



2018-19 Program Review – Instructional MERRITT COLLEGE ENGLISH DEPARTMENT (prepared and submitted on 02/06/2019 by Chriss Foster)

Program Overview English

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society and a global economy.

List your Faculty and/or Staff

Full-Time:

Ann Elliott
Chriss Foster
Todd Johnson
Isela Santana
Jon Drinnon
Evan Andrew Nichols

Part-Time:

Anthony Bennett
Andrea Henderson
Lynsie Falco
Susan Andrien
Georgi Ziff
Daniel Guerrero
David Goldweber
Janice Grossman
Neal Skapura
Thomas Hart
Javier Huerta
Noel Fagerhaugh
Egbert Higinio
Daniel Guerrero
Janice Grossman
Karen Carraway Seneferu

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.

Assessment Goal: Develop inquiry-based faculty focus groups responsible for examining assignments, assessments, and results on an ongoing, rigorous, and authentic manner.

Curriculum Goal: Strengthen and Expand curriculum with the intent to increase enrollment and retention, as well as success rates in both basic skills and transfer-level courses.

Instruction Goal: Secure a designated area for English with instructional supplies to strengthen collegial ties between instructors and to improve student English service and resources.

Student Success and Equity Goal: Increase student completion of basic skills and gateway, transfer-level courses for African American and Latino males through the improvement of communications between students and support services.

Professional Development, Institutional and Professional Engagement, and Partnerships Goal: Strengthen partnerships with Oakland Unified School District (OUSD) high schools and Adult Education programs that support the success of disproportionately impacted population: ESOL, Black and Latino males, and foster youth.

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

The Learning Center is the faculty hub for meetings and extended tutoring. Professors utilize the computer laboratories located therein for classes and support, writing courses. Tutors and embedded tutors meet in the Learning center for training and support. Faculty assure that students are introduced to library services, and that they have access to the database for research purposes.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Over the periods 2015-16 (15.5), 2016-2017 (15.4), and 2017-2018 (15.2), there has been a steady, slight decline in enrollment this, in part, may be the result of gentrification in Oakland, California. As the ability to live and work in the immediate area diminishes and community residents move to outlying areas, our enrollment may fluctuate as an adjustment is made and our demographic map changes.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Courses meeting between 9:00 a.m. and 12:00 p.m. are popular among students in our community. Evening classes accommodate students who work and who have other obligations during daytime hours. Online and hybrid/online classes are becoming more popular, affording students who cannot attend morning or evening classes the opportunity to enroll in courses leading to the completion of certificates or degrees for transfer to four-year institutions.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

We know that the scheduled classes meet student needs and demands by the number of students who are retained and, for example, progress from a basic skills courses to transfer-level courses.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

In concert with AB705, Basic Skills Student Outcomes Transformation Grant (BDSOT), and the Basic Skills initiative, the English Department has engaged in the creation of non-credit courses, contextualized English course development to accommodate Career Technical Education (CTE) students. We have developed a community of practice to share innovative ideas, to develop course outlines, and to collaborate with sister campuses as a means to assure continuity across campuses.

How is technology used by the discipline, department?

We have smart classrooms, affording our professors the opportunities to use state-of-the-art technology in the classroom including smartboards, computers (Mac/Microprocessors), and live television. In addition, portable MacBook Pros and iPads are available in some classrooms. Every professor has access to a Canvas shell for his or her course.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

With the assistance of funding from a variety of sources, faculty (full and part-time) are able to attend selected conferences and workshops, and there is ongoing training provided by the district and campus IT departments for distance education training. We have used Moodle in the past, but have recently transitioned to Canvas.

Curriculum

Please review your course outlines of record in CurriQunet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

Deactivations:

English 252 A and 252 B Integrated Reading and Writing
English 201 A and 201B Introduction to Composition and Reading
English 264B Preparation for Composition, Reading, and Research

Scheduled for update by Fall 2019:

English 1A Composition and Reading
English 1B Composition and Reading
English 49 Independent Study in English
English 100 College Composition and Reading

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

With the application of AB705 guidelines, our offerings have changed with the virtual elimination of basic skills courses (201A/B, 252A/B, and 264B, keeping only a few 264A courses for First Year Experience (FYE) and COSER students. In preparation for offering 1A with support (208/508), training is provided to assure curriculum alignment. While counselors are using multiple measures and students are permitted to self-place, we will find that more offerings of 1A will be necessary. The 208/508 Writing Workshop courses will be offered both face-to-face and online. A fine balance is required to assure that students are not overwhelmed with extended hours.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

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 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 1000-1500 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.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Once assigned, each faculty person takes on the responsibility for completion. Faculty did not provide comments about their work.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

SLO's are assigned to faculty at the onset of the semester in accordance with their assignments. Once completed, they are uploaded into CurriQunet.

Collaboration

When faculty member are assessing SLOs for the same course, there is an agreement regarding whom will complete which assessments. We have not collectively discussed updating SLOs but will approach that topic this spring semester.

Leadership Roles

The chairs take the lead in assigning SLOs for assessment.

Planning Process

Initiated at the beginning of the semester, faculty members are expected to complete and submit their assessments by the end of the semester.

Dept meetings for Collaboration

The department meeting is the place where SLOs are assigned and later discussed.

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The use of CurriQunet seems cumbersome at first, but once users grow accustomed to it, there is no problem. SLO staff are also available to receive and upload assessment information if needed.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No

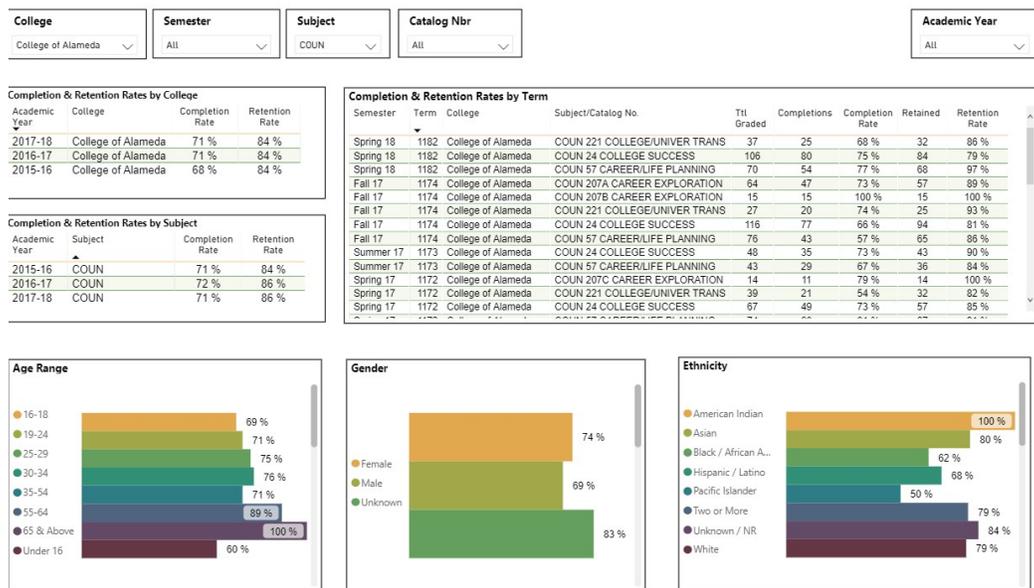
Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

No

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Average completion rate over a three year period (2015-16, 2016-2017, 2017-2018)

0

Ethnicity

Black African/American 60%

Pacific Islander 61%

Two or more 61%

Gender

Female 0
Male 0

Foster Youth Status

2015-16 52%
2016-17 59%
2017-18 48%

Disability Status

Low Income Status

Veteran Status

2017-18 54%

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

The scale shows slight elevation and decline over the three-year period: 2015-2016 64%-67%, 2016-16 73%-69%, and 2017-2018 70%-71%, which again speaks to the consistency of enrollments in day and evening face-to-face classes.

Hybrid

Hybrid courses show a slight decline from 58% to 56% which fall below the average over a three year period.

100% Online

We seem to be meeting the completion rate of 22% which is relatively low.

Dual Enrollment

There is only face-to-face data for Dual Enrollment, and only for the academic year 2017-2018 with an average completion rate of 91%.

Day time

The completion rate for daytime classes ranges from 64% to 71%

Evening

The evening range is from 63%, 73%, with a decline to 70% 2017-2018.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

We can learn from the percentages where changes in scheduling are needed and whether online is preferable to hybrid, and/or face to face.

How do the department's Hybrid course completion rates compare to the college course completion standard?

Merritt college does offer more than 1-2 hybrid English courses per year.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Our face-to-face offering is fairly strong in terms of enrollments, and there is an ongoing effort to increase online course offerings in line with our sister campuses. Overall, Distance education needs more focus to determine what we should offer online.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

For English, specifically, the retention rate has remained in the range from 81-83%, 83% being achieved 2017-2018 while the overall retention rate for the college 2017-2018 is 84%, which means that we are fairly close to the overall retention rate for that period.

What has the discipline, department, or program done to improve course completion and retention rates?

Our current plan is to increase the number of transfer courses and support courses we offer and to reduce and in some cases eliminate basic skills courses. Communities of practice are needed to assure that we can deliver curriculum that meets the needs of students some of whom will present with very low grade point averages.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

We do not have certificates or degrees specific to English.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

It has been suggested by the Dean and Vice President of Instruction that we consider offering a degree in English, and so we will gather all of the necessary information and guidelines to begin implementation; however, we need the support from administration that student enrolling in such a program will be able to complete the courses needed in a continuous manner, as we tend to cancel courses and place students on a specific path in jeopardy.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

We will begin to plan the initiation of a Degree in English.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Attendance at department meetings is minimal for part time faculty, but most full-time faculty engage in activities within the college and serve on a variety of committees:

Faculty Senate

Curriculum and Instruction

Fruitvale Advisory Committee

AB705 Committees

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Many of our part time faculty are active in Peralta Federation of Teachers (PFT) activities including supporting candidates running for office. Many are actively involved in work with community organizations, but very few have time to participate in shared-governance activities on campus.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty in general work on several campuses within Peralta or other campuses. We have a preferred hiring pool that affords a near guarantee of load per semester for those in the pool, and for those not in the pool, we try to provide at least one class. We hold at minimum four department meetings per semester, and all faculty members are invited; however, attendance for most part time faculty members is at a minimum.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Faculty need ongoing access to workshops and trainings	5,000.00
Professional Development: Personal/Individual PD needed		

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Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Licenses are acquired by the district	
Supplies: Books, Magazines, and/or Periodicals	No subscriptions, and books can be acquired from publishers at no cost.	
Supplies: Instructional Supplies	Films/videos	3,000.00
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	There are 6 full time faculty for whom computers are provided when replenishment money is available. Averaging	30,000.00

	the cost per laptop or computer, the cost may range from approximately 3,500 – 5, 000.00 for state-of-the-art equipment.	
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Clear or replace white boards and screens	2,000.00
Facilities: Offices	Replace chairs with ergonomic chairs	2,000.00
Facilities: Labs	Update computer equipment	50,000.00
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

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Resource Category	Description/Justification	Total Estimated Cost
OTHER		