Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

| ENGL ▼ |

Q2. Please provide the name of the person(s) completing this Program Review:

Stefanie Ulrey

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

> 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.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

○ Yes
◉ No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

	Enter Month and Year of Anticipated Update
Enter course name ENGL 1A	June, 2018
Enter course name ENGL 1B	June, 2018
Enter course name ENGL 5	June, 2018

Enter course name	Enter Month and Year
ENGL 201A	June, 2018
ENGL 201B	June, 2018
ENGL 269A	June, 2018
ENGL 269B	June, 2018
ENGL 30	June, 2018
ENGL 10	June, 2018

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

Enter course name	Enter Month and Year of Deactivation

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

The Curriculum Committee is in the process of formalizing a 3 year plan with all departments to update and deactivate courses. English is scheduled to complete this process during the 2017-2018 academic year. Formal scheduling for individual courses has not yet occurred.

Continue.d development and improvement is planned for the following courses:

ENGL 208: Writing Support for accelerated courses to address underprepared students. 2 pilot sections are being run in fall 2017; additional sections are to be added for spring 2018.

Adaptation of ENGL 348AG (for-credit) to ENGL 511: Placement Exam Preparation (non-credit) to address equity issues related to test-taking. Still in progress.

Annual adjustment of the SLO Assessment instrument and rubric to both adequately instruct students for the assessment and accurately describe the results of administering the instrument. Last year, English met the commitment of assessing all courses with SLOs on a 3 year cycle. We are taking this year to revisit our Assessment Instrument and hopefully continue to develop SLOs in courses without them (English 10).

We have returned to bi-monthly department meetings with a focus on pedagogy discussion both directly and indirectly related to addressing performance gaps and SLO achievement.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS
Enter name of degree AA English	⦿	○
Enter name of degree AA-T English	⦿	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	CP
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○

Enter name of certificate	○	○

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
AA English	○	◉	○
AA-T English	○	◉	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

ENGL Status Report.pdf
195.2KB
application/pdf

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- ☑ Provide in writing on first day of class
- ☐ Post on the program website
- ☐ Post on department bulletin board
- ☐ Other (please describe) [_____]

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- ☑ Syllabi
- ☐ Course Catalog
- ☐ Department Website (please provide link to SLO's) [_____]
- ☑ Other (please specify) [Dept. of English document]

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the underline past three years underline as a response underline to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

- ☑ Significant change or improvement #1:

  Creating the AD-T degree and English

  However, to date there IS NO PROGRAM in English due to the inability to consistently offer the courses required to complete the degree!

- ☑ Significant change or improvement #2:

  We created the following accelerated sequences: 1A to 5; 1A to1B; 201B to 1A

- ☑ Significant change or improvement #3:

  Adoption of ENGL 208: Writing Support for accelerated courses to address underprepared students.

- ☑ (Optional) additional significant changes or improvements:

We have participated extensively in the design of the First Year Experience program, including training in Umoja pedagogy, in hopes of offering further support to students with no prior college experience.

Additionally, some courses now offer additional instruction in the form of "embedded tutors". Tutors attend class sessions with students so that their outside instruction is directly tied to in-class instruction.

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

ENGL PR Status Report.pdf
   97.6KB
   application/pdf

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Array

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

ENGL Assessment Summary Report Details.pdf
   207.2KB
   application/pdf

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

No significant difference.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

Results are similar over multiple sections.

Q29. Describe your discipline, department or program participation in assessment of COA's institutional level outcomes (ILOs).

> While the English Program SLOs are closely tied to the ILO's, to date there has been no participation in assessment.

Q30. How are your course and/or program level outcomes aligned with COA's <u>institutional level outcomes (ILOs)</u>?   Please describe the "Goal Alignment Summary" from <u>TaskStream</u>.

> The English Department's program outcomes are:
> Reading: Engage in active, purposeful, critical reading.
> Writing: Assess in writing the tools and materials given to succeed at the workplace or in the community and be able to suggest changes to increase effectiveness.
> Critical Thinking: Evaluate information critically to develop claims and support them.
> Diverse Perspectives: Develop an understanding and appreciation for worldwide cultures and diverse perspectives through active and purposeful reading and writing.
>
> Each of these outcomes was developed specifically within the context of the language and spirit of all five of the college's Institutional Learning Outcomes.

Q95. Please attach the "Goal Alignment Summary" from <u>TaskStream</u>.

<u>ENGL Goals Alignment.pdf</u>
251.7KB
application/pdf

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

> Strategies that involve students and innovative approaches are constantly tried and tested. Some of these include Umoja-style teaching; computer aided instruction (CAI), film-making, and theater. Course content is often student-centered, interactive and engaging.
>
> One instructor lays down strict rules and sticks to them. At first, students often struggle since they are, generally speaking not well disciplined. After some time, the non-disciplined students step up and meet the demands of the course, preparing them for university classes and professional careers.
>
> Another instructor has included acceleration practices with the directed intent of having students complete a basic or developmental AB sequence in a single semester by teaching to the exit skills one level above.
>
> Hybrid and online courses are exploring ways to use various online tools to encourage learning. Faculty use video, wikis, and forums, in addition to quizzes and written assignments, as strategies in developing and testing students' understanding.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

Technology in the Classroom:
One instructor gives students a semester-long extra-credit assignment in which they keep a regular blog. This activity causes them to consider carefully the content of their writing and its impact since they are writing for a larger audience. Another teacher holds a writing workshop where students meet in a smart classroom and work on-line on the class blog. They give each other feedback and edit each other's essays using Microsoft Comment. One teacher has her students make a movie and another uses social networking for educational purposes; for example, discussions not completed in class are continued on Facebook. Also, class notes are posted on Facebook, along with announcements about educational or cultural opportunities. One teacher's class has a website.

For hybrid and online classes as well as web-enhanced classes, instructors use Moodle for their course management software. Having a website allows the instructors to "go green" since the teacher can create an assignment and leave it on the site for students to pick up, and students in turn can submit their work to the site. Discussion forums, chat rooms, mass e-mails, grade books are all maintained on the sites by these instructors.

Q34. 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 (some online but not 100%), and Distance Education (100% online) courses?

Bi-monthly department meetings during which pedagogy and academic standards are discussed.

Instructors follow the Course Outlines in preparing syllabi and course descriptions. Students who do not meet the Exit Skills requirements ideally do not pass on to the next level. Instructors are expected to create syllabi that expressly teach to exit skills. Exit skills are aligned with SLOs.

Several instructors use Diana Hacker's Rules for Writers as their course grammar handbook. This text, however, should be re-evaluated to determine whether we, as a department, still want to use it.

In addition, faculty may meet in a pedagogy group once a month to discuss issues, teaching techniques and classroom successes. In one session, we discussed how to grade papers that met both the students' needs and those of the teacher. Another group focused on incorporating games into the curriculum. In this group, we often discuss academic standards. The pedagogy group has been a place where many adjunct faculty participate and contribute.

Many recommend bringing back the Progress Assessment Test (PAT) (see Recommendations.)

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

See above. The course outlines are the same. However, standards for online instructions should be set and evaluators trained on the methods to use in their evaluators.

We also need clear standards for who gets to teach online - and there should be professional development for those who do.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

It appears that English Department enrollment has dropped by more than that of COA as a whole between Fall 2015-17. Our overall enrollment fell from 1,101 to 800 over that time. The switch to block scheduling in 2013-14 had a major impact on English. The VPI at the time added many more sections of English 1A. Many went unfilled and were cancelled.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Course Enrollment by Time of Day.pdf
71KB
application/pdf

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

> There is no significant difference between day and evening section enrollment, and overall English enrollment is reflective of trends in enrollment school wide.

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

> It appears that the English Department's overall productivity is slightly lower than that of the college as a whole (13.5 v. 15). This may have to do with Enrollment caps (30). Our 269 classes seem to have lower productivity than others, and could be lowering the rate for the department as a whole.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

> We lose many students in 269 due to lack of preparedness or possibly simple time management. Many students are unable to meet the academic requirements of a 6 unit course. All other English courses are only 4 or 3 units.

Q35. Are courses scheduled in a manner that meets student needs and demands?

◉ Yes
◯ No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

> Block scheduling helps a lot. We monitor enrollment during each time block. We found the evening classes often get cancelled unless they are hybrid.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

> Professional development and/or peer mentoring for existing teaching staff would help, and possible reconsideration of teaching assignments in terms of who teaches what.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number ENGL 1A	55	59	42
Course Name & Number ENGL 1B	51	59	57
Course Name & Number ENGL 5	70	67	69
Course Name & Number ENGL 201A	57	55	64
Course Name & Number ENGL 201B	67	63	65
Course Name & Number ENGL 269A	55	57	68
Course Name & Number ENGL 269B	62	71	71
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1

Category			Comment
Age	◉	○	16-18 year olds outpeforming the group. 19-24 matches the group outcomes. 25-29 are significantly lower than the group as a whole.
Ethnicity	◉	○	Asians mirror the group as a whole (generally do slightly better); African American students mirror the group as a whol - but about 10% less, consistently. Latino students have performed about at the rate as the group as a whole in the last two years. Prior to that, slightly lower.
Gender	○	◉	
Foster Youth status	◉	○	
DSPS (disability status)	○	◉	
Low income status	◉	○	Last year, this group seems to have done more poorly than the group as a whole. Prior to that, it was consistent with the average, or better.

| Veterans status | ⦿ | ○ | | Generally, veteran students outperform the group as a whole |

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

Things that may be affecting success rates by ethnicity: learning community students tended to come to class less prepared (and they knew it). Since those communities were discontinued, this discrepancy is less obvious - it seems like students are better prepared. Counselors often over-ride our placement score in the past.

Overall, completion rates for English are in line with overall completion rates for the college, with the exception of English 1A and 1B. Further investigation is in order to discover the reason.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

⦿ Yes
○ No

Q41. Please enter the course completion rate for each of the **HYBRID (more than 50% but less than 100% online - see this in the "DE" filter)** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number ENGL 1A	35	9	13
Course Name & Number ENGL 5	49	33	80
Course Name & Number ENGL 30B		91	60
Course Name & Number 1B		65	
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q42. Please review the student equity data provided on the "**Course Completion**" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	⦿	○	19-24 success rates fell significantly
Ethnicity	⦿	○	Success rates seem to be worse particularly for latino and Asian students
Gender	○	⦿	
Foster Youth status	⦿	○	0% success in the last 2 years
DSPS (disability status)	⦿	○	There were only 7 students enrolled in 2015 and they had a lower completion rate
Low income status	○	⦿	
Veterans status	○	⦿	

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

Completion rates across disaggregated groups fall in line with face-to-face courses. The numbers are similar.

Q45. Please enter the course completion rate for each of the **Distance Education (100% online) - using the "DE" filter -** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number English 1A	39	43	40

Course Name & Number			
English 5	63	53	71
English 1B	23	54	56
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q46. Please review the student equity data provided on the **Course Completion** dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	⦿	○	16-18 year olds have the highest success rate by far
Ethnicity	⦿	○	African America and Latino students have a lower completion rates

			Women had lower completion rates
Gender	◉	○	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

Overall the rates are similar, except for hybrid and online English 1A. Changes in completion rates could have a number of causes, such as a lack of preparedness of students. However, this would be reflected in ALL online/hybrid sections. Mainly the concern is that online sections are "monopolized" when teaching assignments are distributed.

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

Instructor evaluations are similar to the face-to-face courses.

Q64. Using the "Retention" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	69	72	64

Q53. Describe the discipline, department, or program retention rates for the past three years.

No significant difference in retention.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

◉ Higher
○ The same
○ Lower

Q56. Please review the student equity data available in the "Retention" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1

Age	⊙	○		Rates are significantly higher for High School aged students
Ethnicity	⊙	○		Retention is lower for African Americans
Gender	○	⊙		
Foster Youth status	⊙	○		rates are slightly lower
DSPS (disability status)	○	⊙		
Low income status	○	⊙		
Veterans status	⊙	○		Retention rates are better than average

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

Participation in the new First Year Experience program will focus instruction for disadvantaged learners and first year college attendees. English has also improved tutoring instruction, including the addition of embedded tutors in some sections. The addition of English 208, an instructional support course designed to pair with English 1A, was piloted this semester and more sections will be added in spring. Future plans include development of non-credit courses that will focus on trouble spots is underway.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

The chairs will review success data anonymously with department faculty in such a way that we can ensure faculty with particular strengths in course level and content delivery are more consistently scheduled in those sections.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years.   Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate ENGL AA	0	0	1
Degree or Certificate			
Degree or Certificate			

Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

From 15-16 to 16-17, we have increased awards of our AA-T degree by 100% (0 to 1). This is due to the student being able to take her English 30 requirement AT College of Alameda as opposed to another Peralta campus. This student was also able to transfer to University of California, Berkeley. If we are to continue to offer the AA-T degree, courses required for completion MUST be allowed to run, even if they are low enrolled, to gain momentum.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

We will continue to push for offering courses in our 30 series as well as offering additional courses as written in the ADT. This includes rotating elective literature and creative writing courses on a regular schedule.

We are also overhauling the English department website starting fall 2017.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	6
Part-time faculty headcount	8
Total FTEF faculty for the discipline, department or program	14
Full-time/part-time faculty ratio	
Classified staff headcount	0

Q71. Describe your current utilization of facilities and equipment.

Most instructors require a smart classroom. At minimum, instructors need access to laptops and LCD projectors. We have recently purchased 2 additional LCD projectors for department use.

FT/PT ratio: 1:1.2

Q72. What are your key **staffing** needs for the next three years? Why?

One more full-time faculty position would allow the department to be more (and more effectively) involved in all levels of campus committee work and decision-making, including redesign of the English program at College of Alameda. This would enhance the abilities of new learning communities and the Learning Resource Center to more completely and effectively understand and meet the needs of departments across the curriculum and increase the diversity among faculty members. Additionally, more English faculty can serve more students and give us the time to be involved in student clubs and activities.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

Consistent assignment of functional smart classrooms for all instructors requiring them.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

Consistent assignment of functional smart classrooms for all instructors requiring them.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

ENGLISH Prior Year Resource Use Template.xlsx
21.2KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's

[Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

[Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary.xlsx](#)
9.8KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

Department co-chairs are both heavily involved in committees, one being the Chair of the Department Chair Committee and the other being an instrumental member of the Curriculum Committee. Other full time faculty work with the PFT, oversee the Tenure Review committees, and special projects such as re-working a multi-measures assessment test. In addition, 2 faculty have participated in the development and implementation of the First Year Experience learning community. Both full time and part time faculty have engaged in Reading Apprenticeship conferences. Both full time and part time faculty actively attend and participate in the bi-monthly department meetings.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	Department Chairs
Committee 2	Curriculum Committee
Committee 3	TRCs
Committee 4	
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

First Year Experience, multiple measures Assessment, and partnerships with other departments for Writing Instruction. Additionally, instructors have hosted poetry readings in the past that were open to the entire campus community.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjuncts participate in bi-monthly department meetings and contribute to an ongoing pedagogy discussion. They also attend conferences alongside full time faculty, namely, two Reading Apprenticeship conferences, held over the the spring and summer of 2017. Their suggestions and opinions are actively sought and warmly received.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Instructional methods	1
Cultural sensitivity	2
Use of online resources	3
Faculty mentoring	4
Classroom technology	5
Other (please specify) [ ]	6
Other (please specify) [ ]	7
Other (please specify) [ ]	8
Other (please specify) [ ]	9
Other (please specify) [ ]	10

Q83. Please describe the professional development needs of your discipline or department.

Mainly, professional development to enhance instructor productivity and to realign success rates among disaggregated groups.

Q84. How do you train new instructors in the use of Distance Education platforms?

Training for Moodle has been available both on campus and through a series of courses at another one of our colleges. The same training is now available as we begin the switch to Canvas.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

○ Definitely yes
● Probably yes
○ Might or might not
○ Probably not
○ Definitely not

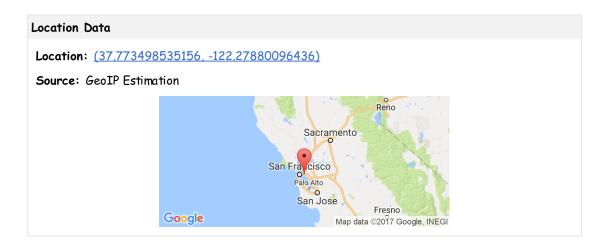*Q86.* DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

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. 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. Finally, we will continue to evaluate the new multiple measures assessment for English to ensure accurate placement of students. Along with this will be the development of non-credit courses (and a certificate) to address student success.

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

Integrated-Goal-Setting-Template ENGLISH.xlsx
13.8KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: (37.773498535156, -122.27880096436)

Source: GeoIP Estimation

At-a-Glance - Goal Set Alignment Summary Report

Organizational Area(s) within College of Alameda AMS aligned with Institutional Learning Outcomes (College of Alameda AMS)

Legend: 🧩 Mapped 📏 Measure Added

Organizational Area	**Problem Solving** Solve problems and make decisions.	**Communication and Technology** Technology and written and oral communication.	**Creativity, reflection** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	**Awareness and Diversity.** Respectful interpersonal communications.	**Civic Responsibility** personal, civic, social and environmental responsibility.
	Problem Solving and Decision Making Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	Technology and Communication Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	Reflection, Participation, Creativity Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Interpersonal Skills Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	Civic Responsibility Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
College of Alameda AMS					
Full Course Listing					

ENGL 5 Critical Thinking in Reading and Writing	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵📏
ENGL 10A Creative Writing					
ENGL 10B Creative Writing					
ENGL 16 African American Writers (Poetry)					
ENGL 17A Shakespeare					
ENGL 17B Shakespeare					
ENGL 1A Composition and Reading	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏
ENGL 1B Composition and Reading	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏	🔴🔵🟡📏

ENGL 201A Preparation for Composition and Reading	🎨📏	🎨📏	🎨📏	🎨📏	🎨📏
ENGL 201B Preparation for Composition and Reading	🎨📏	🎨📏	🎨📏	🎨📏	🎨📏
ENGL 202 Reading for Information					
ENGL 205 Vocabulary and Context					
ENGL 206A English Grammar					
ENGL 206B English Grammar					
ENGL 210A Creative Writing					

ENGL 210B Creative Writing					
ENGL 211 Introduction to Critical Thinking					
ENGL 216 African American Writers (Poetry)					
ENGL 217A Shakespeare					
ENGL 217B Shakespeare					
ENGL 227A Bible as Literature: Old Testament					
ENGL 227B Bible as Literature: New Testament					

ENGL 230A Introduction to American Literature					
ENGL 230B Introduction to American Literature					
ENGL 231 Survey of African American Literature					
ENGL 232A Contemporary Women Writers					
ENGL 232B Contemporary Women Writers					
ENGL 233A Introduction Contemporary Literature					

ENGL 233B Introduction Contemporary Literature					
ENGL 236 Women in Literature					
ENGL 247 Children's Literature					
ENGL 254 Spelling and Word Structure					
ENGL 256 Basic Grammar					
ENGL 257 Writing Strategies					
ENGL 261A Introductory Thinking/Skills/Learning Strategies					

ENGL 261B Introductory Thinking/Skills/Learning Strategies					
ENGL 263A Academic Skills Lab (Modular/Self-Paced)					
ENGL 263B Academic Skills Lab (Modular/Self-Paced)					
ENGL 263C Academic Skills Lab (Modular/Self-Paced)					
ENGL 263D Academic Skills Lab (Modular/Self-Paced)					
ENGL 267A Basic Writing					

ENGL 267B Basic Writing					
ENGL 268A Basic Reading					
ENGL 268B Basic Reading					
ENGL 269A Foundations of Reading & Writing	🎨📏	🎨📏	🎨📏	🎨📏	🎨📏
ENGL 269B Foundations of Reading & Writing	🎨📏	🎨📏	🎨📏	🎨📏	🎨📏
ENGL 270A-D The Writing Center					
ENGL 27A Bible as Literature: Old Testament					

ENGL 27B Bible as Literature: New Testament					
ENGL 30A Introduction to American Literature		🔬📏	🔬📏	🔬📏	
ENGL 30B Introduction to American Literature		🔬📏	🔬📏	🔬📏	
ENGL 31 Survey of African American Literature					
ENGL 32A Contemporary Women Writers					
ENGL 32B Contemporary Women Writers					

ENGL 33A Introduction Contemporary Literature					
ENGL 33B Introduction Contemporary Literature					
ENGL 36 Women in Literature					
ENGL 47 Children's Literature					
ENGL 53 Technical Writing					
ENGL 61 Advanced Creative Writing/Literary Magazine Production					

ENGL 67 African American Writers (Poets)						
	SUMMARY:	7 Mapped 7 Measures Added	9 Mapped 9 Measures Added	9 Mapped 9 Measures Added	9 Mapped 9 Measures Added	7 Mapped 7 Measures Added

created with **taskstream**

created with **taskstream**

At-a-Glance - Status Report

Program Assessment Plan

Legend: ⇄ In Progress (Not Shared)　　◉ Shared (Not Reviewed)　　✅ Reviewed

Organizational Area	2016-2017 Assessment Cycle
	Assessment Plan
College of Alameda AMS	
Division II	
ENGLISH	
English (ENGL) AA	◉
SUMMARY:	0 In Progress 1 Shared 0 Reviewed **1 Total**

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College:	COA
Disciline, Department or Program:	English
Contact Person:	Stefanie Ulrey
Date:	Oct. 19, 2017

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources						
	Faculty	1	1	80,000	Human, Technical & Physical Res	3, 5
	Classified Staff					
	Student Workers					
Technology						
Equipment						
Supplies						
Facilities						
Professional Development						
Other (specify)						

At-a-Glance - Status Report

COURSE ASSESSMENT

Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
College of Alameda AMS		
Full Course Listing		
ENGL 5 Critical Thinking in Reading and Writing	⦸	⦸
ENGL 10A Creative Writing	⦸	*Not Started*
ENGL 1A Composition and Reading	⦸	⦸
ENGL 1B Composition and Reading	⦸	*Not Started*
ENGL 201A Preparation for Composition and Reading	⦸	⦸
ENGL 201B Preparation for Composition and Reading	⦸	⦸

ENGL 269A Foundations of Reading & Writing	✓	✓
ENGL 269B Foundations of Reading & Writing	✓	✓
ENGL 30A Introduction to American Literature	✓	*Not Started*
ENGL 30B Introduction to American Literature	✓	*Not Started*
ENGL 31 Survey of African American Literature	✓	*Not Started*
SUMMARY:	0 In Progress 11 Shared 0 Reviewed **11 Total**	0 In Progress 6 Shared 0 Reviewed **6 Total**

Campus	Semester	Instruction Mode	Subject	Catalog Number	Catalog Description
Alameda	Multiple values	All	ENGL	All	All

Term

Ethnicity
All

Gender
All

Dsps
All

Low Income
All

Age Range
All

Foster Youth
All

Veteran
All

Time of Day
- DAY
- EVENING

Total of Records

1,148   1,058   1,101   918   979   800

Enrollment Count by Time of Day

924   905   934   772   891   715

224   153   167   146   88   85

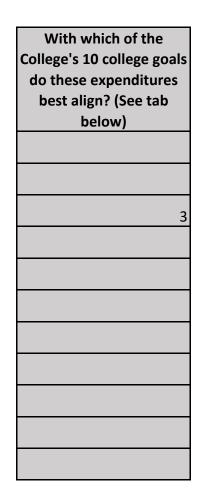Fall 2014   Spring 2015   Fall 2015   Spring 2016   Fall 2016   Spring 2017

Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures prvided in the **Expenses 2016-17** tab below.   Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
ne, Department or Program: English
Contact Person: Stefanie Ulrey
Date: 10 17 17

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your **Program Goals**	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your **students' outcomes**	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment			0				
Instructional Supplies	1,100	965	$135	N/A	N/A	N/A	N/A
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity		N/A	N/A				
Basic Skills		N/A	N/A				
Work-Study			0				
Other			0				

TOTAL			0				

With which of the College's 10 college goals do these expenditures best align? (See tab below)
3

Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College: COA
Disciline, Department or Program: English
Contact Person: Stefanie Ulrey
Date: 10.16.2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Added sections of English 208	3	A,C
Develop noncredit courses with certificate	3	A,C
Continue First Year Experience learning community participation	3	A,C
Additional reading apprenticeship professional devt	3	A,C
Revise SLO's and PLO's	3	A,C
Continue to refine the English Writing Sample assessment	3	A,C