

# College of Alameda

## Annual Program Update

### Supplemental/Revised Template 2014-2015

<b>I. Overview</b>			
BI Download:	September 19, 2014	Dept. Chair:	Jay Rubin, Patricia Nelson, & Stefanie Ulrey
Subject/Discipline:	English	Dean:	Myron Jordan
Campus:	College of Alameda		
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.		

<b>II. Enrollment –</b>							
Subject	Term Descr Long	Headcount	Census Enrollment	Course completion	Completion Rate	Retained	Retention Rate
ENGL	2008 Fall	1199	1305	793	61%	954	73%
ENGL	2009 Spring	1081	1206	697	58%	800	66%
ENGL	2009 Fall	1386	1478	853	58%	958	65%
ENGL	2010 Spring	1028	1087	593	55%	686	63%
ENGL	2010 Fall	1142	1204	673	56%	851	71%
ENGL	2011 Spring	1000	1038	634	61%	740	71%
ENGL	2011 Fall	1043	1048	668	64%	745	71%
ENGL	2012 Spring	961	967	587	61%	680	70%
ENGL	2012 Fall	980	980	635	65%	713	73%
ENGL	2013 Spring	1000	1011	638	63%	688	68%

### III. Student Success–

Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
ENGL	2008 Fall	1,255	698	55.60%	301	24%
ENGL	2009 Spring	1,097	598	54.50%	297	27%
ENGL	2009 Fall	1,354	760	56.10%	395	29%
ENGL	2010 Spring	996	537	53.90%	310	31%
ENGL	2010 Fall	1,111	593	53.40%	260	23%
ENGL	2011 Spring	961	569	59.20%	221	23%
ENGL	2011 Fall	994	617	62.10%	249	25%
ENGL	2012 Spring	909	536	59.00%	229	25%
ENGL	2012 Fall	945	578	61.20%	232	25%
ENGL	2013 Spring	1,008	576	57.10%	320	32%

### IV. Faculty –

SUB	SECT	CENSUS	FTEF TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	36	1135	155.27	3.28	1	5.87	10.15
SP14	39	1166	165.27	4.17	0.39	6.23	10.79

### 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.

There are no specific CTE centered English courses offered at this time. English is offered in this capacity only as part of the local AS degree.

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

Our courses are specific to basic, developmental and transfer levels of reading and writing. We continue to offer an increased number of sections of our core courses, specifically focusing on those needed for student completion/transfer. Our AA-T in English has now been approved by the state, so we can once again offer literature and creative writing courses. As a result, we hope to see an increase in the quantity of students requesting a degree in English from COA yearly.

<b>VI. Course SLOs and Assessment</b>	
	<b>Fall 2014</b>
Number of active courses in your discipline	14 (only 7 are currently offered)
Number with SLOs	14
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	6
% Assessed/SLOs	86% of all courses currently offered, 43% of all courses
Describe types of assessment methods you are using Metacognitive end-of-term essay instrument with instructor-scored rubric and self-reported scores.	
Describe results of your SLO assessment progress Essays were administered at the end of the spring term with results due during summer. Results will be tabulated during fall term for discussion and action.	
Describe how assessment results and reflection on those results have led to improvements. Results have not been processed or publically distributed, but most faculty having administered the assessment have made the same determinations: the rubric needs to be simplified, and diversity needs to be explicitly covered.	

<b>VII. Program Learning Outcomes and Assessment</b>	
	<b>Fall 2014</b>
Number of degrees and certificates in your discipline	2
Number with Program Learning Outcomes	2
Number assessed	0
% Assessed	0%
Describe assessment methods you are using As no degrees in English, either AA or AA-T have been awarded lately, it is difficult to assess the program.	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. Program-level assessment can begin in the 2015-2016 cycle as we once again schedule and teach courses for the degree.	

## VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

Currently, we are the only department engaged in the mindful development of accelerated courses. We are also in conversation to create acceleration patterns with other departments to support their first level recommended preparation of English 1A.

Also, as a department, we have returned to having monthly pedagogy meetings. English has taken this campus wide by participating in "Colleagues in Conversation".

Finally, English and the Learning Communities have initiated a collaboration with a service learning project wherein students serve as "conversation partners" in the Learning Center.

## IX. College Strategic Plan Relevance

Check all that apply

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

A student cannot graduate, transfer, or indeed succeed in other courses without the core courses in the English program. With the state approval of the English AA-T at COA, students will be able to graduate in just a few semesters with a degree in English with courses taken at COA. We hope that this development will revive the validity of the English Program. The AA-T in English at COA is significantly different than those at other PCCD schools in that it is an exploration of the American voice through literature. The nature of our courses available through that program are such that they can be used as elective courses in other disciplines as well (such as History, Political Science, African American Studies, Humanities) on the D list of their ADT.

## 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.

**ENROLLMENT AND PROGRAM COMPLETION:** After a sharp reduction of sections between F10 and F12 due to budget cuts, renewed funding and a shift to block scheduling allowed us to add as many as 15 sections to the Spring 2014 schedule, particularly focusing on transfer and gateway course (English 1A and 5). We also hope to grow our program by adding literature classes to schedule for students who wish to complete their AA in English at COA.

**STUDENT SUCCESS:** Success and lower withdrawal rates have shifted slightly. Success rates have lowered and withdrawal rates have increased, but that may be due to a higher number of students being served. Efforts to encourage higher success and lower withdrawal rates continue to be addressed through student success initiatives in conjunction with the Assessment and Counseling departments. English offers a pilot re-assessment program, in which students can re-take the assessment test and accelerate in the program based on their results. We are also piloting a new course, English 248AG Placement Exam Preparation, which is designed to ameliorate the disparity between a student's knowledge of English and his or her ability to navigate the software and testing environment. Both efforts are intended to reduce a number of withdrawals due to improper placement and the degree of success through more accurate assessment of ability in the first place.

**FACULTY:** FTEF has increased again due to the increased number of sections being offered in spring 2014 and to the successful addition of one full time faculty member. A second full time faculty member will be added in spring 2015 when our former Dean, Maurice Jones, returns to the classroom and resumes his teaching duties.

**CREATIVE WRITING PROGRAM:** Beginning Spring 15, we will be offering Creative Writing classes (10AB and 210AB concurrently) with a new adjunct instructor who is active in the east bay as a small-press publisher and private writing instructor. This semester, Fall 14, we will hold a reading on November 5th to promote the program and attract students as the spring enrollment period opens. Going forward, we'll need support as we rebuild this program. Currently, course outlines for 10B and 210AB are being updating.

## XI. Needs

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

1. Allow literature classes to go even if they are low enrolled while we reinvigorate the program. Early cancellation of these classes will undermine our efforts.
2. Place Teaching Assistants in every 269 or 201 classroom.
3. One full time faculty position.

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

In order of priority: TurnItIn campus-wide software license, Kurzweil 35-seat license, 4 digital video cameras students can check out with editing software installed on lab computers, 2 DVD bulk burners, class sets of laptop computers.

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

Single priority: All smart classrooms, or at the very least, careful scheduling of instructors who use technology into existing smart classrooms.

### MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

### VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

### VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- \* Academic Excellence
- \* Budgetary Competence
- \* Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

### District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District’s Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

**Strategic Focus for 2014-2015:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<b>Strategic Goals &amp; 2014-2015 Institutional Objectives</b>	
<b>A: Advance Student Access, Equity, and Success</b>	<b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. <b>A.2 Student Success:</b> Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. <b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. <b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
<b>B: Engage and Leverage Partners</b>	<b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.

	<p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.  <b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.  <b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>