its faculty. Building Bridges serves as a major vehicle of professional development among English, ESL, and Reading faculty in our college's area.

Supporting Facts and/or Data

Current participants include faculty from Bakersfield College, CSU Bakersfield, Cerro Coso, Porterville College, Taft College, the American Language Institute at CSUB, and Kern High School District.

This conference allows faculty to share ideas, to talk about good writing, and most importantly, to agree upon what we, as academic communities, can do to support and encourage the writing success of our students.

Relevance

Topics, equity and diversity, AI, best practices, online engagement, and other discipline area specifics support our full-time, DE,

and adjunct instructors as they continue to adapt and develop as teachers in the ever-changing academic landscape.

Operational Efficiency

This event brings faculty from various institutions together to share innovations and best practices and addresses subjects such as grading efficiency/accuracy and teaching that will help CC instructors to deliver content in a more efficient and effective manner.

Need 3: Dual Enrollment Onboarding

Request

SCA for responsible faculty: \$30 per hour not to exceed 20 hours.

Funding Requested = \$600

Explained by Planning

Monies directly support new DE Onboarding initiative.

Supporting Facts and/or Data

Onboarding of dual enrollment (DE) faculty poses a certain challenges, requiring additional discipline-area support over and above what may be offered through traditional onboarding. With this initiative, the department proposes a clearer structure for onboarding, sharing of resources, and connection between dual enrollment faculty members.

Relevance

DE faculty make up 14/32 or 44-percent of English and Foreign Languages faculty as a whole, and current trends point to continued growth of DE. DE faculty comprise a substantial number of our instructors, and the college is obligated to support them.

Operational Efficiency

A large portion of FTE's come from the college's growing dual enrollment program; therefore, supporting DE faculty and students is an essential financial investment for the college.

Other Needs

Travel Expenses for Chair or Designee

The chair or designee will likely travel on deparemental business, including but not limited to evaluation or faculty, inspection of facilities, meetings, and evaluation of DE courses.

Current mileage rate: 62.5 cents/mi.

Mileage, Tehachapi Campus to

- IWV 134 mi. round trip
- Bishop 380 mi. round trip
- Mammoth 456 mi. round trip
- KRV 134 mi. round trip

Estimated trips:

- IWV 2 @ \$83.75 mileage, \$59 meals, \$200 lodging = \$685.50
- Bishop/Mammoth 1 \$285 mileage, \$118 meals, \$200 lodging = \$603
- KRV 1 \$83.75 mileage, \$59 meals = \$142.75
- SK/Various Dual Enrollment 4 @ est. \$150 mileage, \$59 meals = \$836

Budget Request: \$2268

Staffing Requests

1000 Category - Certificated Positions

Not applicable.

Location:

Justification:

2000 Category - Classified Staff

Not applicable.

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

AUP Budget Worksheet for English, FY25

Fund	Org Description	Account Description	Program Title	Activity	Location	2024		2025		2026	Notes	Increase?	In planning document	If requesting increase of %5 or more		
						Adopted Budget	Actual Expenses	Adopted Budget		Request				Data?	Relevance?	Operational Efficiency?
GU001	English & Foreign Language	Outreach Materials	English		CI	\$ 400.00	\$ -	\$ 400.00		\$ -	See "Resource Requests" in this data sheet.		AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		GB	\$ -	\$ 186.02			\$ -	Combined with Mammoth below.		AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		CK	\$ -	\$ 83.84			\$ -	Inspect facilities, connect with staff and students.	yes	AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		CT	\$ -	\$ 191.26			\$ -	Home campus, no funds needed.	no	AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		CM	\$ -				\$ 603.00	Combination Bishop/Mammoth, inspect facilities, connect with staff and faculty.	yes	AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		CI					\$ 685.00	Department meetings, convening.	yes	AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Employee Travel DO	English		CS					\$ 836.00	Various dual enrollment class evaluations.	yes	AUP	Business travel now requested in dept. AUP.	Chair or designee to conduct visits, evaluations, site inspections, and other business-related.	Chair/designee to visit sites as needed.
GU001	English & Foreign Language	Food/Meetings	English		CI	\$ 2,000.00	\$ 260.27									
GU001	English & Foreign Language	Institutional Dues/Memberships	English		CI	\$ 425.00	\$ 500.00	\$ 2,800.00		\$ 5,200			AUP	Estimated Cost: \$4,827.67 for 4-hour SCA's, travel, and lunch for twenty-one faculty members. (See attached EFL Norming Session spreadsheet for cost breakdown.) \$5200 to account for numbers fluctuations and materials needs.	Currently little discipline-specific readiness training or contact for DE with full-time colleagues in place. Biennial event provides space for such training and contact. Addresses equity gaps by ensuring fairness across multiple course sections regardless of instructor. Further guards against both grade inflation and deflation, ensuring majority of instructors meet at an agreed level of rigor.	This event addresses subjects such as grading efficiency/accuracy and teaching best practices that will help instructors to deliver content in a more efficient and effective manner.
GU001	English & Foreign Language	Institutional Dues/Memberships	Other Gen Institutional Support Srv		CI					\$ 3,000.00	Biennial CC English Dept. Convening	yes	AUP	Each participating college supports with a \$2000 institutional contribution. Estimated Cost: \$2000 institutional cont; \$1000 travel (appr. 10 faculty). Funding Requested: \$3000.	Dept. committed to professional development of its faculty. BOC serves as a major vehicle of professional development among English, DE, ESL, and Reading faculty in our college's area.	Brings faculty from various institutions together to share innovations and best practices and addresses subjects such as grading efficiency/accuracy and teaching. Will help CC instructors deliver content in a more efficient and effective manner.
						\$ -	\$ 2,000.00				Annual Building Bridges Conference	yes				

Resource Requests								
Type of request	1 time or ongoing?	Requested amount	description/explanation			In planning document	Data?	Relevance?
Marketing	ongoing	\$ 1,000.00	Hardcopy and social media marketing campaigns for AA-T programs. Dept. made repeated requests for marketing assistance last year; however, no assistance from marketing has materialized. The department will continue to request assistance with development of creative marketing strategies for its AA-T programs.			AUP	Dean of L&S instructed dept.to make request; new funds/resources now available.	Boosting major declarations and degree-completion rates depends upon potential students learning about English and Spanish AA-T's and how exciting/rewarding these pathways can be. Must get info. into potential student feeds if we hope to boost numbers and grow.
			Marketing materials, purchased marketing space, and social media blasts will add efficiency to outreach efforts and possibly boost FTE's.					Operational Efficiency?