

Peralta Community College District
Annual Program Update Template 2014-2015
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Jon Drinnon and Ann Elliott, co-chairs
Subject/Discipline:	ENGL	Dean:	Anit Black
Campus:	Merritt College of Peralta CCD		
Mission Statement	Empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11	1,022	2,101	2,047	1,083	!Undefined Bookmark, A_CENSUS_F
Census Enrollment F12	980	1,757	1,880	1,164	!Undefined Bookmark, A_CENSUS_F
Census Enrollment F13	1,105	2,425	1,852	1,182	!Undefined Bookmark, A_CENSUS_F
Sections F11	31	62	62	30	!Undefined Bookmark, A_SECTION_S
Sections F12	29	55	57	33	!Undefined Bookmark, A_SECTION_S
Sections F13	35	75	59	35	!Undefined Bookmark, A_SECTION_S
Total FTES F11	135.80	249.06	262.54	128.55	!Undefined Bookmark, A_FTES_F1_1
Total FTES F12	139.07	211.93	245.84	141.79	!Undefined Bookmark, A_FTES_F1_2
Total FTES F13	151.27	314.44	240.10	147.30	!Undefined Bookmark, A_FTES_F1_3
Total FTEF F11	8.47	14.59	16.08	8.01	!Undefined Bookmark, A_FTEF_F1_1
Total FTEF F12	8.53	12.84	14.85	8.80	!Undefined Bookmark, A_FTEF_F1_2
Total FTEF F13	10.15	19.17	15.05	9.29	!Undefined Bookmark, A_FTEF_F1_3
FTES/FTEF F11	16.04	17.07	16.33	16.04	!Undefined Bookmark, A_FTESFTE_F
FTES/FTEF F12	16.30	16.50	16.55	16.11	!Undefined Bookmark, A_FTESFTE_F
FTES/FTEF F13	14.91	16.41	15.95	15.85	!Undefined Bookmark, A_FTESFTE_F

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11	970	1,989	1,932	998	!Undefined Bookmark, A_TOTAL_G R
Total Graded F12	945	1,685	1,793	1,090	!Undefined Bookmark, A_TOTAL_G R
Total Graded F13	1,123	2,396	1,874	1,169	!Undefined Bookmark, A_TOTAL_G R
Success F11	598	1,231	1,200	642	!Undefined Bookmark, A_SUCCES S_
Success F12	580	1,095	1,169	712	!Undefined Bookmark, A_SUCCES S_
Success F13	693	1,519	1,200	746	!Undefined Bookmark, A_SUCCES S_
% Success F11	0.62	0.62	0.62	0.64	!Undefined Bookmark, A_SUCCES S_
% Success F12	0.61	0.65	0.65	0.65	!Undefined Bookmark, A_SUCCES S_
% Success F13	0.62	0.63	0.64	0.64	!Undefined Bookmark, A_SUCCES S_
Withdraw F11	246	450	555	223	!Undefined Bookmark, A_WITHDR AW
Withdraw F12	232	346	389	230	!Undefined Bookmark, A_WITHDR AW
Withdraw F13	307	585	474	262	!Undefined Bookmark, A_WITHDR AW
% Withdraw F11	0.25	0.23	0.29	0.22	!Undefined Bookmark, A_WITHDR AW
% Withdraw F12	0.25	0.21	0.65	0.21	!Undefined Bookmark, A_WITHDR AW
% Withdraw F13	0.27	0.24	0.25	0.22	!Undefined Bookmark, A_WITHDR AW

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11	3.87	3.06	6.94	3.84	!Undefined Bookmark, A_FCONT_F1
Contract FTEF F12	3.10	3.55	6.03	3.93	!Undefined Bookmark, A_FCONT_F1
Contract FTEF F13	3.29	5.09	5.18	4.36	!Undefined Bookmark, A_FCONT_F1
TEMP FTEF F11	4.54	10.97	8.95	3.54	!Undefined Bookmark, A_FTEMP_F1
TEMP FTEF F12	5.07	9.17	8.57	3.94	!Undefined Bookmark, A_FTEMP_F1
TEMP FTEF F13	5.87	13.40	9.32	4.47	!Undefined Bookmark, A_FTEMP_F1
Extra Service FTEF F11	0.07	0.57	0.20	0.64	!Undefined Bookmark, A_FEXSV_F1
Extra Service FTEF F12	0.37	0.13	0.27	0.94	!Undefined Bookmark, A_FEXSV_F1
Extra Service FTEF F13	1.00	0.69	0.56	0.48	!Undefined Bookmark, A_FEXSV_F1
Total FTEF F11	8.47	14.60	16.09	8.02	!Undefined Bookmark, A_FTOTL_F1
Total FTEF F12	8.54	12.85	14.86	8.81	!Undefined Bookmark, A_FTOTL_F1
Total FTEF F13	10.16	19.18	15.06	9.30	!Undefined Bookmark, A_FTOTL_F1
% Contract/Total F11	0.46	0.21	0.43	0.48	!Undefined Bookmark, A_FCONT_F1
% Contract/Total F12	0.36	0.28	0.41	0.45	!Undefined Bookmark, A_FCONT_F1
% Contract/Total F13	0.32	0.27	0.34	0.47	!Undefined Bookmark, A_FCONT_F1

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Not applicabel

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

The English program offers an acceleration opportunity at the basic skills (English 252AB) and the developmental level (English 201AB). Students can complete these courses in one semester or two semesters depending on their progress.

Research on how many studentss are accerating and their success at the next level would help to develop and strenghen the program.

English 1A is rquired for the Associate Degree and for transfer.

We offer all course levels both during the day and at night and, in addition, offer an 8-week accelerated-transfer college program for English1A and 5.

We offer online sections of all transfer-level courses—English 1A, 1B and 5.

VI. Course SLOs and Assessment

	Fall 2014
Number of active courses in your discipline	6
Number with SLOs	6
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	100% This semester we are assessing English 1A.
% Assessed/SLOs	100%

Describe types of assessment methods you are using:

Essays, research papers, reports, written exercises, oral presentations, exams, quizzes, journals, group activities, and class discussions and other activities.

Describe results of your SLO assessment progress.

Assessment continues to reveal that students need to spend more time reading, writing, revising, and proofreading. Summarizing has been identified as a challenge for many students. Students also need more guided practice in their work for such things as integrating quotations effectively. Time/self-management arises in that many students don't submit assignments on time or at all, and they have trouble following assignment guidelines and proofreading effectively. Students continue to struggle with essay structure and using a thesis.

Describe how assessment results and reflection on those results have led to improvements.

Many faculty identify the need for better trained and embedded tutors and more one-on-one support for student. Partially in response to assessment results and reflections, a contract faculty member was granted a sabbatical to develop tutor training. In addition, the English program continues to recruit tutors who have done well in their English classes to serve as tutors in subsequent semesters both in the Writing Center and embedded in the classroom.

The department requested 12 computers be located in the new Writing and Reading Across the Curriculum Center to offer more tutor and instructor guided practice in writing.

Faculty report using rubrics more extensively and refining these rubrics to clarify criteria for assignments. Others have revised assignment handouts to improve student understanding of assignment expectations. Or developed in-class activities to help students use quotes effectively in their writing.

VII. Program Learning Outcomes and Assessment	
	Fall 2014
Number of degrees and certificates in your discipline	None in English
Number with Program Learning Outcomes	
Number assessed	
% Assessed	
Describe assessment methods you are using	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.	

VIII. Strategic Planning Goals

Check all that apply.

X Advance Student Access, Success & Equity

☐ Engage our Communities & Partners

X Build Programs of Distinction

X Create a Culture of Innovation & Collaboration

X Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

In English we have developed reading and writing student learning outcomes that are critical for student success in most other college courses. If they do not meet those outcomes, we do a disservice to students. Since we push them on before they are fully ready. This can cause students to struggle and even fail in their other classes or achieve a lower overall GPA. This undoubtedly has an impact on retention both within the confines of our program and after students move on to other disciplines.

We have been given no data on persistence rates—that is, how many students who complete one English course enroll in a course at the next level. This would be especially useful for adjusting to the needs of our basic skills students whose skills are tenuous and likely to erode if students do not persist from semester to semester in developing these essential reading and writing skills. We suspect that basic skills students who stop out of English classes are much more likely to make slower progress and earn lower grades or withdraw from college altogether. Data would definitely inform our thinking and actions here. We are pleased that the SSSP initiative has as an objective that basic skills students complete English and math as soon as they can in their educational plan,

All of our instructors try to pick topics that will be of interest to students, actively engage students. Instructors often follow up through email with students who miss class for a period of time. In addition, many instructors, especially in basic skills, if not all, spend some time at the beginning of the semester teaching study skills to help students succeed. Many basic skills instructors use the beginning of the semester to teach students study skills because such skills are often a basic deficiency of students entering the college at this level and are essential for student success in English classes and in college.

IX. College Strategic Plan Relevance

Check all that apply

- ☐ New program under development
- X Program that is integral to your college's overall strategy
- X Program that is essential for transfer
- X Program that serves a community niche
- X Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- ☐ Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross-district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

- Develop a stronger program in the new Writing and reading Across the Curriculum Center. And strengthen tutor training.
- Advocate for college-wide support for SEPs that specify completion of basic-skills English courses before enrollment in transfer-level work.
- The English department would like to work with other disciplines to establish appropriate prerequisites that will allow the students to achieve success in the transfer-level courses with adequate reading and writing skills to do the work in those courses.
- Strengthen shared standards for achievement at all levels of the program.
- Add a co-requisite lab section to basic skills and pilot at the developmental level.
- Promote inquiry-based pedagogical approaches and incorporation of affective dimensions of learning.
- Set lower class maximums for pre-transfer classes.
- More assistance from instructional aides, especially if class caps are not lowered. Additional effort made to keep at risk student populations involved.
- Other effective methods could be co-requisite or linked classes that help students develop a community of peers. The Puente Program is a good example. We would like to work on linking courses to the Nursing and Radiology or Criminal Justice department and/or developing contextualized learning.
- We need more assistance and support with data collection. At this point most of our cohort tracking data does not clearly indicate the number of students accelerating from 252A to 201A and from 201A to 1A. This is critical information to assess the efficacy of our program.
- Build robust web pages and Moodle sites for the program.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

Two new contract faculty (one of them a basic skills specialist) and a full-time instructional assistant in the Writing and Reading cross the Curriculum Center.

More *trained* tutors are needed at all levels level.

Please describe and prioritize any **equipment, material, and supply** needs.

On-going supply needs of \$1000.00

Please describe and prioritize any **facilities** needs.

The availability of smart classrooms is essential for all English sections. And the program needs a centralized location for our classes and offices. Currently full-time faculty have offices in F, L ,A and P. We would like to see the English (ESL/Humanities/ Philosophy and Spanish) Department's facilities needs prioritized during the planning for the new configuration of facilities that will occur when the new science building opens up.