Unit Plan: Enrollment Requests

Unit: English
Division or Area to Which You Report: Language Arts
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Date: 3/10/08

Audience: Budget, Deans, CEMC, IPBC
Purpose: To recommend changes in FTEF allocations for subsequent academic year and guide Deans and CEMC in the allocation of FTEF to units.
Instructions: In the area below, please list your requested changes in course offerings (with reference to corresponding change in FTEF) and provide your rationale for these changes. Be sure to analyze enrollment trends and other relevant data (http://help/EMC/). Please seek your dean’s assistance as needed.

Although it is difficult to project enrollments for 09-10, we cautiously request an increase in our FTEF allocation for 09-10 in order to offer more English courses which are required for our students’ success.

Adding additional 101A:
In Fall 2007 we offered 18 sections of 101A and this spring 2008 we are offering 15 sections of 101A, 2 of which we’ve converted to late-start, in part to support counseling’s goal of supporting the enrollment of international students. If these late-start classes are successful, we will likely continue them in future semesters. In these two semesters, we’ve had 97% and 98% enrollment respectively in the 101A classes. In fall 08, we’ll be offering 17 sections on site, plus one section at the San Leandro Center. In spring 09, once again, we’ll be offering 14 sections on site, as well as 1 section at the San Leandro Center. We would like to maintain this level of 18 sections in fall and 15 in spring, but by 09-10 we could quite possibly add sections on site, and as the San Leandro Center gains traction, there as well.

Maintaining three sections of English 107 (grammar):
This spring 2008, we have only two sections, one day and one night, and they’ve filled to 101% of capacity. These classes max at 44, so the WSCH/FTEF ratio is cost-effective for the college, but more importantly, this support class offers a “place to go” for students who find that they are not able to succeed in our core English curriculum because of their lack of competency with grammar, punctuation, and sentence structure.

For fall 2008, we have added a third day section of English 107, and made it a late-start class. We believe it will fill easily, and if we increase awareness of this course among instructors in other disciplines, and ask these instructors to “advertise” the course in their syllabi, as helpful for their students’ success in anthropology, history, psychology, etc., we may find an even greater demand for the course. However, when FTEF is limited, the English department is reluctant to offer too many sections, considering that every section added takes away from the integrity and diversity of the rest of our English program.
**Adding additional sections of Eng 4:**
Just as we want to add an additional 101A, so as not to block students as the start of their college experience, we’d like to add an additional section of Eng 4 so as not to “block the exit” for students looking to complete degrees and transfer. In fall 2006, we offered 16 sections of Eng 4 and they filled to 107%, and in fall 2007, we offered 17 sections of Eng 4 and these filled to 106%. In spring 2008, we offered 20 sections, and they filled to 96%. While for fall 08/spring 09 we’re dropping to 15 sections in fall and 15 in spring to maintain high enrollments, it appears that we could safely offer a few more sections of Eng. 4 by fall 09, especially as the parking lot situation is remedied.

**Last note:**
The English department remains committed to taking overages in our core classes (101A/B, 102, 1A, 4 and 7) as necessary to protect our elective courses which will *never* fill to the contractually negotiated capacity of 44. (Note that this number is completely unrealistic for an elective course such as “women’s literature” or “Holocaust Lit” as can be seen by a comparison with other Bay Area colleges.)

However, we often find ourselves working against the best interest of students when our classes get too large, since effective teaching requires great attention to student papers and each student’s writing process. We often work individually with students, utilizing conferences, so we can address the particular reading and writing strengths and weaknesses of each. In short, we are committed to effective teaching, tailored to the needs of students, and a high-integrity, well-rounded academic program, but we acknowledge the need to keep our overall productivity rate at a level acceptable to the college’s enrollment goals and budgetary restrictions. We will continue to work with the CEMC and management to meet these (often competing) objectives.

**It should also be noted that the craziness of construction and the parking crunch has pushed our classes out of prime-time, and this has negatively impacted our enrollments, as well as our ability to work well as a department (since many of us are now teaching during college hour to make our load).**