



Welcome to Program Review

Merritt College - 2019

ENGL - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Mission of the English Department is to empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.

Program Total Faculty and/or Staff

Full Time

Chriss Warren Foster
Isela Gonzales Santana
Todd Johnson
Jon Drinnon
Evan Andrew Nichols

Part Time

Anthony Bennett
Daniel Guerrero
Janice Grossman
Thomas Hart
Andrea Henderson
Tiffany Higgins
Egbert Higinio
Javier Huerta
Karen Seneferu
Neal Skapura
Lynsie Falco
Noel Fagerhaugh
Susan Andrien
Olivier Bochetti
Pauline Chavez
David Goldweber
Rene Juarez Vasquez
Georgie Ziff
Sandra C. Madison
Laura Smyrl

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Develop inquiry-based faculty focus groups responsible for examining approaches to offering support courses in concert with AB705 requirements.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

Strengthen and expand curriculum with the intent to increase enrollment, retention, and success rates.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Build Programs of Distinction

Secure a designated area for English with instructors to meet and confer, strengthen collegial ties and engage as a viable group of educators to provide services and resources to students.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
The Learning Center Director has made it possible for faculty to assist with tutor training by offering their expertise in training sessions, to engage in the learning center with students, to hold office hours there and to work with embedded tutors in a meaningful way that compliments the goals of students and enhances teaching for professors.

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Select District Goal...

Increase student completion rates in concert with Guided Pathway goals by adhering to block scheduling requirements to assure that classes are available to meet the needs of students, and to provide qualified faculty for dual-enrollment, FYE, Puente, SanKofa, and the programs that provide the necessary support for students. The marriage of program support and academic assistance through well-structured course offerings will assure achievement and movement toward the closure of the achievement gap.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

Strengthen partnerships with Oakland Unified School District (OUSD) high schools and Adult Education programs that support the success of disproportionately impacted populations: ESOL, Black and Latino males, and Foster Youth.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

To approach leadership regarding computer technology on campus - to seek a college-wide computer refresh. With implementation of AB705 requirements - providing support courses for students enrolled in English 1A - there is a much higher demand for computer labs that are fully operational.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Advance Student Access, Equity, and Success

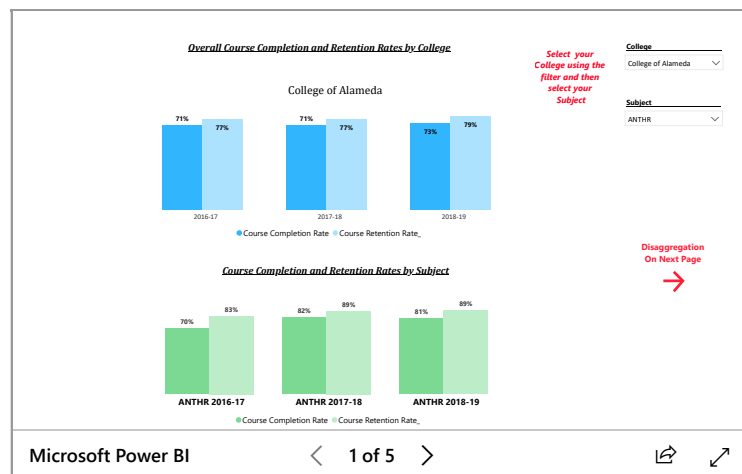
Describe your current utilization of facilities, including labs and other space

Part-Time faculty use office space in the Learning Center; faculty teaching the English 1A with support courses (508A, B & C) use lab space in the learning center and available classrooms. Up to 9 English 1A classes per semester are assigned to classroom labs with computers. To fulfill our obligation to students, we need to be certain that when students sit in from of a computer, it works appropriately - often, that is not the case.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject



Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

It appears that the completion and retention rates are closely aligned with the college as a whole with a slight reduction showing for 2018/19. The online courses in English fill fairly well and although the retention rate is above 50 percent the goal should be 90-100 percent. Our face-to-face courses appear to tell a different story; the course retention rate is higher, which indicated that we may need a better balance of face-to-face, online, and hybrid course offerings - although technological leaps have resulted in more students preferring online courses, it is clear that many still prefer face-to-face courses and as such, we need to find a way to accommodate this need and capture even more students. The block schedule with extended evening hours may be the best guide to follow. Overall, our completion rates are in line with the college.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Full Time and Part Time faculty accept the responsibility of assessing SLOs; SLO assessment is ongoing. Our current SLO:

English 1A

1. Read actively and think critically, to comprehend, evaluate, synthesize and analyze college level texts.
2. Write focused, reading-based, well supported essays that demonstrate effective organization and argument, analysis of the reading, critical thinking and syntactical maturity
3. Actively participate in the learning process to pursue educational opportunities as competent, independent and engaged students and members of their communities.
4. Proofread their own writing to be readable and relatively free of grammatical/mechanical errors.

English 1B

1. Apply active reading strategies in order to identify main ideas, critically analyze literary genres and explain ideas in texts.
2. Effectively analyze literature in light of historical context, critical theories, and/or formal elements.

3. Write coherent and unified essays utilizing references and demonstrating a mature prose style and mastery of the basic conventions of written English discourse.

4. Engage in writing as a tool for learning and communicating, and work effectively in groups.

English 5

1. Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts.

2. Evaluate the pattern of reasoning present in an argument and related critical evaluation, including induction, deduction and the logical fallacies.

3. Apply fundamentals of critical thinking to writing well organized, well developed, effective, well edited, cited, logically sound essays and a research paper.

English 208

1. Recognize problems in your writing and work effectively with a tutor.

2. Integrate at least one suggestion from a tutor into your writing.

3. Demonstrate the ability to complete an assignment that meets the requirements stated by the instructor.

English 508A

1. Write Well organized and clear essays

508B

1. Write well organized, well developed, sound, well researched and clear essays

508C

1. Write well constructed, effective sentences throughout essays

2, Demonstrate effective proofreading throughout essays

English 264

1. Write well organized, well developed, effective, well edited, logically sound and clear essays.

2. Apply active reading strategies in order to identify main ideas and critically analyze and explain texts.

3. Write well argued, well edited, well organized research papers of 10001500 words which apply appropriate and clear organizational strategies.

4. Apply knowledge of own and others' working and learning styles, as well as effective communication strategies, in class and team settings.

English 280 ABCD English Fundamentals

1. Demonstrate time management in order to meet open entry/exit attendance requirements

2. Based on the individualized learning plan, create a portfolio of work

3. Identify strategies for improving reading comprehension.

4. Practice the writing process: write a personal narrative, a personal statement, a summary, a longer essay with an argumentative thesis, and/or another writing assignment.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request

Source (any additional award outside your base allocation)

Total Award Amount

Outcome/Accomplishment

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Computer Refresh for Faculty and campus	Office Desktops and Laptops have not been upgraded for a number of years. Computers are replaces piecemeal when there is no apparent alternative	6/30/2020	VPI

Resource Request

Technology and Equipment	Replacement	Estimated Cost
Description/Justification Owing to our commitment to abide by AB705 guidelines to support our students in their endeavors to complete transfer courses, we are offering online and face-to-face courses. The face-to-face course require two hours of laboratory work - hands-on work developing written assignments. There have been several complaints that the computers in the labs are not available, out of date, or not operating, We need a computer lab dedicated to the English Department. This can be accomplished by an overall Campus update that will include all computers in the learning center. Secondly, we should consider purchasing another set of laptops and charging station for a designated classroom		200000

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Personnel	Hire a full -time faculty person to replace recent retiree	6/30/2020	VPI

Resource Request

Personnel	Full-time Faculty	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
% Time	Description/Justification		
100	We have a recent retiree whose position we have not replaced	112000	
Total Costs			
112000			

Resource Request Summary

Total Cost: \$312000
 Total Resource Request: 2

Program Update

Personnel

Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Full-time Faculty	100	We have a recent retiree whose position we have not replaced	112000		112000
Sub-Total: \$112000					

Professional Development

No Resources found for this category

Technology and Equipment

Type	Description/Justification	Estimated Cost
Replacement	Owing to our commitment to abide by AB705 guidelines to support our students in their endeavors to complete transfer courses, we are offering online and face-to-face courses. The face-to-face course require two hours of laboratory work - hands-on work developing written assignments. There have been several complaints that the computers in the labs are not available, out of date, or not operating, We need a computer lab dedicated to the English Department. This can be accomplished by an overall Campus update that will include all computers in the learning center. Secondly, we should consider purchasing another set of laptops and charging station for a designated classroom	200000
Sub-Total: \$200000		

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Chriss Warren Foster

Please enter the name of the person submitting this program review.

Chriss Warren Foster