

## 5-Year Action Plan and Updates Approval

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| <b>Department Name:</b> | English  |
| <b>Date:</b>            | 03/12/20   |
| <b>Comments:</b>        | <p><b><u>I. Action Item #: 1 – Hire FT Faculty to create more equitable ratio of FT to PT instructors</u></b></p> <p>While there were no additional full-time positions created within the English Department, the Department filled a recently vacated Developmental English position with a full-time English instructor who is credentialed to teach all English courses. The English Department remains staffed with four full-time faculty.</p> <p><b><u>II. Action Item #: 2 – Hire FT Development Reading (DE) Faculty</u></b></p> <p>Although there was a departmental request to maintain a DE-specific position, the College's reduction of developmental course offerings supported the hiring of a full-time English instructor who was less-specialized and is credentialed to teach all English courses offered at CCC.</p> <p><b><u>III. Action Item #: 3 – Research and discuss reduction of required course loads and/or cap sizes for transfer-level full-time faculty</u></b></p> <p>According to the CCCC Principles for the Postsecondary Teaching of Writing, CCCC Statement on Working Conditions for Non-Tenure-Track Writing Faculty, ADA Guidelines for Class Size and Workload for College and University Teachers of English, and the NCTE Statement on the Status and Working Conditions of Contingent Faculty, a reduction in English faculty course loads will support more individualized student instruction, allow time for research in order to develop innovative projects, and support professional development opportunities. Based on this recommendation, the English Department requested that the College revise the required number of load hours for English faculty from 5 3-credit courses to 4.</p> <p>The Provost has since established an ad-hoc "Faculty Load Hour" committee to research and recommend potential lab hour and load hour changes, but no major decisions have been made to date.</p> <p><b><u>IV. Action Item #: 4 – Research and discuss viability of developmental course offerings at 4<sup>th</sup> Street</u></b></p> <p>The English Department recommends eliminating 4<sup>th</sup> Street English course offerings due to lower student enrollment and higher dropout rate than the same courses being offered at Lone Tree and lack of student services at 4<sup>th</sup> Street that better serve students in developmental courses (HELP desk hours, Trio, tutoring, Student Disabilities office, etc.) Further, the lack of course offerings in other academic areas at 4<sup>th</sup> Street creates a burden for full-time students who are enrolled in 4<sup>th</sup> Street English classes and are required to commute from one campus to the other in order to attend classes on-time.</p> |

**V. Action Item #: 5 – Research the development of an ENG 101+ course**

Due to research showing higher student completion rates when students are required to take fewer developmental courses, the English Department researched and implemented the creation of an ENG 101A course, which includes 80% ENG 101 curriculum and 20% ENG 100 curriculum. This course was first offered face-to-face in Fall 2019 with online options in Spring 2020. Assessment data will be collected at the end of Spring 2020 to ascertain the success of this course.

**VI. Action Item #: 6 – Review current literature course offerings and research the option of formally adopting writing intensive criteria into one or more courses.**

To fulfil the need for additional Writing Intensive/Arts and Humanities options, expansion of the creative writing program, and additional writing practice for students, the English Department added WI criteria to ENG 139, 270, and 237. All courses were approved by the Curriculum Committee for Fall 2019 and Spring 2020 class offerings.

**VII. Action Item #: 7 – Develop a departmental mentoring/training program for new and PT instructors**

When restructuring of Academic Affairs led to the removal of department liaisons, the English Department suffered from some inconsistency across course sections, conversations and clarifications concerning content sequencing, and collaborations between dual enrollment faculty and full- and part-time CCC faculty. As such, the College determined the need for Area Lead Faculty positions as a way to assist with these deficits.

General Onboarding was improved with support from the Assessment Coordinator/Faculty Development Coordinator by offering new faculty orientation each semester, but course-specific training is still needed in order to establish consistency across all course sections. The English Department is currently discussing viable methods of supporting new faculty and dual enrollment instructors with course manuals and supplemental materials/resources.

**VIII. Action Item #: 8 – Review course offerings to determine viability**

As a way to streamline offerings to meet pathways and student needs, the English Department recommended course deletions for courses without direct course transferability.

**IX. Action Item #: 9 – Provide a clear and consistent communication loop with PT faculty**

As indicated above, there is a need for consistency across course sections. The Lead Faculty position will assist in bridging the communication gap and strengthening connections between part-time, dual-enrollment, and full-time faculty.