



Welcome to Program Review

College of Alameda - 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 English Department's mission is to serve the educational and career objectives of our community: We offer a range of classes addressing skills at the basic, developmental and transfer levels and are committed to presenting engaging material that addresses the varied interests and needs of our students

Program Total Faculty and/or Staff

Full Time

Maurice Jones
Jay Rubin
Wanda Sabir
Stefanie Ulrey
Patricia Nelson
Peter Pappas

Part Time

Michelle Little
Renato Escudero
Keenan Norris
Elizabeth Treadwell
Sandra Vaughn
Albert Chan
Juanita Alexander
Ann Chun
Christopher Blood

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.

Our main focus will be to develop the AD-T for English. We hope to offer an alternating schedule of the required literature courses, regardless of low enrollment, in order for the program to gain traction.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
English 30A and 30B are in constant rotation; ENGL 10AB/210AB has not been canceled for low enrollment for several academic years; ENGL 31 and 79 were successfully offered for the first time in several years. The department has adopted courses suited to the intersession calendar, and our adjunct faculty have begun to develop literature course content.

College Goal

Advance CoA teaching and learning

District Goal

Advance Student Access, Equity, and Success

We also plan to re-evaluate our department's SLO's now that we've completed several assessment cycles. We believe that our assessment tool has been effective, but that perhaps the SLO's are not reflecting the true outcomes of our courses.

Status

In-Progress

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

College Goal

Advance CoA teaching and learning

District Goal

Advance Student Access, Equity, and Success

Along with this will be the development of non-credit courses (and a certificate) to address student success.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Completed development of ENGL 540 and 541 as well as Pathway to Academic English CC

College Goal

Increase retention and persistence rates

District Goal

Build Programs of Distinction

Finally, we will continue to evaluate the new multiple measures assessment for English to ensure accurate placement of students.

Status

No Longer Applicable

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

College Goal

Select College Goal....

District Goal

Select District Goal....

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

Most English instructors now require smart classroom, ans they have widely adopted education technology.

Program Update

Semester End Enrollment/Usage Pattern

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

Equity Subgroups

Academic Year: 2018-19 | College: College of Alameda | Subject: ENGL

Year	Gender	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	Female	959	1149	63%	77%
2018-19	Male	772	969	58%	74%
2018-19	Unknown	31	36	60%	80%
Total		1762	2154	61%	76%

Year	Age	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	16-18	379	478	73%	85%
2018-19	19-24	940	1122	56%	74%
2018-19	25-29	233	270	59%	73%
2018-19	30-34	110	117	66%	70%
2018-19	35-44	130	149	60%	72%
2018-19	55-64	9	10	44%	60%
2018-19	65 & Above	8	10	50%	60%
2018-19	Under 16	7	8	75%	100%

Year	Ethnicity	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate
2018-19	American Indian	1	1	0%	0%
2018-19	Asian	528	660	72%	82%
2018-19	Black / African American	329	389	52%	73%
2018-19	Hispanic / Latino	494	610	51%	70%
2018-19	Pacific Islander	9	12	25%	42%
2018-19	Two or More	122	143	60%	72%
2018-19	Unknown / NR	33	42	64%	79%
2018-19	White	246	297	70%	79%

Microsoft Power BI | 2 of 5

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.

Completion and retention have increased incrementally over the three academic years. One pedagogical change that may have affected this increase is the number of faculty who have adopted Reading Apprenticeship routines in their classrooms. Additionally, during 18-19 we were using the writing assessment to place students, and the department as a whole believes that was the most accurate student placement we'd had to date. As RA is a form of equity pedagogy, we anticipate the increasing use of it to likewise raise completion and retention rates, and close equity gaps.

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).

We are just coming into the third year of our three-year SLO assessment cycle, and will assess all course this academic year. While we offer an AD-T and AA in English, it is difficult to develop and report on PLOs without a capstone course.

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
Placement writing sample	BSSOT then maybe equity?		Developed and administered the test. All faculty were satisfied with the process and outcome. It's a shame we can't use it any longer.

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.

No Actions/Requests

Improvement Actions

Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

Program Update

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

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.

Patricia Nelson

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

Patricia Nelson