# Task Details Report

**Objective:** 32 - Strategic action plans for English

**Objective Description:**

Use this objective to describe the action plans that your program intends to implement. Scroll to the "Action Plan and Required Resources" section and click the Add button. Describe your plan. Be sure to describe any research or training you will need to accomplish these plans. Then select PRIE and/or Professional Development in the "Units Impacted" section.

| Start Date: | Task Type: | Priority Level: | Task Order: |
|---|---|---|---|
| 2/3/2016 | Departmental Action Plan | High | 1 |
| **Due Date:** | **Completion Date:** | **Task Status:** | **Budget:** |
| 2/23/2018 | | In Progress | $0 |

Our plan is to continue to institutionalize the faculty-led tutor training in the writing center and evaluate the frequency and content of trainings.

**Budget Remarks:**

| Date: | Name: | Remarks: |
|---|---|---|
| No Data to Display | | |

**Budget Details:**

| GL Code | Account | Description | Requested | Approved |
|---|---|---|---|---|
| No Data to Display | | | | |

**Assignment Details:**

| Name: | Email: |
|---|---|
| Rana, Anniqua | rana@smccd.edu |

# Task Details Report

| | | | |
|---|---|---|---|
| **Start Date:** | **Task Type:** | **Priority Level:** | **Task Order:** |
| 2/19/2016 | Departmental Action Plan | Medium | 2 |
| **Due Date:** | **Completion Date:** | **Task Status:** | **Budget:** |
| 2/23/2018 | | New | $0 |

In 2012, we introduced two integrated and accelerated developmental courses, ENGL 827 and ENGL 847. Having taught these courses for four years, we believe that we have sufficient data to make an assessment regarding their efficacy in comparison with non-integrated and accelerated classes in terms of the students' retention, success, and grades in transfer-level English courses.

**Budget Remarks:**

| Date: | Name: | Remarks: |
|---|---|---|
| No Data to Display | | |

**Budget Details:**

| GL Code | Account | Description | Requested | Approved |
|---|---|---|---|---|
| No Data to Display | | | | |

**Assignment Details:**

| Name: | Email: |
|---|---|
| Engel, Karen | engelk@smccd.edu |

# Task Details Report

**Objective:** 140 - Equipment, technology and facilities requests for English

**Objective Description:**

Use this objective to request supplies, equipment, technology or facilities improvements.To request equipment, Edit the "Purchase equipment" Action Plan and click the "Request Resources" button to enter the details of your equipment request.  Be sure to indicate whether additional space will be needed to accommodate the requested equipment, or whether it will require maintenance agreements and or support personnel.
Facilities requests may be for changes to custodial services, maintenance, remodeling, or new construction.  Create a new Action Plan for each facilities request.  In the description/justification be sure to indicate whether the request is for ADA or safety-related concerns.

| Start Date: | Task Type: | Priority Level: | Task Order: |
|---|---|---|---|
| 3/31/2015 | Resource Request | High | 1 |
| **Due Date:** | **Completion Date:** | **Task Status:** | **Budget:** |
| | | New | $11 |

We would like document cameras in all classrooms in which English department instructors teach:
3-117
13-15
13-110
13-111
13-112
13-113
13-114
13-115
13-117
13-210
13-212

**Budget Remarks:**

| Date: | Name: | Remarks: |
|---|---|---|
| 03/12/2016 | Carranza, James | The Department has requested eleven document cameras but there is no information provided in terms of the model and price of the cameras. |

**Budget Details:**

| GL Code | Account | Description | Requested | Approved |
|---|---|---|---|---|
| Supply | English | Document cameras | $11.00 | $2695.00 |

**Assignment Details:**

| Name: | Email: |
|---|---|
| Carranza, James | carranza@smccd.edu |
| Tammy, Robinson | robinsontammy@smccd.edu |

# Task Details Report

**Objective:** 205 - Personnel requests for English

**Objective Description:**

Use this objective to propose new positions. Create a new "action plan" below. Describe the position you are requesting and provide a justification for this request.

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|---|---|---|---|
| **Start Date:** | **Task Type:** | **Priority Level:** | **Task Order:** |
| 2/24/2016 | Departmental Action Plan | High | 2 |
| **Due Date:** | **Completion Date:** | **Task Status:** | **Budget:** |
| | | New | $0 |

Position Requesting: English and Reading Professor

   This position will help the department to enhance its offerings through a faculty member who is dedicated to reaching both the pre-transfer and the transfer population's needs. Currently, the department's courses and faculty are spread among a variety of offerings: stand-alone basic skills and transfer English and reading courses; literature courses; basic skills and counseling learning communities; basic skills, transfer, and counseling learning communities; the College for Working Adults, which has just been expanded; honors courses; interdisciplinary learning communities (Sustainability course and COLTS); partnerships with the library; workshops for students; online courses; and the summer and winter break English course readiness program (Word Jam), the pilot GED Jam, and ACES. Many of these offerings and programs are staffed by adjunct faculty, demonstrating the need this department has for an additional full-time member. In addition, the faculty member will work with other faculty in the department, the college, and the district to identify gaps between high school curricula and our own, so that we may work with the high schools to help our incoming students be better prepared for college-level work. These needs are recognized in the Strategic Plan as well (Goal 2, Goal 3, and Goal 4).

   In the English/reading department, in an attempt to improve student progress and transfer rates and to engage with an increased focus on acceleration statewide, we have increased the number of accelerated and integrated course offerings. Our department needs additional qualified, energetic faculty to continue to develop and sustain such efforts.
   Such English faculty is in demand everywhere and the course have high unit load, which means that it's hard to staff developmental/accelerated courses with adjunct faculty. Thus, our most pressing need is for more fulltime faculty qualified to teach our integrated/ac

**Budget Remarks:**

| Date: | Name: | Remarks: |
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**Budget Details:**

| GL Code | Account | Description | Requested | Approved |
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| No Data to Display | | | | |

**Assignment Details:**

| Name: | Email: |
|---|---|
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# Task Details Report

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|---|---|---|---|
| **Start Date:** | **Task Type:** | **Priority Level:** | **Task Order:** |
| 2/24/2016 | Departmental Action Plan | High | 1 |
| **Due Date:** | **Completion Date:** | **Task Status:** | **Budget:** |
| | | In Progress | $0 |

Position Request: English and Reading department coordinator

The department coordinator is responsible for coordinating a large number of activities within a large department. Over the last few years, changes that we have made within the department had strengthened the overall English and reading programs, but they have also made this process of coordination even more complex. While we recognize that many of the responsibilities of the coordinator are contractually required, we believe the sheer number and diversity of the tasks merits .20 FTE per semester. Without this support, the English/Reading department cannot continue to support and develop the variety of courses, certificates, support of tutors, adjunct support, acceleration, and other innovations that we have been developing. The responsibilities of the coordinator include facilitating and often taking lead in the following:
1. Continuing to institutionalize faculty-led tutor training (happening twice a semester).
2. Maintaining our constantly changing adjunct pool through candidate screenings and interviews.
2. Scheduling the evaluation process for PT faculty.
3. Continuing to implement and assess accelerated courses. We finally have a few years of data to see how this is affecting our college.
4. Maintaining the 829 and 849 online WebAccess course and facilitating adjunct orientations.
5. Continuing development and implementation of the Writing Center activities, including a speaker series.
6. Collaborating with other departments on campus, including office of research, counseling, learning center.
7. Aligning our department with the other campuses. There have been many changes to the courses at our sister colleges and we need to work to align them.
8. Facilitating and assessing the implementation of multiple measures and its effects on our courses.
9. Coordinating Late-Start Classes.
10. Working with the dean on scheduling assignments of adjuncts.
11. Coordinating, writing, and being the

## Budget Remarks:

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## Budget Details:

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|---|---|---|---|---|
| No Data to Display | | | | |

## Assignment Details:

| Name: | Email: |
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| No Data to Display | |