## Unit Plan: Accomplishments and Goals

**Unit:** English  
**Division or Area to Which You Report:** Language Arts  
**Author(s) of this Unit Plan:** Shoshanna Tenn  
**Date:** 3/10/08

**Audience:** IPBC, Deans/Unit Administrators; Budget Committee  
**Purpose:** To provide evidence of progress on Strategic Planning Priorities from previous year and to provide input into planning for subsequent years.  
**Instructions:**
1. Insert the Goals & Objectives from your last year's unit plan “Part II, Section 2: Goals/Objectives (What you Hope to Accomplish)” into “Section 1: Accomplishments” below. (2007-08 Unit Plans can be found here).
2. Update accordingly, reflecting upon the activities you’ve undertaken in the past year. Be brief. No more than two pages.  
3. In Section 2, please include your new, revised, or continuing goals for the next year (some may be the same as before). No more than one page.  
   *Please make sure to number and list goals in PRIORITY ORDER (1, 2, 3, ETC.) This will determine where any new resources may be allocated.*

Be sure to include accomplishments and goals related to Strategic Planning Priorities, including student learning.  

**Note:** Priority Objectives and Strategic Plans are hyperlinked. Use Chabot Enrollment Management Committee Reports to generate Student Success and Equity data reports by course, discipline, and term. Use these data to inform your goals and objectives. (Note: Reports are only available on PC. If you are a Mac user, please have your dean print a copy)

### Section 1: Accomplishments from Last Year's Unit Plan (What You Have Done):

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/Objective from last year's Unit Plan</th>
<th>Activities Undertaken to Achieve the Goal/Objective</th>
<th>Results</th>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Accomplished?</th>
<th>Did you receive additional funds to support this goal/objective?</th>
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</table>
| 1.  | Assure equity and provide maximum access in the schedule. | We used enrollment data from previous years as well as current data to inform the process. We added additional late start courses in order to provide additional entry points for students, and we're supporting our online courses in order to enable students to access our classes from off campus. We’re also offering classes at the new San Leandro Center. | Our schedule is well-balanced, with sections of both core courses and electives offered in the morning, afternoon, and evening and in both semesters whenever possible. Our online sections and classes at the San Leandro Center are all successful.  
We maintain our commitment to having our basic skills classes taught by f/t as well as p/t faculty. | Goal 8, Objective 8d | Yes | no |
| 2.  | Maintain academic integrity through a well-rounded English program which provides | We’ve been active in the development and growth of Learning Communities and our service learning program.  
We’ve offered diverse elective offerings and other support courses which contribute to | We’ve increased the number of English classes that offer a service learning component.  
We’ve offered a range of electives, including report writing, creative writing, and literature courses.  
We increased enrollment dramatically in some electives, including Eng. 20, 21 and 48. We did | Goal 8 | Yes | no |
students with a vital college English experience, one which goes beyond core English courses and offers additional opportunities for social and intellectual growth.

what the Strategic Plan calls “the learning college concept.”

We continue looking for ways to increase enrollment in our elective courses and to support those courses which are not completely full, yet serve these higher pedagogical aims as much as possible within the exigencies of a limited budget.

We increased our outreach efforts with fliers to all English instructors and a special box ad in the schedule.

have to cut electives that didn’t, however, and this pains us. It negatively impacts students, faculty, and our image in the community.

We're supporting our Learning Communities including obtaining increased reassigned time for Daraja and Puente coordinators to 25%, per the MOU with the UC Regents Puente Ex. Director, and through the Carnegie-supported video on the Daraja Project, as seen through the eyes of Daraja students.

3. Establish a fixed timeline for developing and submitting the schedule of classes, one which will enable an effective and pedagogically sound result.

We evaluated the scheduling needs and tried to create a balanced schedule of offerings and find rooms for them in a timely manner.

We arrived at a final schedule for f/t faculty sign-up in December 07. Adjunct faculty were offered classes in early spring 08, in good time to get names into the print schedule.

Although we succeeded in finalizing our English schedule (f/t and adjunct) in a timely manner – f/t faculty scheduled by fall 07 – we are disappointed that we don’t yet have rooms, nor the promised room scheduling software, and that this is delaying the release of the schedule.

<p>| Goal 8, Objective 8d | Yes | no |</p>
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<tr>
<th>No.</th>
<th>Goal/Objective</th>
<th>Activities Undertaken to Achieve the Goal/Objective</th>
<th>Results</th>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Accomplished?</th>
<th>Did you receive additional funds to support this goal/objective? Yes/No</th>
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<tbody>
<tr>
<td>1.</td>
<td>Work with Counseling and Matriculation Committee to revise the English Pre-requisite Challenge Process</td>
<td>Revised the forms considerably, and created a set of guidelines to assist students and the Challenge Committee with the Pre-requisite challenge process. Worked with counseling and Matriculation to adopt the improved form, and to improve the efficiency of the challenge process.</td>
<td>The new form and process have been formally adopted. The form is being printed for implementation this semester.</td>
<td>Yes / No / In Process</td>
<td>Yes</td>
<td>No</td>
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<td>2.</td>
<td>Develop a visually-appealing and stimulating tool for understanding the challenges our students face with reading</td>
<td>Carnegie-supported filming project worked over the course of a year, interviewing students on their challenges, fears, and frustrations with reading for their classes.</td>
<td>“Reading Between the Lives” film has fostered rich discussions, including at Convocation 2007, has been used in classrooms across campus, and has been shared with other community colleges nationally.</td>
<td>Yes / No / In Process</td>
<td>Yes</td>
<td>Yes (Carnegie grant)</td>
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<td>3.</td>
<td>Offer trainings for adjunct English faculty</td>
<td>The adjunct English coordinator held several workshops for both full and part-time faculty on pedagogical and classroom issues. Faculty from other related disciplines also attended. The adjunct coordinator also gives an orientation for new adjunct faculty, and pairs each with a f/t faculty mentor.</td>
<td>Workshops included: • Politics in the Classroom • Student Behavior • Books We Love to Teach • Teaching the Research Process • 101A/B, 1A, and 4 “level” workshops</td>
<td>Yes / No / In Process</td>
<td>Yes</td>
<td>Release time for Adj. Coordinator</td>
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<td>4.</td>
<td>Successfully moved WRAC learning skills, Instructor Offices, and English classrooms to temporary locations during construction</td>
<td>WRAC and Learning Skills staff, as well as discipline coordinators worked closely with the Division Dean and the movers to come up with an effective procedure for moving departments (WRAC was one of the first to move).</td>
<td>Yes</td>
<td>No</td>
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<td>5.</td>
<td>Ensure integration of WRAC and Learning Connection during limbo period where the two are not physically connected.</td>
<td>Multiple meetings with the building 100 planning committee were held over summer 07 to work on planning the layout of Building 100. Meetings with faculty and staff in the learning connection are ongoing, including meetings about staffing, establishing Learning Connection policies, and meetings with other tutor trainers about tutor training.</td>
<td>WRAC is integrating into the Learning Connection umbrella, along with tutoring and other support programs from across the campus.</td>
<td>Yes</td>
<td>No</td>
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<td>6.</td>
<td>Articulated processes and policy with PACE and DE regarding English instructors who teach in the PACE program or who teach online.</td>
<td>Dean and English Coordinator met with PACE and DE program coordinators to ensure that all English faculty who teach with PACE or online are hired and evaluated through the English program.</td>
<td>English faculty teaching with PACE have been evaluated in the contractual manner. An online English committee was created to help facilitate the process of hiring, approving, guiding, and evaluating online English instructors. There is a better understanding between PACE and the English department.</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>With Carnegie support, issues of student “sustainability” in a basic skills class were researched.</td>
<td>One instructor started researching patterns of success and withdrawal in her basic skills classes, analyzed data, wrote it up, and has shared it across campus and with the wider community.</td>
<td>Katie Hern's classroom research into the &quot;sustainability gap&quot; among Chabot students has generated significant attention from the broader community college community. It has been featured in articles in Inside Higher Education and the National Forum for Teaching and Learning, on an assessment listserv with 1,200 subscribers, and in multiple conference presentations. Hern has been invited to speak on the topic across the state, and is serving as an expert consultant to the state-wide Basic Skills Initiative.</td>
<td>Yes</td>
<td>Yes (Carnegie)</td>
<td></td>
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### Section 2: Goals/Objectives (What You Hope to Accomplish):

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/Objective</th>
<th>What you hope to accomplish</th>
<th>Proposed Activities to Achieve Goal/Objective</th>
<th>Priority Objective/Strategic Plan Goal</th>
<th>Time Frame (semester, year, five years, etc.)</th>
<th>Are you including a request for additional resources in this unit plan? Yes/No If yes, what type?</th>
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<tbody>
<tr>
<td>1.</td>
<td>Assure equity and provide maximum access in the schedule.</td>
<td>We want to continue to offer a well-balanced schedule, with sections of both core courses and electives offered in the morning, afternoon, and evening and in both semesters whenever possible. We want to continue our online offerings so long as the classes meet our pedagogical goals and are appropriate for the skill level of students.</td>
<td>We are converting two English 101A classes to late-start for fall 08 and hope to work with counseling to ensure that these fill well, but are also accessible to International students who arrive just before the start of fall semester. In planning our schedule, we are trying to be very cognizant of our WSCH/FTEF goals, and to avoid some of the past curricular conflicts (with PACE, the San Leandro site, Daraja/black lit, etc.) so as to prevent the need to cancel classes after students have registered.</td>
<td>Goal 8, Objective 8d</td>
<td>ongoing</td>
<td>no</td>
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<td>2.</td>
<td>Maintain academic integrity through a well-rounded English program.</td>
<td>Despite the reduced FTEF and scheduling limitations imposed by construction, we seek to continue to provide students with a vital college English experience, one which goes beyond core English courses and offers additional opportunities for social and intellectual growth.</td>
<td>Achieving our goal requires that we continue to support our Learning Communities (including Daraja, Puente), service learning program, elective offerings, the ISLS and Springboard revitalizations, and support courses which contribute to what the Strategic Plan calls “the learning college concept.” To respond better to student needs for grammar support, we have added a third late-start section of English 107 (grammar) for fall 08. Our Online English subcommittee is continuing to research and evaluate our offerings to determine how best to build our online program, maintaining high integrity and a pool of highly-skilled online instructors.</td>
<td>Goal 8</td>
<td>ongoing</td>
<td>no</td>
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<td>3.</td>
<td>Use data to evaluate our current DE offerings and to make smart decisions regarding next</td>
<td>While DE courses offer great advantages in terms of access, we want to be sure that we are always providing courses with high integrity that meet the articulated assumptions of the English department. We want to identify areas for growth, and ensure that as we grow, we have a strong pool of faculty prepared to teach DE.</td>
<td>We will research this with support from the office of IR, literature in the field, and tools such as the Carnegie-supported film “Going the Distance.” We will discuss our DE curriculum and offer support through an English dept. retreat to be held this semester, spring 08.</td>
<td>Goal 14, Objective 14d, Goals 4 &amp;8, Objectives 4g, 8h</td>
<td>ongoing</td>
<td>no</td>
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<td>Chabot College Unit Plan, Part II</td>
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<td>year’s schedule.</td>
<td>We will train more instructors in conducting on-line evaluations, and continue to recruit and mentor quality on-line English teachers.</td>
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<th>4. Find a means to continue the CHARLIE website</th>
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<td>While the site was designed and created with a PFE grant, and has been minimally supported in the past year through one-time funding sources (basic skills and EM mini-grants), No budget past spring 08 currently exists for the site. We hope to maintain and grow the site over the next year, and for this we will need a site content developer, supported by a modest budget.</td>
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<td>We can work with the Learning Connection, the webmaster and others to make a plan for CHARLIE. We continue to seek solid, ongoing funding to maintain and grow the site.</td>
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<td>Goals 4 &amp; 8, Objectives 4g, 8h, Goal 19, Objective 19d</td>
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<tr>
<td>Goal: hire and train a content developer for CHARLIE by fall 08</td>
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<td>Yes -- staffing</td>
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<tr>
<th>5. Improve placement in our basic skills English courses.</th>
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<td>We want to work with counseling and the assessment office to help students better understand the various levels of ESL and basic skills English at Chabot, and to make sure more students enroll in the class which is appropriate for their skill level.</td>
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<tr>
<td>We are working with the office of IR to see if a reliable 101A/102 cut-off score can be determined for the English placement test. We hope to work with Counselors better, particularly those who are connected with International students, and perhaps those coming from the ELS program on campus. We may be able to create better language in the schedule of classes to help students when selecting courses.</td>
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<tr>
<td>Goal 19, Objective 19d</td>
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<td>Spring 09</td>
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<td>no</td>
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<th>6. Take time to re-evaluate our English curriculum and plan for upcoming years.</th>
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<td>Hold a series of retreats over spring 08, fall 08, and spring 09 whereby English faculty can refocus on the success and equity issues around our curriculum and pedagogy, and also reflect on the WRAC offerings and trainings, such as 115 and Tutor Training 49b. This will align with college-wide Basic Skills work, as well as Program Review and the Benchmark project.</td>
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<tr>
<td>Goal 10, Objective 10c, Goal 8, Objective 8d Goal 19, Obective 19d, Goal 26, Obective 26a</td>
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<td>Spring 08, fall 08, spring 09</td>
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<td>Yes -- supplies and stipends for adjunct participants.</td>
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** List types such as “equipment,” “supplies,” “staffing,” “contractual services,” etc…