I. Background and Analysis

Program Description

As one of the largest departments on the Cabrillo College campus, the English department serves nearly all students in some capacity. English writing courses are prerequisites and recommended preparation for nearly all Cabrillo classes. Our offerings align with the discipline nationwide by focusing on three concentrations: composition, literature, and creative writing. In composition, we offer basic skills, transfer, honors, and multi-cultural sections. Within our basic skills and transfer composition offerings we participate in a range of learning communities (LC’s), including ACE, Puente, STARS, REAL, and SMP. Our literature offerings provide core courses required to transfer in the major, and also provide the community at large the opportunity for lifelong learning. The creative writing component offers beginning and advanced classes in four genres: fiction, poetry, screenwriting, and memoir. The depth and range of our course offerings allow us to meet the diverse educational needs of the Cabrillo student body.

Every semester we offer a range of courses in each concentration. In composition we offer over one hundred courses per semester with approximately thirty-five basic skills 200 and 100 level sections, sixty transfer sections, one honors section, and four multi-cultural offerings. For fall 2010, we offered seven ACE LC cohort sections, one Puente cohort, one STARS cohort, and one REAL cohort. In Literature, each semester we offer approximately five courses including courses required to transfer in the major such as “American Literature,” and transferable electives, such as “Chicana/o-Latina/o Literature.” In creative writing we offer approximately four courses, at least one section in each genre. By offering a range of English courses, we remain an active department in line with the discipline nationwide.

But that’s only the outline of what we do. We are a cohesive, energized body of instructors who sincerely hope to reach out to all Cabrillo students by integrating all four college core competencies—Communication, Critical Thinking, Global Awareness, and Personal Responsibility and Professional Development—in our classes. Our involvement in learning communities, ACE, Puente, STARS, REAL and SMP, has arisen directly from the instructors involved who actively seek new pedagogy that will increase the success of basic skills students. We also collaborate with the Honors program to meet the needs of that student population. Some instructors offer themed composition courses in line with ECE and Public Safety, while others have developed multi-cultural sections or sections focusing on the human impact on the environment. What keeps the English department strong is our never ending push to investigate our current society and culture and bring those issues to students while teaching the intricacies of language, literature, and writing.

Relationships

In order to complete the AA and AS degree at Cabrillo College, all students must complete English 1A, 1AMC, 1AH or 1AMCH with a “C” or better, while numerous other English department offerings satisfy a range of general education requirements. All Cabrillo transfer-level composition courses are accepted by UC and CSU statewide in both the Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education (CSUGE) patterns. All literature and creative writing courses transfer within the IGETC and CSUGE Arts and Humanities Areas.
The English Department actively participates in shared governance throughout the college. English instructors have continuously served as campus coordinators of Basic Skills and Student Learning Outcomes. Many English instructors are also active members of campus committees such as the Faculty Senate, CCFT, Basic Skills Advisory, Matriculation Advisory, Distance Education, and Professional Development.

We have numerous collaborative ties within the college. To begin, English 100 has a co-requisite, 100L, which is taught in collaboration with the Aptos campus writing center and the Watsonville Integrated Learning Center, while English 1A has a co-requisite, Library 10, which is taught in collaboration with Library faculty. The Aptos campus writing center and the Watsonville Integrated Learning Center offer both English and ESL labs, which are coordinated in consultation with the ESL department. We also cross-list courses with Journalism and support that program as part of our department “cluster”; a coordinating unit from the English Program Chair assignment is used to compensate the Journalism PC.

In order to meet the needs of basic skills students, the English department actively supports numerous learning communities (LC’s). A learning community by definition must link two or more courses so that students gain the sense of working in a cohort that supports their educational goals. English participates in ACE, Puente, STARS, REAL and SMP learning communities. ACE combines English, DMC, Business, Math and other departments depending on the cohort, Puente combines English and Counseling, STARS combines English and Reading or ESL, REAL combines English and Reading, while SMP combines English, Reading and Counseling. Through our participation in LC’s, the English department actively works to establish pedagogies that work for basic skills students across various disciplines. Outside of LC’s, we are also open to working with other disciplines in order to support the needs of their programs. As needed we offer English 100 sections that are appropriately themed for ECE and Public Safety.

Beginning fall 2011, we will have 19 tenure track faculty and 37 adjunct instructors teaching at least one class for the academic year. In order to support our adjunct faculty, the department voted to collaborate with Lumina grant project originating at CSUMB. The Lumina grant seeks to establish relationships in English with local community colleges and CSUMB; grant participants are Hartnell, Cabrillo and CSUMB. Of the seven Cabrillo faculty participating, six are English department adjuncts. This grant allows adjuncts to develop their teaching pedagogy while developing their leadership skills. Through our participation in this grant we are making inroads with the colleges in our area while supporting the professional development of our adjunct instructors. Additionally, English faculty have participated heavily in basic skills conferences and training, such as On Course and the FELI.

The English Department’s partnership with Poetry Santa Cruz directly contributes to Cabrillo’s mission to enhance the cultural vitality of our community. Poetry Santa Cruz is a non-profit organization that promotes poetry in the greater Santa Cruz County. Our partnership has led to the creation of three annual events held on the College campus, which are free and open to the public: the Maude Meehan Memorial Reading Series, the Mort Marcus Memorial Reading Series, and the Muse Reading Series. Each of these events brings contemporary poets to the Cabrillo campus thereby expanding cultural opportunities for students. In regards to literary arts, the English department annually publishes the Porter Gulch Review as part of an English 1B class. The Porter Gulch Review serves as a voice for the artistic expression of many in Santa Cruz County and is highly regarded in the community.
Aptos Writing Center and Watsonville Integrated Learning Center

The Aptos Writing Center and ESL Lab, along with the Watsonville Integrated Learning Center, host almost sixty sections of a dozen different English and ESL labs, most of these taken by students for credit. The largest lab is English 100L, with anywhere from five to nine hundred students per semester (fall is bigger than spring). Because it is a required co-requisite of English 100, about 75 percent of students who go through the English composition sequence at Cabrillo will take 100L, either in the lab or online. The Writing Center Director is the instructor-of-record for all writing labs in Aptos and is a member of the English Department. Besides this full-time position, there are five units shared by part-time directors on Monday through Thursday nights, for a total of twenty faculty units, down from twenty-three units last reporting period. Watsonville 100L and other labs fall under the purview of the ILC Coordinator position.

English/ESL tutoring staff at both sites includes ten part-time Laboratory Instructional Assistants, mostly working thirty hours/week and nine or ten months out of the year. The Aptos Writing Center has lost two LIA positions in the last year due to retirement and illness, which have been permanently eliminated by the college as it copes with the current budget crisis. This conflicts with the English Department’s first priority in its 2006 program plan: “Promote student success with early intervention and consistent support for writing and reading skills and retain excellent, diverse staff by increasing existing part-time LIA contracts in Aptos and Watsonville to 100% and hiring more student assistants in the Writing Center/ESL Lab and the Watsonville Integrated Learning Center.” Instead, the Writing Center has lost LIAs and cut ten hours/week from its schedule (18%), significantly reducing support for evening students. The Center will also scale back its for-credit, drop-in, individualized labs; these labs will soon disappear from the schedule to shift focus and limited faculty and staff resources fully to English 100L and drop-in tutoring.

Although all indications point to further cuts in the upcoming year, new opportunities in student tutoring and supplemental instruction (SI) could develop in partnerships with ACE, STARS and other burgeoning college programs that support basic skills students (and bring additional funding). Because of the inclusion of English 115 with the new ACE learning community learning cohorts, there has been a slight drawdown of students enrolled in English 100L in the labs; however, should the units for these extra English 115 sections dry up, those students will return to the Writing Center and ILC for 100L, straining existing resources beyond current capacity.

Despite recent budget woes, the Writing Center, ESL Lab, and ILC continue to innovate; in the last few years, staff members and faculty have:

- restructured the curriculum and materials for the ESL 200L-204L lab series;
- created a new ESL lab based in film analysis that helps students to make cultural connections while practicing writing and conversation skills;
- developed, in coordination with faculty in CJ and MA, a new series of 155A-Z labs that provide writing study skills: 155A (Academic), 155CJ (Criminal Justice), and 155MA (Medical Assisting);
- revamped the English 100L book and the class schedule to enhance the 100L experience for students and bring the group labs into full Title V compliance regarding “arranged” time;
- attended or presented at several conferences and workshops related to basic skills, including On Course (at home, regionally, and nationally), the Northern California Writing Center Association, the National Conference for the First Year Experience, and a local CRLA conference hosted by Cabrillo Reading;
been awarded the AGS Faculty Appreciation Award annually; and
played an interactive role with other labs and services on-campus, with whom we share
students, resources, decision-making, and advice: English and ESL departments, DSPS,
Reading Lab, Learning Skills, Tutorials, Integrated Learning Center, Math Learning
Center, and Computer Technology Center.

Our plans for the upcoming five years include a structural reorganization in Fall 2011 to cope with
reductions in staff and hours of service and to maximize the number of students we can assist on a
reduced budget while maintaining a high-quality experience. There will be a transition in the Director
position to coincide with this restructuring, which will ideally also improve communication between
daytime and evening so they can successfully share more administrative responsibility in the lab.
Throughout the transition, the Center’s staff will continue to participate actively in Cabrillo’s basic skills
initiatives and refresh our programs and services to better engage and support all Cabrillo students.

English Department Costs: 2004-2009

Course enrollment and FTES statistics in the English Department during this planning period
diverge a bit from the college-wide numbers: in English, there was a three-year dip in student
enrollment from fall 2004 to fall 2006 and then a two-year semi-recovery, with course
enrollments declining overall by 2.2% over the five-year period from 2004 to 2009. During this
time, college enrollments increased steadily by about 14%. However, despite this gap, the English
department got more FTES bang for its buck than the college: with a decline of 2.2% in course
enrollments, the department managed to increase FTES by 7.8% from 2004 to 2009. The college
increased course enrollments by 14% in the same five-year period and yielded a corresponding
14.4% in new FTES. WSCH numbers reflect the same percentages. (See Appendix 1).

The English Department generates about seven percent of college WSCH while its FTEF is at
around ten percent, and the gap has widened slightly since fall 2004. Department load measured
strictly by WSCH/FTEF reflects the complexity of English faculty compensation. Most English
classes are in Composition, and these classes all have a cap of 29 students each. While this looks
like a small class to the college, according to the National Council of Teachers of English
Statement on Class Size and Teacher Workload: College, “no more than 20 students should be
permitted in any writing class. Ideally, classes should be limited to 15” since “students cannot
learn to write without writing,” and “in sections larger than 20, teachers cannot possibly give
student writing the immediate and individual response necessary for grown and improvement.”
NCTE goes on to say that remedial classes should be limited to 15 students because “it is
essential to provide these students extra teaching if they are to acquire the reading and writing
skills they need in college.” (http://www.ncte.org/positions/statements/classsizecollege).

An English instructor reads and evaluates at least 174,000 words (or 600 pages) written by
students in a single class, providing individualized feedback to each based on rigorous writing
objectives. More than a third of students are in English 100 or English 255, both considered basic
skills. To address the immense amount of time spent on papers outside of class, CCFT/Cabrillo
College District contract provides English instructors with a 1.3 composition factor for
composition and creative writing courses, which means that full-time department faculty teach
four classes rather than five for a full load; those teaching exclusively writing classes also earn a
unit of overload. Class caps and writing load factor account for much of the difference between
English department load (WSCH/FTEF) and the average load college-wide.

Another factor impacting English department productivity is the coordinating unit assigned to all
instructors teaching in learning communities to compensate the additional planning.
collaboration, and communication required. These units, often paid by grants and categorical resources, are also incorporated into the FTEF analysis. English instructors participate heavily in STARS, Puente, ACE, and other learning communities, some of which are new since our last program planning period.

**Student Success**

Due to the fact that every area of study at Cabrillo College requires competency at the college level in reading, composition, and critical thinking, students must succeed in English courses in order to continue in their chosen career, certificate, or degree program. English department faculty are aware of this position on the campus and accordingly work toward enabling student success through a variety of approaches. We continuously review our curriculum and pedagogy in order to meet the diverse needs of the Cabrillo College student body by utilizing the SLO process, while actively participating in campus governance, LC’s, and professional development. As stated previously, our department aligns with the discipline nationwide by focusing on three concentrations: composition, literature, and creative writing. Student success is comprised of a variety of signifiers, each unique for the specific concentration.

In order to understand our role and effectiveness in regards to composition, we must look at the paths students take through our core composition sequence from basic skills through transfer-level composition. The data varies slightly semester to semester, but there exists within the data a constant assessment pattern where 2/3 of students enter Cabrillo needing remediation in English. (See Appendix 2).

For 2009/2010, 63% of students succeeded in 200 level courses campus wide, while 57.9% succeeded in English department 200 level courses; 69% of students succeeded in 100 level courses campus wide, while 66.9% succeeded in English department 100 level courses; 71.8% of students succeeded in transfer level courses campus wide, while 71.7% succeeded in English department transfer level courses, which include all three concentrations. (See Appendixes 3 & 4).

These numbers indicate that we align with the student success rate for the campus as a whole, but that at the 200 level student success could be improved. We are aware of this trend, and this is one reason why the English department supports and participates in LC’s. Hopefully, by maintaining and incorporating more LC’s at the 200 and 100 levels, future student success rates will improve.

There is an important question which data provides the answer to in regards to student success in composition: do students who begin at the 200 level succeed as they move through the composition sequence? According to documents provided by the Cabrillo College Planning and Research Office, the data indicates that when students begin at the 200 level they gain the necessary skills for college level academic writing and are equally successful as students who entered Cabrillo college ready. (See Appendix 5).

However, according to the same study, we do lose a significant number of students as they move from the 200 level to the 100 level to the transfer level. Again, we are aware of this issue and this is one of our major reasons for participating in and supporting LC’s at the 200 and 100 levels. As a department, we are working toward improving the number of students that complete the composition sequence since those who do are as successful as those who enter Cabrillo college ready.
Our literature and creative writing courses lead to avenues of success that go beyond numerical measures. Our literature classes allow lifelong learning and for students to engage the Core Four in meaningful contexts. All of our courses demand critical writing and thinking, which translate to an educated work force. Through our creative writing journal, the Porter Gulch Review, Cabrillo students gain hands on experience in publishing while the community has a location where to express its creative vision. Our faculty is committed to including multicultural texts and texts that investigate our fragile environment into all classes in order to foster a climate of investigation, thought, and inclusion. Student success in the English department goes beyond grammar and mechanics, and includes students who through written language create their place as effective members of our community.

**SLO Assessment**

The English department began assessing course SLOs in Spring of 2007. The assessment results revealed a need for:

- Continued integration of the teaching of reading and writing.
- More consistent teaching of critical thinking skills throughout the curriculum, including more emphasis in our most basic courses.
- Research into English 1B offerings at other colleges.
- More student internet access in classrooms for supplemental materials.
- The need for a novel writing course.

As a result, we rewrote some course objectives, offered more flex training on integrating reading and writing, discussed at least one pedagogy topic at our monthly meetings, researched how many sections we should continue to offer of English 1B, became deeply involved in the 300 building redesign with an eye toward meeting the internet access needs to students, and created English 14F: How to Write a Novel.

In Spring 2009, the department embarked on the assessment of the Core 4. Each area revealed needs for the continued departmental discussions of pedagogy; internal training on plagiarism, scaffolding of assignments, and the teaching of MLA documentation; and more training in approaches to working with students with basic skills needs.

Faculty embarked on trainings from OnCourse, the DBA (now ACE) and the Basic Skills Initiative. The assessment results were also directly responsible for the creation of two flex workshops that fostered important dialogue across disciplines: “Writing the Research Paper: How to Guide Students Toward Success,” fall 2010, and “Got Cheaters? Let’s Talk,” spring 2011.

Finally, when brainstorming a direction for the department for the next six years as part of writing our Instructional Plan, we were pleased to find what we envisioned arose directly from our assessment results, either deepening the work we had already undertaken or extending it into new areas. The assessment of SLOs is shaping how we see ourselves and where we are going.

In addition, faculty have requested that we reinstitute our past practice of gathering the assignments (and the rubrics used to grade them) that were used to measure SLOs into a form that can be shared. The booklets stimulated innovation, better assignment design and proved useful in orienting new faculty to the department. In keeping with our commitment to sustainability, we plan to create this in an electronic format.
Results of Student Survey

Of 126 students surveyed in Fall ’09, 16.7% (21) were English majors, the majority (71%) taking a 12-16 unit load with one English course (74%). Seventy percent (70%) took an English course because it was required; close to ninety percent (90%) studied up to 6 hours per week for their English course.

The survey, only administered in face-to-face courses, skews student preferences for F2F versus online or hybrid English courses. The preference for “in person” versus online English courses (90% to 8%), far under-represents the popularity of online enrollment as evidenced by fill rates and waiting lists.

Students report high satisfaction (92%) with how frequently English faculty assess student performance, but a much lower percentage (17%) deemed “advice from faculty” as satisfactory or excellent. Seventy-two percent (72%) felt such advice was “in need of major improvement,” however this statistic contradicts student comments stating the effectiveness of faculty input and comments. The contradiction between statistics and comments indicates a need to revise which questions are used in the student survey.

Students disapproved of the department’s instructional equipment (76% finding it “in need of major improvement” versus 8% deeming it satisfactory or excellent). And 76% judged the department’s facilities (classrooms and labs) “in need of major improvement” versus 10% as satisfactory or excellent.

Despite judging department facilities and equipment as lacking, students were satisfied with classroom assessment practices and quality of instruction. Students endorsed (87%) as appropriate the workload in English classes, and the accuracy of syllabi reflecting course content (89%). Most (84%) recommended their English classes to fellow students.

Students praised faculty for their passion, understanding, encouragement, knowledge, and proficiency. They liked “lots of good feedback and suggestions for personal improvement,” information presented “in an interesting way” with “the choice of intellectual readings,” cultivating “critical thinking and a new outlook,” and effective small group and peer review activities. Instructors were deemed helpful, dedicated, and “eager to teach new material and make it enjoyable to learn,” as were English 100L LIA’s at the Writing Center and Watsonville ILC who “help you with writing skills.”

Respondents satisfaction with English department offerings include praising faculty for their passion, understanding, and encouragement, as well as their being knowledgeable, proficient, and helpful. Students applauded curriculum and instructional practices and stated that instructors gave “lots of good feedback and suggestions for personal improvement.” Students also commented that instructors challenged students and presented “information in an interesting way” with a “the choice of intellectual readings” which promoted “critical thinking and provided a new outlook.” Most English composition courses utilize small groups and peer review, and these practices were noted as being effective by students. Classroom instructors were complimented for being helpful, dedicated, and “eager to teach new material and make it enjoyable to learn,” as were English 100L LIA’s at the Writing Center and Watsonville ILC who “help you with writing skills.”
Curriculum Review

A committee of English instructors reviewed all courses through CurricUNET updating SLO’s, course objectives, recommended texts, requisites and all other categories. We also “retired” a few courses that no longer reflected our current program directions and goals. As part of this process we have decided to actively review our co-requisites and pre-requisites for the composition sequence. This work requires time, data collection, data analysis, and the assistance from PRO in order to verify that our requisites enhance student success. We are also revising our assessment tool in collaboration with the Matriculation Office; we hope to update our assessment procedures and requirements, including our relationship with Reading.

II. Program Goals and Recommendations

As a result of our SLO assessment of both course SLOs and the Core Competencies we want to address student and faculty needs by the following:

1) Continue to develop instructional methods which increase student retention and persistence rates.
   a) Conduct multiple one day department conferences on effective pedagogical methods that expand previous training on Integrated Reading Writing strategies (IRW) and/or that address the multicultural needs of our diverse student population.
      (1) Cost: $4000 for consultants and guest speakers (multiple conferences)
   b) Provide training to establish Supplemental Instruction (SI) to augment classroom composition instruction.
      (1) Cost: $2000
   c) Increase annual departmental Writing Awards to promote and acknowledge student achievement.
      (1) Cost: $700
   d) Increase extra-curricular activities to support students in Learning Communities, Creative Writing courses, and Honors courses, such as the current reading series collaboration with Poetry Santa Cruz and field trips to local colleges or literary sites.
      (1) Cost: $700
   e) Revise English department website so that all sections of composition courses list descriptions of the class theme to enable students to select a section that interests them.
      (1) Utilize opportunities in the TLC for web design.
   f) Revise English 100 portfolio support materials, including reading bank and in-class essay prompts.
      (1) Composition Committee will undertake in 2011-12
   g) Develop 1A research essay rubric aligned with 255 and 100 portfolio rubrics.
      (1) Composition Committee will undertake in 2011-12
   h) Promote multi-cultural texts, themes, and issues throughout departmental curriculum.
      (1) Utilize Flex week and department meetings for discussion.
   i) Promote environmental texts, themes, and issues throughout departmental curriculum.
      (1) Utilize Flex week and department meetings for discussion.

2) Improve the quality of student writing across campus.
   a) Hire a minimum of three tenure track instructors to replace all retirements.
      (1) Cost: As per contract for full-time hire
   b) Provide all Cabrillo students with tutoring in writing by adequately staffing English 100L, providing in-person and online individual tutoring, and offering ESL students a variety of resources.
(1) Resist further LIA staff reductions beyond the two positions that were cut in 2009/2010 to stay compliant with English 100L demands and continue tutoring students on individual projects.

(2) Mediate budget crisis by reducing the Writing Center Director teaching units (cutting back on summer, evening and Friday open lab hours) and maximizing the hours and duties of the remaining seven part-time LIAs over a shorter week.

(3) Cancel most of the eighteen sections of English and ESL individualized labs for credit, which are staff-intensive and successfully serve just a handful of students each semester in response to the reduced administrative oversight, lab staff, and hours of operation.

3) Increase the number of basic skills students who complete the composition sequence.
   a) Promote and expand LC’s.
      (1) Cost: Collaboration TUs .5($1700)=$850 per cohort
   b) Research co-requisite efficacy in the English composition sequence for English 255 & Reading 255/206 and English 100 and English 100L/115.
      (1) Use PRO to compare success and retention of students who have progressed with and without these co-requisites/prerequisites (which are sometimes met by other means).
      (2) Survey students, staff and faculty.
      (3) Examine comparable programs at other community colleges.
      (4) Review financial costs to students progressing through the English sequence
      (5) Revise curriculum and program requirements as recommended.
   c) Continue to research and evaluate our current experiments with acceleration in partnership with Academy for College Excellence (ACE).
      (1) Compare ACE cohort portfolio results with regular English offerings.
      (2) Track student progress after ACE cohort completion.
      (3) Evaluate acceleration pedagogies in department meetings and Flex workshops.
      (4) Revise curriculum and program requirements as recommended.

4) Create opportunities for professional development.
   a) Collaborate with local high schools in a summit focused on effective instructional methods and the intersection of high school curriculum with Cabrillo expectations for incoming students.
      (1) Cost: $1000
   b) Promote a positive working and teaching environment for all instructors.
      (1) Maintain and protect academic freedom in the classroom as instructors choose course textbooks and implement pedagogical methods.
      (2) Encourage participation in campus sponsored professional development opportunities including those during Flex week, those offered by the Title V grant, and any other opportunities that may arise.
      (3) Maintain participation, especially that of adjunct instructors, in the Lumina grant project between CSUMB, Hartnell, and Cabrillo.
   c) Establish mentorship program between tenure and adjunct faculty.
      (1) Utilize Flex week and department meetings for discussion and implementation.
   d) Create on-line assignment bank and materials for composition sequence.
      (1) Utilize opportunities in the TLC for web design.
   e) Investigate effective instructional methods.
      (1) Review research developed in LC’s, such as ACE and Puente, for implementation department wide.
      (2) Utilize research opportunities presented through the Basic Skills and Learning Communities Advisory Council.
(3) Increase number of instructors using the Faculty Inquiry Network (FIN).

f) Provide training for use of smart classrooms and new technologies, such as clickers and hybrid online courses.
   (1) Utilize opportunities presented through the TLC.

g) Participate in shared governance.
   (1) Promote at department meetings.

5) Collaborate with other departments to promote academic literacy across campus.
   a) Sustain and support course offerings, LCs, and academic culture with Journalism, Reading, and ESL departments.
      (1) Utilize Flex week and department meetings for discussion.
      (2) Utilize campus wide committees and meetings to develop relationships.
      (3) Invite Journalism, Reading, and ESL departments to English department professional development opportunities, such as the high school summit and pertinent department meetings.

   b) Develop humanities class.
      (1) Cost: Collaboration TUs .5($1700)=$850 per cohort

   c) Promote the integration of reading and writing throughout all academic disciplines.
      (1) Utilize Flex week to hold forums and presentations on academic literacy.
      (2) Invite all disciplines to English department professional development opportunities, such as the high school summit and pedagogy conferences.

6) Support students who will transfer by adjusting English offerings to better meet their needs.
   i) Establish an AAT degree
   ii) Establish ongoing rotation of faculty who work in honors program; add an honors 1B.
   iii) Create a Humanities course—see 5b
   iv) Examine English 1C requirements and improve our ability to meets the needs of students who must take 1C.
   v) College tours and local events—see 1d