Assessment Plan

Yuba Community College District

YC - English Program Recommendations

YC - English Program Recommendations

Program Description: English is a core program that supports lower division arts requirements for graduation and transfer. English courses provide the foundation for success in nearly all other disciplines, as students are required to read and write well in order to perform well in almost every other field. Thus, student success in other district programs hinges on student success in the English program.

English 1A is a Yuba College graduation requirement. However, most Yuba College students (approximately 70%) test into lower level composition courses, mandating several semesters of English for most students to graduate. (See chart1.jpg.) English classes are also a means for students to meet Area C and Area D requirements, as well as an Area E elective, for their general education. Transfer students must take English 1A to meet their Written Communication requirement and English 1B or English 1C to meet their sophomore-level writing requirement.

Currently, we offer five levels of English composition at the Marysville campus.
o English 1A (College Composition and Reading)
o English 51 (Preparatory Composition and Reading)
o English 105R (Pre-Collegiate Composition)
o English 115B (Academic Reading and Writing 2)
o English 115A (Academic Reading and Writing 1)
o English 113R (An accelerated course that combines 115A and 115B into one semester)

However, at the Clear Lake campus, we offer only four levels of composition:
o English 1A (College Composition and Reading)
o English 51 (Preparatory Composition and Reading)
o English 105R (Pre-Collegiate Composition)
o English 110A (Fundamentals of Composition)

At the Marysville campus, we also offer the following English courses every semester:
o English 1B (Critical Thinking: Writing About Literature)
o English 1C (Critical Thinking: Advanced Composition)
o English 20LR (News Media Production)
o English 31A/B (Creative Writing)
o English 40A/B (Tutoring Writing)

At the Clear Lake campus, we offer the following once per year on alternating semesters:
o English 1B (Critical Thinking: Writing About Literature)
o English 1C (Critical Thinking: Advanced Composition)

On a rotational basis (no more than one per year), we offer the following literature courses at the Marysville campus:
o English 30A/B (Introduction to American Literature)
o English 36 (American Ethnic Voices)
o English 37 (Women?s Voices)
o English 42 (Introduction to Shakespeare)
o English 44 (Themes in World Literature)
o English 46A/B (Introduction to English Literature)
o English 48 (Voices and Visions)

Only one literature course is offered on the Clear Lake campus, once per year:
o English 36 (American Ethnic Voices)

Staffing at the Clear Lake campus has suffered due to the loss of critical adjunct instructors. At the time of our last program review, we had four adjunct English instructors at Clear Lake; however, two have retired. One of the remaining two has indicated that he will not be available for Fall 2012 and beyond.

Staffing at the Marysville campus has suffered greatly since our last program review, our department having lost two full-time faculty. We hope to replace these two positions before our next program review. Our program and its students have suffered because of the strain caused by the loss of full-time faculty members within our program.

In the 2010-11 academic year, of our department?s 6.93 Contract FTEF, 6.10 FTEF was from Marysville, and .83 FTEF was from Lake. In the same academic year, of our 15,084.60 WSCH, 13,362.90 came from Marysville, and 1,721.70 came from Lake. Our program?s total FTES for that academic year was 502.82, Marysville accounting for 445.43, and Lake accounting for 57.39.

Even though we have lost considerable full-time FTEF in recent years (from 8.80 Contract FTEF in the 2008-09 academic year to 6.93 Contract FTEF in the 2010-11 academic year), we have actually improved our WSCH per FTEF: from 405 in 2008-09 to 406.17 in 2010-11. In fact, our total WSCH for 2010-11 (15084.60) was pretty close to our five-year average (15270.84).

Our program's success rates run about parallel to those of the college: 64.8% of students passing courses in our program, compared to 68.4% passing courses college-wide, in the 2010-11 academic year. Likewise, our student retention is similar: 84.9% student retention within our program compared to 86.5% college-wide, in the 2010-11 academic year. Comparable similarities between our program and the college in both student success and student retention can be seen over the last five academic years.

The English department has made several curricular changes since our last Program Review, first improving the academic rigor of our lowest level composition courses, replacing our English 110A/B courses with integrated reading and writing 115A/B courses. Then we proposed increasing student success by reducing the number of levels of English composition (to be explained elsewhere in this Program Review).

In Fall 2011 we also accepted the Early Assessment Program (EAP) used by the CSU system, which allows students to place directly into English 1A at Yuba College by scoring well enough on their 11th grade California Standards Test. Furthermore, and perhaps more importantly, students who don?t place well know early and can focus their senior year on preparation. We are looking at the possibility of teaming with local high school teachers, as part of the EAP, to help high school students become better prepared for the rigors of college English.

Year of Review: 2011-2012

Type of Review: Self-Study (4-year review)

Executive Summary: Staffing at the Marysville campus has suffered greatly since the last program review, the department having lost two full-time faculty. The department hopes to replace these two positions before the next program review. Staffing at the Clear Lake campus has also suffered due to the loss of critical adjunct instructors. At the time of the last program review, there were four adjunct English instructors at Clear Lake; however, two have retired. One of the remaining two has indicated that he will not be available for Fall 2012 and beyond.

Despite these staffing challenges, the program has improved its WSCH per FTEF from 405 in 2008-2009 to 406 in 2010-2011; total WSCH for 2010-2011 was close to the five-year average of 15,270. The program's success rates run about parallel to those of the college: 64.8% of students passing courses in the program, compared to 68.4% passing courses college-wide, in the 2010-11 academic year. Likewise, the student retention is similar: 84.9% student retention within the program compared to 86.5% college-wide, in the 2010-11 academic year. Comparable similarities between The English Department's program and the college, in both student success and student retention, can be seen over the last five academic years. The program continues to assess its SLOs and make appropriate modifications to the curriculum as needed.

The English department has made several curricular changes since the last Program Review, first improving the academic rigor of its lowest level composition courses, replacing English 110A/B with integrated reading and writing 115A/B courses. Then the department proposed increasing student success by reducing the number of levels of English composition (to be explained elsewhere in this Program Review).

In Fall 2011, the department also accepted the Early Assessment Program (EAP) used by the CSU system, which allows students to place directly into English 1A at Yuba College by scoring well enough on their 11th grade California Standards Test. Furthermore, and perhaps more importantly, students who don't place well know early and can focus their senior year on preparation. The department is looking at the possibility of teaming with local high school teachers, as part of the EAP, to help high school students become better prepared for the rigors of college English.

Major program recommendations include 1) requesting the replacement of two, full-time, tenure-track faculty positions in fall 2012, 2) collaborating with ESL, Reading, and Learning Assistance faculty to develop the new, accelerated English 105 combined reading/writing curriculum for fall 2012, 3) replacing lost adjunct faculty staffing at Clear Lake, 4) hiring more adjuncts to staff classes at the new Sutter Center, 5) establishing a college hour at Clear Lake to allow its faculty to participate fully in monthly English Department meetings, 6) retroffiing faculty offices in 605 at Clear Lake to enhance privacy levels, 7) establishing a faculty cohort of English 105 instructors to meet regularly to discuss and modify the new curriculum as necessary, 8) requesting one full-time,

tenure-track position at Clear Lake, 10) upgrading office computers at Clear Lake and Marysville, 11) outfitting classrooms in the 1000 building with larger monitors that can be moved to the center of the room as necessary.

Future Goals and Program Direction: Provide students with instruction that prepares them to advance to an institution of higher learning with the necessary skills and information for success, most especially critical thinking, writing and reading skills.

Assure that students enrolled in English courses benefit from the most current pedagogical practices in the discipline, including tutorial assistance in the mastery of writing skills.

Fully implement a three-level composition series that ensures appropriate curricular sequencing and encourages student success.

Recommendation: Faculty Staffing: Marysville

The Language Arts Dean at Marysville should request two replacement full-time English faculty positions of the Faculty Staffing Committee in October 2012. The dean and departmental faculty should continue to advocate for these indispensible positions.

Year(s) Requested: 2012-2013

Request Date: 05/11/2011

Recommendation Priority: 3. High Priority

Supporting Evidence: The department at the Marysville campus has lost two full-time faculty since our last Program Review; neither has been replaced. As a result the Yuba College English department now has only 6.93 Contract FTEF (down from 8.80 Contract FTEF in the 2008-09 academic year). At the Marysville campus, we?re down to 6.10 Contract FTEF. At the same time, we have come to depend heavily on our adjuncts, maintaining 11.78 adjunct FTEF college-wide, 10.35 adjunct FTEF at the Marysville campus. Since Fall 2011, the number of our adjuncts (14) at Marysville is almost double the number of our full-time faculty (8), and they are teaching almost half (49%) of the department?s units, violating the 75/25 ratio suggested by the state. This is most disturbing in a core program, such as English.

At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. In Fall 2011, three adjuncts taught four (4) English classes at Lake. In Spring 2012, as a result of adjunct retirements, one adjunct will teach three (3) classes. It is critical to locate at least one more adjunct to provide sufficient staff as soon as possible. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review.

Our last Program Review noted that our department at Marysville would have 10 full-time faculty for Fall 2008. Now we have only 8. Our last Program Review notes, "As a result of the increase numbers of full-time instructors, department duties have been better distributed, committee work has been improved, and most importantly, students have the benefit of quality instructors who are available out of class for additional, one-on-one instruction." The English department aspires to enjoy these results once again. Last year?s Program Update reports that ?judging from anecdotal evidence from faculty, who report increased numbers of students seeking to add courses from all levels, English courses remain under heavy demand.?

The consequence of not replacing at least one of the two positions we've lost in the last two years is the inverse of what our department Program Review boasted of only four years ago. As a result of the decreased number of full-time instructors, department duties have not been adequately met. Because the few full-time faculty remaining are stretched so thin, important departmental discussions and decisions are delayed: aligning English 105 with all other composition courses, integrating reading with writing instruction at all levels, possibly reducing the number of composition levels, and revamping the holistic scoring criteria of all final exams. Most importantly, as we've come to rely so heavily on adjunct instructors, our students have not benefited from experienced professors who are available every day out of class for additional one-on-one instruction.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
The Language Arts Dean at Marysville should request two replacement full-time English faculty positions of the Faculty Staffing Committee by October 2012. **Type:** Staffing - Faculty	Two full-time faculty salaries.	Language Arts Dean and Faculty Staffing Committee	Yes

Recommendation: Curriculum

We propose that the English 105 Course outline brought before the Curriculum Committee for approval on December 6, 2011, be brought back again at a January 2012 Curriculum Committee, and that it be approved this time. If this is done, the composition coordinator has already discussed with the Language Arts Academic Dean changing all scheduled 115A and 115B courses to 105 courses for Fall 2012. Full-time and adjunct faculty who have accepted these courses know that they may be changed to 105 courses. We are prepared for the change once the Curriculum Committee accepts the recommendation of the discipline faculty.

Year(s) Requested: 2011-2012

Request Date: 01/17/2012

Recommendation Priority: 3. High Priority

Supporting Evidence: Unlike our department's new 113R and 115A/B courses, and unlike English 1A and English 51, our current English 105 course does not integrate reading and writing instruction. (You may note that it is the only active Yuba College composition course that does not include "Reading" in its course title.) It stands alone among our composition courses as not providing a reading component.

More serious than this fact, after comparing the course outlines of 113R and 115A/B with that of 105, and after evaluating the student work produced in 113R and 115A/B, we have found that the students at these new "lower" levels appear to be as proficient in writing as those exiting English 105 and have been introduced to more comprehensive instruction given to our 105 students. Thus, we have some serious problems in our sequencing of composition courses. Three options became apparent:

o Revise our 105 Course Outline to mirror our current 113R Course Outline (thus, integrating the reading component and keeping the same standard of academic rigor) and then accept and use the 110R course used at Woodland as a fourth level.
o Revise our 105 Course Outline to mirror our current 113R Course Outline (thus, integrating the reading component and keeping the same standard of academic rigor) and then re-create a lower level composition course that demands less than our current 115A/B courses do but offers more to students than the 110R course does.
o Revise our 105 Course Outline to mirror our current 113R Course Outline and eliminate all levels below it, reducing the number of composition courses from five to three. Since our students currently enrolled in 113R and 115A/B are showing appropriate success (as indicated by the SLO results), and since they are leaving these classes with the same skills as would an English 105 student, there seems to be no need to create any level below these.

The English Placement Test (ACCUPLACER) currently places students into one of five levels of English composition, depending on their scores. (See CutScores.pdf.) Data from the last three years indicates that about half our students are placed below the English 51 level. (See chart1.jpg.) In other words, half our in-coming students are placed into the English 105, 110B, or 110A levels. The other half are placed into English 51 and 1A. Furthermore, recent data indicates that approximately 36% of students placed in 105, 110B, or 110A test into the bottom half of those levels. Remedial English courses are needed for a large segment of our student population.

However, large numbers of colleges all over California are responding to overwhelming evidence that the more developmental levels a student must take, the less likely they are to complete English 1A. More than 80 California colleges (including Yuba College) have participated in 3CSN?s acceleration project because acceleration has been proven to dramatically improve the success rates of developmental students. Katie Hern of Chabot college explains that although this model "goes against our whole way of understanding developmental education," which is to provide "lower levels of the curriculum [in order to] better prepare students for the demands of the next course," compelling students to take "2, 3, [or] 4 semesters of developmental instruction is actually harmful because it reduces students' chances of completing the transfer course so dramatically."

Chabot, like Yuba, uses the ACCUPLACER placement test. Students at Yuba who score 54 or less on their English placement test are mandated to take the lowest level English class (110A, 115A, or the accelerated 113). In comparison, students at Chabot who score a 49 or lower on their ACCUPLACER test self-place into either an accelerated one semester integrated reading and writing developmental class or a two semester integrated reading and writing traditional sequence. A four-year cohort study reveals that of those who self-place into the accelerated course, 45% subsequently pass the transfer level class. Of those who place themselves into the two semester traditional sequence, only 23% pass the transfer level class. The data demonstrates that more students will pass the transfer level class if the number of developmental levels are reduced.

At Yuba College, a six-year cohort study reveals that if 100 students enroll in English 110A only 8 will eventually succeed in the transfer level course (see chart2.jpg). For each level prior to the transfer level course, fewer students will eventually succeed. Thus, the issue is getting students to the transfer level course. As another

chart illustrates (see chart3.jpg), once we get students to English 1A, they all have about the same chance of passing. However, they cannot pass English 1A if they never make it there in the first place. Our five-level system is actually preventing students from ever getting to the transfer level course.

If the goal of developmental English courses is to prepare and encourage the eventual success of students in college level English, these courses are not meeting that objective. These low success rates are not unique to Yuba College; they are similar to statistics state and nationwide. Colleges throughout the country are embracing recent research on accelerated learning, which promises increased access, success, and persistence. Along with these colleagues, we have the opportunity to initiate positive changes that will afford more opportunities for student success.

Thus, on December 6, 2011, the English department presented a revised 105 Course Outline, which would make it the open-access composition course, effectively eliminating the two levels below. The Curriculum Committee voted down the proposed course outline revision.

The revised 105 Course Outline was not presented to the Curriculum Committee without considerable academic debate and evaluation beforehand. The English department first discussed the possibility of three levels of composition on October 11 (see Minutes_10-11-11.pdf). Finding that we needed more time to contemplate and review this issue, we generated written arguments for the opposing views (see Levels.pdf), allowed time to research the viability of such pedagogy individually, and then continued our discussion on November 1, 2011, at a special 2-hour department meeting. There was still disagreement until we met again on November 8, 2011, for yet another department meeting, during which we felt we had consensus to take the proposed revision to the Curriculum Committee.

Unfortunately, the Curriculum Committee did not approve the proposed revision to English 105. However, the department has been invited to return to a Curriculum Committee meeting on January 24, 2012, to make our proposal again. We hope it passes this time. If not, our composition courses will remain out of sequence for at least another academic year, and our students will remain frustrated in their academic endeavors.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
The department has been invited to return to a Curriculum Committee meeting on January 24, 2012, to make our proposal again. We hope it passes this time.	None. Four-unit courses that used to be pre-requisites to English 105 will be replaced with four-unit 105 sections.	Curriculum Committee and Board of Trustees must approve the revised 105 course outline.	Yes
If this passes, the composition coordinator has already discussed with the Language Arts Academic Dean changing all scheduled 113R, 115A, and 115B courses to 105 courses for Fall 2012. Full-time and adjunct faculty who have accepted these courses know that they may be changed to 105 courses. We are prepared for the change once the Curriculum Committee accepts the recommendation of the discipline faculty.		Composition Coordinator and Dean of Language Arts must ensure that 115A/B courses are changed to 105 classes in the Fall 2012 schedule.	
Type: Curriculum/SLO			

Recommendation: Staffing Adjuncts at Clear Lake

The Lake campus Dean should seek additional English adjuncts immediately.

Year(s) Requested: 2011-2012
Request Date: 01/17/2012
Recommendation Priority: 3. High Priority
Supporting Evidence: At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. In Fall 2011, three adjuncts taught four (4) English classes at Lake. In Spring 2012, as a result of adjunct retirements, one adjunct will teach three (3) classes. It is critical to locate at least one more adjunct to provide sufficient staff as soon as possible. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review.

Recommendation: Sutter Facility

Yuba College must allocate additional FTEF to Language Arts division to offer additional English classes at the Sutter facility in Fall 2012. Enough English courses will have to be offered at the new facility to make it a fully functioning center.

Year(s) Requested: 2011-2012

Request Date: 01/17/2012

Recommendation Priority: 3. High Priority

Supporting Evidence: We will have to increase the number of English classes offered by Yuba College to turn the new Sutter Center into a functioning facility in Fall 2012. As a department, we will need to discuss which full-time faculty will teach at this facility, and we will have to hire additional adjuncts to our already large pool to meet the demand. The new facility will bring challenges in evaluations, and communication within our department.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
We will have to increase the number of English classes offered by Yuba College to turn the new Sutter Center into a functioning facility in Fall 2012. As a department, we will need to discuss which full-time faculty will teach at this facility, and we will have to hire additional adjuncts to our already large pool to meet the demand. The new facility will bring challenges in evaluations, and communication within our department.	Approximately one FTEF for English classes at the Sutter facility and possibly the cost of a faculty office.	Chancellor must allocate additional FTEF to Yuba College Sutter Facility. President and Vice President of Yuba College must ensure that the additional FTEF is allocated to the Sutter Facility. Composition Coordinator must fairly determine who teaches at the Sutter Facility.	Yes

Recommendation: College Hour at Clear Lake

The Lake campus Dean should avoid scheduling English classes between noon and 1 p.m. on Tuesdays and Thursdays to allow fulltime English faculty to participate in monthly department meetings.

Year(s) Requested: 2011-2012

Request Date: 01/17/2012

Recommendation Priority: 3. High Priority

Supporting Evidence: Another issue is the different time frames for ?college hour? at the two campuses. Traditionally, the Marysville department faculty use the noon hour on the second Tuesday of the month for department meetings. However, the Lake campus ?college hour? runs 11:30-12:30, which makes it difficult if not impossible to meet as a unified department.

Recommendation: Classroom Heating and Cooling at Marysville

The maintenance department at Marysville must maintain adequate heating and cooling in the 1000 building. If heating and cooling continue to be problems, which the Yuba College maintenance department cannot address, then the college and/or district will have to fund an acceptable solution to adequately cool and heat the rooms without repeated calls on a weekly basis.

Year(s) Requested: 2011-2012

Request Date: 01/17/2012

Recommendation Priority: 3. High Priority

Supporting Evidence: On the Marysville campus we continue to have serious problems with classroom facilities in the 1000 building. The rooms are rarely heated or cooled properly. This is an issue every semester, throughout the entirety of every semester. During Summer 2011, none of the rooms had air conditioning for the first two weeks of the 6-week summer semester. For two weeks! Some faculty and students were fortunate enough to have fans brought into the rooms to circulate the sweltering 100-degree air. Others reduced or cancelled class work.

During Fall 2011, multiple complaints were lodged with the division secretary on a weekly basis about the lack of heat in the classrooms. Repeated phone calls are made to maintenance on a weekly basis every semester about heating or cooling issues in the 1000 building. This is a weekly ritual?every week of every semester, every year! We find this strange if not ridiculous, given the fact the 1000 building was remodeled only years ago. Why we continue to have such problems on a regular basis for such fundamental conditions as proper heating or cooling has yet to be explained satisfactorily.

Recommendation: Faculty offices at Clear Lake

Construction crews must retrofit faculty offices in Room 605 on the Lake campus or those faculty offices must be moved to the soon-to-be-vacated administration building.

Year(s) Requested: 2011-2012
Request Date: 01/17/2012
Recommendation Priority: 3. High Priority
Supporting Evidence: On the Clear Lake campus, some faculty do not have sufficient privacy in their offices. Cubicles in room 605 have module panels for walls, which do not (and cannot without preventing heating and cooling) reach the ceiling. Any and all conversations with students can be overheard throughout the building. This is a violation of the confidence students entrust in their instructors during conferences and a hindrance to the performance of other faculty who can overhear everything being said. These are unsatisfactory working conditions for faculty and unacceptable learning conditions for students. Privacy is violated; student confidentiality is lost.

Recommendation: English 105 Faculty Cohort

All department faculty teaching the new English 105 course should meet as a faculty cohort during the 2012-13 academic year for support and direction.

Year(s) Requested: 2011-2012
Request Date: 01/17/2012
Recommendation Priority: 2. Medium Priority
Supporting Evidence: As we begin to implement a 3-level composition course offering, all department full-time faculty will need to be adequately trained to ensure that standards are maintained and that students succeed. We have, therefore, made the following departmental decisions: 1) All full-time faculty will teach the new 105 course in Fall 2012, and 2) All faculty who teach the new 105 course will automatically become part of a faculty cohort that will meet regularly for the first academic year to share issues and resolve concerns. We will share syllabi and assignments with each other, work from similar texts, and support one another pedagogically.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
All department full-time faculty have already agreed to teach at least one section of English 105 in Fall 2012. We met on January 11, 2012, in Clear Lake to discuss the details of making the transition to three levels of composition. And we are committed to meeting as a faculty cohort during the 2012-13 academic year for support. Adjunct faculty teaching English 105 in Fall 2012 will be invited to participate in the faculty cohort. **Type:** Curriculum/SLO	None	Composition Coordinator.	Yes

Recommendation: Faculty Staffing: Clear Lake

The Lake campus Dean should consider requesting one new full-time English faculty position before the next Program Review.

Request Date: 01/17/2012
Recommendation Priority: 2. Medium Priority
Supporting Evidence: At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. In Fall 2011, three adjuncts taught four (4) English classes at Lake. In Spring 2012, as a result of adjunct retirements, one adjunct will teach three (3) classes. It is critical to locate at least one more adjunct to provide sufficient staff as soon as possible. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review.

Recommendation: Upgrade Office Computers at Clear Lake

At Clear Lake, it would be prudent to upgrade computer memories and plan for the replacement of CPUs within the next year or two so instructional needs are adequately served. Computers serving adjuncts in Room 605 should be upgraded immediately.

Year(s) Requested: 2011-2012
Request Date: 01/17/2012
Recommendation Priority: 2. Medium Priority

Supporting Evidence: At the Clear Lake campus, adjunct English faculty in the 605 building have access only to very outdated and slow computers.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Most of our other departmental issues with equipment and technology stem from much larger ones at the district and college level. Without a clear channel through which faculty must go to receive assistance in technology, with so much technology support scattered between different offices, the result is that of no support at all. Without sufficient funds allocated to replacing and rotating computers (including the monitors) in faculty offices, faculty have resorted to purchasing their own. The district must delineate how technology needs are to be met and by whom. It must also allocate sufficient funds to allow reasonable replacement of not only computers, but also monitors, keyboards, and other equipment in faculty offices and in classrooms. **Type:** Equipment/Technology	Unknown.	Chancellor must establish a clear process and organization through which faculty and staff can address technology and equipment needs.	Yes

Recommendation: Upgrade Office Computers at Marysville

At Marysville, all faculty offices should be supplied with upgraded computers, monitors, and any other computer equipment as needed immediately. WIFI should be provided in newly constructed faculty offices in the remodeled 1100 building.

Year(s) Requested: 2011-2012

Request Date: 01/17/2012

Recommendation Priority: 2. Medium Priority

Supporting Evidence: At the Marysville campus most computer equipment in faculty offices is personal equipment because neither the college nor the district supplies it. Six of the eight full-time English faculty on the Marysville campus have bought personal computer monitors to use in their offices because the district has not provided monitors since it first supplied office computers over a decade ago. Those were old CRT monitors. One of the two English faculty members who refuse to purchase college equipment with personal funds still uses an original CRT monitor in her office. The other was able to obtain a small 15-inch flat screen from IT. To obtain anything better, apparently one must purchase the equipment with personal funds. Some faculty now use personal laptops in their offices. Printing to a shared printer continues to present so many problems that many faculty have bought personal printers for their offices. There is no WIFI in faculty offices, so some faculty opt to provide personal routers to obtain the needed WIFI. In short, the English department at Marysville does not get computer equipment from the division, the college, or the district. What little equipment the district at one time provided is often erratic in its performance and takes considerable time to repair.

Waiting for office computer repairs for more than a day is unacceptable when faculty teach online classes, use Blackboard for web enhanced classes, and rely on the Campus Portal so heavily now to get information and gain access to email and WebAdvisor. And yet, wait times for office computer repair often drag into weeks.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
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Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Equipment/Technology			

Recommendation: Smart Classrooms at Marysville

At the Marysville campus, smart classrooms in the 1000 building should be outfitted with much larger screens or projection equipment to ensure that students can see classroom presentations. Larger screens should be equipped so that they can be moved to the center of the front of the room so that all students can see presentations adequately.

Request Date: 01/17/2012
Recommendation Priority: 2. Medium Priority
Supporting Evidence: Full-time and adjunct faculty alike on the Marysville campus complain that the flat screen TVs in the classrooms of the 1000 building are too small. Students cannot read or see material presented to them. The screens are also placed in such a way that, even if they were bigger, many students would still have difficulty craning their necks to see them.

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
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Recommendation: Faculty offices at Marysville

The maintenance department should maintain faculty offices at the Marysville campus, cleaning floors, knocking down spider webs, and repairing any damaged facilities, regularly

Year(s) Requested: 2011-2012
Request Date: 01/17/2012
Recommendation Priority: 1. Low Priority
Supporting Evidence: Our offices are left for us to clean. Only the trashcans are emptied?on a semi-regular basis. We look forward to the remodel of the 1100 building because office ceilings have leaked so badly that faculty have had to move seating, documents, and electronic equipment so as not to get rained on?or electrocuted.