College of Alameda
2020-21 Program Review – English

Program Overview

Please provide your program's mission statement.

> The English Department's mission is to serve the educational and career objectives of our community: We offer a range of classes addressing skills at the basic, developmental and transfer levels and are committed to presenting engaging mater al that addresses the varied interests and needs of our students.

List your program faculty and/or staff

Full-Time	Part-Time Faculty
Maurice Jones	Juanita Alexander
Jay Rubin	Michelle Little
Wanda Sabir	Sandra Vaughn
Stefanie Ulrey	Christopher Blood
Patricia Nelson	Albert Chan
Peter Pappas	Elizabeth Treadwell
	Ann Chun

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.
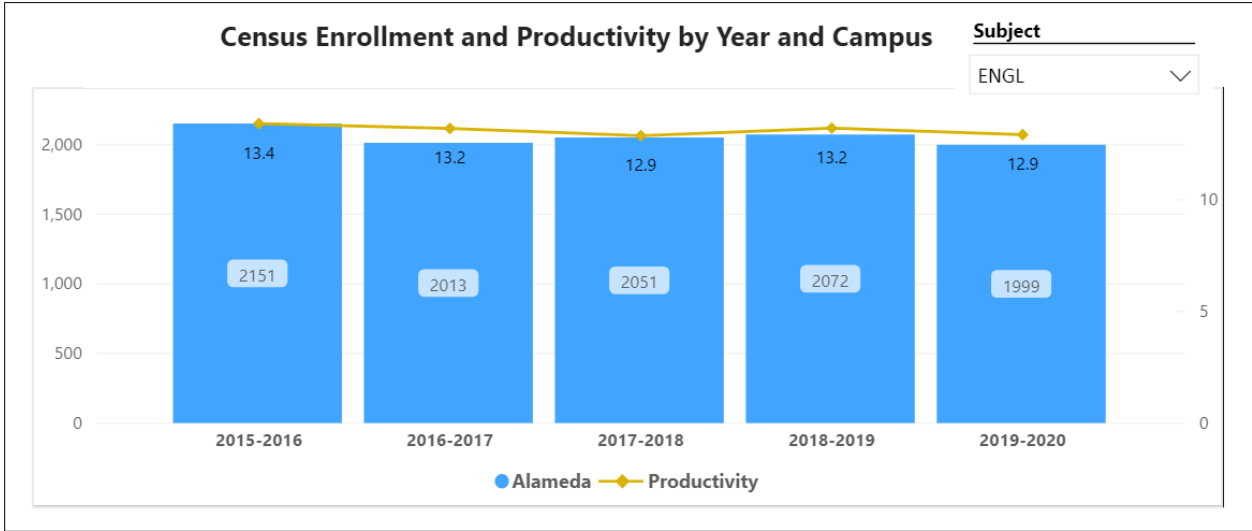
Program Goal	Which college or district goal is aligned with your program goal?

To develop AD-T for English, offering an alternating schedule of the required literature courses.	**College Goal:** Advance CoA teaching and learning **District Goal:** Advance Student Access, Equity, and Success
Re-evaluate the department's SLOs	**College Goal:** Advance CoA teaching and learning **District Goal:** Advance Student Access, Equity, and Success
Development of non-credit courses (and a certificate)	**College Goal:** Increase retention and persistence rates. **District Goal:** Build programs of Distinction

Describe your current utilization of facilities, including labs and other space

> Since March of 2020, as a result of Covid 19 pandemic, all English instruction has been online via the Canvas course management system and the Zoom videoconferencing platform. There has been no utilization of campus facilities.

Enrollment Trends

Census Enrollment and Productivity by Year and Campus

Subject: ENGL

Year	Enrollment	Productivity
2015-2016	2151	13.4
2016-2017	2013	13.2
2017-2018	2051	12.9
2018-2019	2072	13.2
2019-2020	1999	12.9

● Alameda ◆ Productivity

Consider the most recent 3 to 5 years when answering the questions below.

Enrollment Trends Dashboard link

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

Overall, over the last 3-5 years, enrollment and productivity have declined during the spring semester of each academic year. Concerning specific course enrollment, there has been a fluctuation in enrollment. For example, enrollment in face-to-face English 1A courses declined in the spring semester; however, the online English 1A courses had higher enrollment in the spring than in the fall. The face-to-face English 5 courses had higher enrollment in the spring than in the fall and the online courses had higher enrollment in the fall than the spring. For English 1B which is taught exclusively online, the enrollment has fluctuated between fall and spring semesters. The upper level literature courses English 10 and English 31 have been most productive during the summer and intersessions. The department may need to consider offering this course during these sessions.

In the enrollment dashboard, set the filter to consider whether the time of day each course is offered meets the needs of students.

College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	ENGL	2015-2016	DAY	1817	244.32	18.32	13.3
Alameda	ENGL	2015-2016	EVENING	334	40.69	2.93	13.9
Alameda	ENGL	2016-2017	DAY	1840	244.95	18.64	13.1
Alameda	ENGL	2016-2017	EVENING	173	22.13	1.61	13.7
Alameda	ENGL	2017-2018	DAY	1824	231.27	18.15	12.7
Alameda	ENGL	2017-2018	EVENING	227	26.25	1.87	14.1
Alameda	ENGL	2018-2019	DAY	1780	218.37	16.74	13
Alameda	ENGL	2018-2019	EVENING	292	33.48	2.33	14.3
Alameda	ENGL	2019-2020	DAY	1750	217.72	17.02	12.8
Alameda	ENGL	2019-2020	EVENING	220	26.5	1.93	13.7
Alameda	ENGL	2019-2020	N/A	29	3.87	0.27	14.5

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Are courses scheduled in a manner that meets student needs and demands? How do you know?

The English Department's course offerings are scheduled to meet the needs and demands of COA's diverse student population. Prior to Spring 2020 and the Covid19 pandemic which caused the college to move all course offerings online, the English Department offered day, evening, and online courses. In addition, the English Department provided multiple points of access for students, and the data suggests that the course scheduling was meeting the student needs and demands. Although not all of the courses had high enrollment, there were no salient patterns/trends that indicated that a change in scheduling was needed. Nevertheless, the department needs to consider offering weekend classes and more short-term accelerated classes to provide more access to students who may not be able to attend college during the weekdays or evenings, or who are not comfortable with online classes.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

- One instructor has used an inquiry-based learning activity to engage students in group and class discussions about an assigned text. Students are asked to generate three questions that they have about a text. Then, the instructor places the students into groups for 20 minutes where they share and discuss their questions. Next, the students select three questions from among all of the group members' questions to present to the class. Then, each group poses their questions to the entire class, and the class discusses the questions. **This activity allows to see different perspectives to a given text, moving beyond seeing something from their individual point of view.**

- Another instructor has used a combination of a metacognitive activity and peer review to improve essay writing. Students bring to class a finished rough draft of their assigned essay. The instructor distributes to each student a worksheet with 7-10 questions that are designed for students to reflect on the strengths and/or weakness of their essay. **This activity is designed for students to reflect on their writing and to indicate in writing their challenges with the assignment in order to seek assistance from the instructor or from a fellow student.** Once the students complete this activity, then each student is paired with another student, and both students review each other's essay, providing constructive feedback based on a feedback sheet distributed by instructor. **This activity is designed for the student to seek feedback from someone else than the instructor, which can be less threatening for student.**

How is technology used by the discipline, department?

As result of the Covid19 pandemic, the English Department transitioned the course offerings in March of 2020 to an online format and continues to offer to date all course offerings online via Canvas and Zoom.

During the transition period, faculty received training in online instruction and were equipped with either a laptop or a desktop computer to teach remotely. In addition, the college provided faculty with webcams and microphones in order to video conference with students.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- The department holds bi-monthly department meetings during which pedagogy and academic standards are discussed.

- Instructors follow the course outlines in preparing syllabi and course descriptions. Students who do not meet the required exit skills ideally do not pass on to the next level. Instructors are expected to create syllabi that expressly teach to exit skills. Exit skills are aligned with SLOs.
- In addition, faculty meet in a pedagogy group once a month to discuss, teaching techniques and classroom successes. In this group, faculty often discuss academic standards. The pedagogy group has been a place where many part-time faculty participate and contribute.

Curriculum

Please review your course outlines of record in Curriqunet to determine if they have been updated or deactivated in the past three years

currIQūnet

https://peralta.curricunet.com/

Specify when your department will update each one, within the next three years.

Course	Month and Year of Anticipated Update
English 1A	February 2022
English 1AS	April 2023
English 1B	November 2023
English 5	January 2023
English 201A	April 2023
English 201B	April 2023
English 10A	November 2023
English 10B	November 2023
English 210A	April 2022
English 210B	April 2022
English 17A	November 2023
English 17B	September 2021

English 30A	November 2023
English 30B	November 2023
English 31	November 2023
English 32A	February 2022
English 43	February 2022
English 47	November 2023
English 49	March 2022
English 79	November 2023
English 510	April 2022
English 511	September 2021
English 540	April 2021
English 541	April 2021

Please summarize curriculum plans and improvements for your discipline, department and or program of study.

Given the implementation of AB705 and the decreasing enrollment in basic skills level courses, the English Department will begin the deactivation of some of these courses. In fall of 2020, the faculty agreed to deactivate English 269A/269B; we will discuss the possible deactivation of 201A/201B this semester.

Prior to the Spring 2020 semester and the transition of instruction to a remote teaching/learning format due to the Covid19 pandemic, the English Department had begun to develop and offer non-credit courses. As a result of the transition to entirely remote teaching/learning, the department was no longer able to offer these non-credit courses. The department anticipates resuming face-to-face teaching in Spring 2022 and will again offer these courses. In addition, plans to develop more of these non-credit courses to provide additional instructional support to students who are having challenges with writing. Moreover, the department will propose to offer some of these courses in an online format.

Besides developing course offerings, the English Department will continue with the annual adjustment of the SLO Assessment instrument and rubric to both adequately instruct students for the assessment and accurately describe the results of administering the instrument.

The faculty have maintained bi-monthly department meetings with a focus on pedagogy discussion both directly and indirectly related to addressing performance gaps and SLO achievement.

```
┌─────────────────────────────────────────────────────────────────────┐
│                                                                     │
│                                                                     │
│                                                                     │
│                                                                     │
│                                                                     │
│                                                                     │
└─────────────────────────────────────────────────────────────────────┘
```

Student Learning Outcomes Assessment

List your Student Learning Outcomes

The Student Learning Outcomes that were assessed since the last program review:

- Employ techniques of close textual reading, analysis, and interpretation of African American literature in its social contexts.
- Develop critical appraisals that reflect an ability to assess ideas and themes from African American literature; support positions with secondary sources.
- Demonstrate an appreciation of the relationship between African American literature and history through the discussion and written analysis.
- Apply strategies for understanding and evaluating a range of professional and public writing and be able to express and synthesize the main ideas.
- Assess clearly in writing the tools and materials in the workplace and in the community and be able to suggest changes in order to increase personal and institutional effectiveness.
- Conduct research identifying relevant and accurate materials from a variety of sources, including databases, professional publications, and other applicable materials.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The assessment reports inform the following about the assessment of the SLOs:

Outcome: Employ techniques of close textual reading, analysis, and interpretation of African American literature in its social contexts.
- There were no learning gaps identified.
- 100 percent of the students met the success criteria.

Outcome: Develop critical appraisals that reflect an ability to assess ideas and themes from African American literature; support positions with secondary sources.

- There were no learning gaps identified.
- 100 percent of the students met the success criteria.

Outcome: Demonstrate an appreciation of the relationship between African American literature and history through the discussion and written analysis.

- Some students submitted incomplete or plagiarized assessments.
- 86.96 percent of the students met the success criteria.

Outcome: Apply strategies for understanding and evaluating a range of professional and public writing and be able to express and synthesize the main ideas.

- For the assessment in the English 1AS course, 95.65 percent of students met the success criteria. One student was not successful on the assessment because the student did not meet the basic English language proficiency for English 1AS.
- For the assessment of the same outcome in English 1A, there was an 86.21 percent success rate. The instructor found that students "technical expertise" (knowledge of grammar, syntax, mechanics, etc.) was a salient learning gap.

Outcome: Assess clearly in writing the tools and materials in the workplace and in the community and be able to suggest changes in order to increase personal and institutional effectiveness.

- Some students did not submit assessments.
- 82.61 percent of the students met the success criteria.

Outcome: Conduct research identifying relevant and accurate materials from a variety of sources, including databases, professional publications, and other applicable materials.

- There were no identifiable learning gaps.
- 100 percent of the students met the success criteria.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

> Due to budgetary constraints and class cuts due to low enrollment, not all of the program courses have been assessed. Out of the program courses that have been offered annually over the last three years, fifty percent have been assessed.

How has your dept worked together on assessment (planning together)? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Planning Process

> The English Department is just finishing the third year of the three-year SLO assessment cycle and will assess the scheduled courses that have been assessed yet. While we offer an AD-T and AA in English, it is difficult to develop and report on PLOs without a capstone course.

Collaboration

> The department will dedicate one of the bi-monthly meetings to collaborate on advancing our assessment progress. The department will request the assistance of the SLO coordinator to provide guided assistance in developing new assessment tools, completing assessment tasks, and documenting assessment in CurriQnet Meta.

[blank box]

Leadership Roles

[blank box]

Data Analysis

[blank box]

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The individual instructors implemented their assessment findings in the development of their courses.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

N/A

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your department participate in assessing the Institutional Learning Outcomes (ILOs)? If your department has not participated, how will you plan to incorporate these outcomes within your department?

> Although the English Department's Program SLOs are mapped to the ILOs, to date the department has not participated in the assessment of ILOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

> The department needs assistance from the SLO coordinator in completing and documenting assessment tasks.

Course Completion
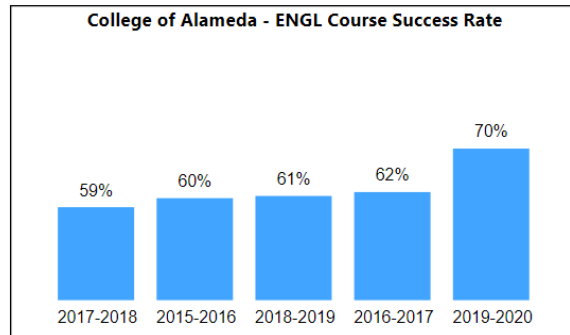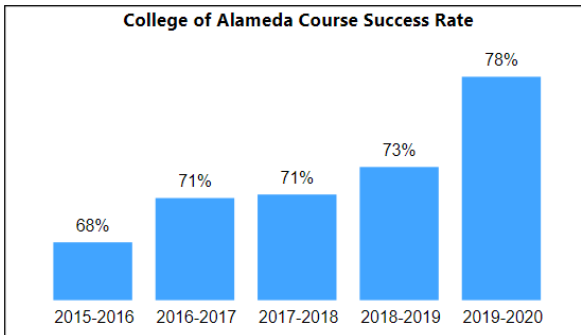
Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

Course Completion Dashboard link

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion of **67%**?

> The overall course completion rate for the English program is 60.4% (62.7% when MW and EW grades are excluded) which is below the college's Institution-Set Standard. In addition, in the transfer level writing courses (English 1A, English1AS, and English 1B), the completion/success rate is significantly lower than the college's standard of 67%. However, it is interesting to note that the following individual courses have higher completion rates than the college's Institution-Set Standard:
>
> | Course | Completion Rate | Completion Rate (Excluding MW and EW grades) |
> |---|---|---|
> | English 10A | 69.4% | 72.3% |
> | English 30B | 70.4% | 79.2% |
> | English 31 | 73.2% | 73.2% |
> | English 5 | 69.4% | 71.9% |
>
> These courses have a lesser unit value and do not require as much work as English 1A, English 1AS, and English 1B. **Perhaps, these factors contribute to a higher student completion/success rate in these courses as opposed to the higher unit value and writing intensive transfer courses.**

How do the department's Hybrid course completion rates compare to the college course completion standard? Use the course completion dashboard to disaggregate.

In comparison to the college's set standard completion rate, the completion rate for hybrid courses (both 51% or more online and for those that are 50% or less online) fluctuates; sometimes it is higher than 67%, and sometimes it is lower. There is no pattern indicating a specific conclusion.

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this? How do you assess the overall effectiveness of Distance Education/hybrid course?

Over the last three to five years, there have been no stark differences in completion rates between face-to-face, and Distance Education/hybrid courses. For all three instructional formats, the rates fluctuated until Spring 2020 when the completion rates for all three instructional formats started to exceed greatly 67%.
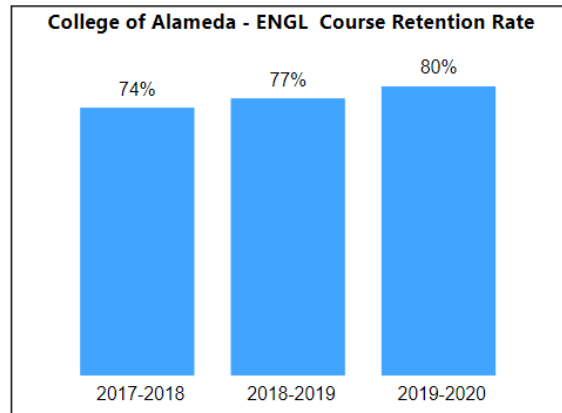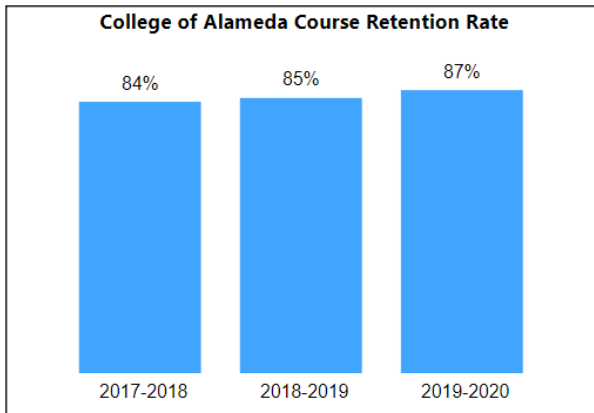
For any particular course, whether it is face-to face, hybrid, or online there is only one course outline of record and one set of SLOs. Assessing the overall effectiveness of Distance Education/hybrid courses should not be different from assessing the face-to-face format of the course.

Are there substantial differences in course completion rates between courses taught during the day compared to evening course? If so, how does the discipline, department, or program address this?

Yes, the data shows that the completion rates for evening courses are higher than for courses taught during the day. Since the college has not decided when to resume on-campus instruction, the department has not fully examined and discussed the difference in completion rates between day and evening classes.

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

College of Alameda Course Retention Rate

Year	Rate
2017-2018	84%
2018-2019	85%
2019-2020	87%

College of Alameda - ENGL Course Retention Rate

Year	Rate
2017-2018	74%
2018-2019	77%
2019-2020	80%

> In comparison to the overall college course retention rate, the English course retention rate has fluctuated between 8% to 10% lower over the last three years.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). When disaggregating course success rates, are there any groups whose course completion rate falls more than 3 percentage points below the discipline average? If so, identify them and explain what your department is doing to address the disproportionate impact for the group.

Note: The following tables reflected use 2018-19 program data to calculate DI. Groups with 10 students or less are excluded from the analysis.

Ethnicity and Gender

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
Asian - Female	325	235	72.3	13.26	-5.30
Asian - Male	326	233	71.5	12.28	-5.29
Black / African American - Female	237	132	55.7	-6.11	-6.21
Black / African American - Male	143	68	47.6	-13.14	-7.99
Hispanic / Latina - Female	347	191	55.0	-5.70	-5.13
Hispanic / Latino - Male	248	111	44.8	-18.56	-6.07
Two or More - Female	61	41	67.2	7.17	-12.23
Two or More - Male	79	42	53.2	-8.26	-10.75
Unknown / NR - Female	23	16	69.6	8.14	-19.92
Unknown / NR - Male	17	8	47.1	-14.36	-20.34
White- Female	143	106	74.1	12.70	-8.80
White - Male	139	93	66.9	66.91	-8.48

The data show that the competition rates for African Americans and Latinos, both females and males, are below the average English course completion rate. Prior to AB705, African American and Latino students comprised a good portion of the enrollment in basic skills courses. Now, with the implementation of AB 705, students can enroll directly into transfer level writing courses even if the writing level is below the transfer level. In order to support these students and others with completing their transfer level reading and writing requirements, the English Department created a new transfer level English course, English 1AS, a course that is equivalent to English 1A. English 1AS is English 1A with support. The support is through the inclusion of support services (counseling, mental health services, disabled support services, library services, etc.) in the course. Representatives from the various student support services visit the English 1AS class informing students of the different support services available to them to help them to be successful in English 1AS and in other areas where they are having challenges.

The English Department has also established a strong collaboration with the UMOJA Program, which is a first-year experience cohort program that is designed to help increase the retention, graduation, and transfer of African American students and other students outside of the African American community. One of the full-time English instructors completed the instructor training for the UMOJA Program and is the designated English instructor for the program. Each year this instructor teaches an UMOJA designated English 1A/English 1AS and English 5 funded by the English Department. The instructor uses a student-centered curriculum and instruction that address the academic needs of African American students. The department plans to maintain this collaboration with UMOJA and to encourage more instructors to receive training in establishing this type of learning community in their classes.

Some instructors have participated in conferences, trainings, and classes on equity, and they are redesigning their courses, both face-to-face and Distance Ed/hybrid, to reduce race and gender barriers to learning.

The department will seek professional development opportunities that focus on the teaching of students of color.

Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
DSPS/SAS	175	94	53.7	-5.35	-7.29
First Gen	1119	670	59.9	1.82	-2.88
Foster Youth	15	6	40.0	-18.85	-24.91
Low Income	1,613	950	58.9	0.33	-2.40
Veterans	21	9	42.9	-16.01	-21.06

The data show that the completion rates for foster youth, veterans and DSPS/SAS, fall below the English course completion average. The English Department is addressing these trends in declining completion rates through the same programs and methods mentioned in the previous discussion on completion rates based on ethnicity and gender, for many of the foster youth are students of color. As for veterans, in the English 1AS classes, instructors have invited the counselor from Veteran Services to visit the class to inform students the available support services available to veterans. Concerning DSPS/SAS students, a number of faculty attended a DSPS workshop on accessibility in online courses to assist in providing effective online instruction and to foster an inclusive online environment for DSPS/SAS students.

Age Range

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
16-18	477	347	72.7	15.20	-4.38
19-24	1102	618	56.1	-10.29	-2.88
25-29	268	158	59.0	-2.33	-5.84
30-34	114	75	65.8	5.08	-8.95
35-54	146	87	59.6	-1.50	-7.91

The data show that the completion rate for students in the 19-24-year-old age range falls below the average English course completion rate. One way the department has addressed this decline in completion rates is by participating in the college's development of the Guided Pathways framework, an organizational strategy that "that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success" (COA Guided Pathways Website). As part of this strategy, the English Department developed two-year program maps of sequenced required English courses and elective English and non-English courses that lead to an AA degree or an AD-T degree in English. These guided pathways are designed to provide clear information and focus to a student group that often enters college without clear goals for academic success. Working toward a clear and attainable goal may encourage students in this age group to persevere and complete successfully English courses.

What has the discipline, department, or program done to improve course completion and retention rates?

To improve course completion and retention rates, the department has created a new transfer level writing course, English 1A, that has embedded support services for students. The department has maintained an ongoing collaboration with the UMOJA program to address the academic needs of African American students. In addition a good number of faculty have received training in providing equity in the classroom and in establishing an inclusive classroom environment. Moreover, the English Department has established two-year guided pathways, which can provide students from the outset of their matriculation with clear goals toward the obtainment of an AA degree or and AD-T degree.

Degrees & Certificates Conferred

Academic Year	College	Subject	Description	Degree Type	Award Counts
2016-2017	Alameda	ENGL	English	Associate in Arts	1
2019-2020	Alameda	ENGL	English	Associate in Arts	1
2019-2020	Alameda	ENGL	English AA-T	Associate in Arts for Transfer	1

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

> The English Department has established two-year guided pathways that can provide students from the outset of their matriculation with clear goals toward the obtainment of an AA degree or and AD-T degree.

For more information on awards: **Degrees & Certificates Dashboard link**

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

> The English Department has continued to push for offering courses in our 30 series as well as offering additional courses as written in the AD-T. This includes rotating elective literature and creative writing courses on a regular schedule. Over the last three years, the department has seen enrollment increase in the English 30A and 30B courses.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

> Two of the English faculty, one full-time (the department chair) and one part-time, are active members of the Professional Development Committee; the department chair is one of the co-chairs of this committee. As mentioned before, one full-time faculty is very active in the UMOJA program, and the department chair is an active member of Brotherhood, a support group for African American male students. Both full time and part time faculty have participated in equity conferences and trainings. Both full time and part time faculty actively attend and participate in the bi-monthly department meetings.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The department chair serves as a mentor in the Puente Program, and faculty, both full-time and part-time, collaborate with English faculty across the district.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part time faculty actively attend and participate in the bi-monthly department meetings, and their suggestions and opinions are actively sought and warmly received.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				

Personnel: Part Time Faculty				
Personnel: Full Time Faculty	One more full-time faculty position would allow the department to be more (and more effectively) involved in all levels of campus committee work and decision-making, including redesign of the English program at College of Alameda. This would enhance the abilities of new learning communities and the Learning Resource Center to more completely and effectively understand and meet the needs of departments across the curriculum and increase the diversity among faculty members. Additionally, more English faculty can serve more students and give the faculty the time to be involved in student clubs and activities.	$40,793 (Starting Salary)	$16,317.2	$56, 317

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	The English Department will need instructional supplies (paper, pens, pencils, printer ink, highlighters, whiteboard markers, etc.) to deliver instruction.	$5,000
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	To prepare and deliver both face-to-face and remote instruction, the English Department requests ongoing technology to provide effective instruction (iPad Pro 12.9 tablets, Apple pencils, external large monitors, portable monitors, webcams, microphones for video conferencing and podcasting, portable wireless storage drives, USB hubs, various cables for connectivity, etc.)	$7,500

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: Replacement	To prepare and deliver both face-to-face and remote instruction, the English Department requests laptop and desktop upgrades.	$10,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Consistent assignment of functional smart classrooms for all instructors requiring them in order to provide enhanced instruction.	
Facilities: Offices	Dedicated offices for part-time faculty, for they are an integral part of our college community and should be provided with a space so they can prepare their classes and meet with their students.	
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	The English Department requests reserve copies of all assigned books for all English courses that are being taught in any given semester. The reserve	The cost will vary.

	copies will assist in providing students who cannot afford the cost of books access to the course.	
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
Other		