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 **College of Alameda**

2023-24 Program Review ENGLISH

**Lead Author:**

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| **Patricia Nelson** |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| The English Department’s mission is to serve the educational and career objectives of our community: We offer a range of classes addressing college-level reading and writing skills as well as literature and creative writing, and are committed to presenting engaging material that explores the varied interests and needs of our students. |

List your program faculty and/or staff.

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| **Contract Faculty**Maurice Jones (Acting VPI S’22 and F’23)Jay RubinStefanie UlreyPatricia NelsonDr. Peter Pappas | **Adjunct Faculty**Dr. Juanita AlexanderMichelle LittleSandra VaughnChristopher BloodElizabeth TreadwellAnn Chun |

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

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| We use classrooms on all three floors of the H building, taking advantage of the technology in each. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | To develop AD-T for English, offering an alternating schedule of the required literature courses. |
| Status: In-Progress or Complete?  | Complete |
| Which college or district goal is aligned with your program goal? | College Goal: Advance CoA teaching and learning District Goal: Advance Student Access, Equity, and Success |

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| **Program Goal** | Development of non-credit courses (and a certificate) |
| Status: In-Progress or Complete?  | Complete |
| Which college or district goal is aligned with your program goal? | College Goal: Advance CoA teaching and learning District Goal: Advance Student Access, Equity, and Success |

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| **Program Goal** | Increase retention and success |
| Status: In-Progress or Complete?  | Ongoing |
| Which college or district goal is aligned with your program goal? | College Goal: Advance CoA teaching and learning District Goal: Advance Student Access, Equity, and Success |

**Enrollment Trends**

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline.*

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| Enrollment trends of the department are similar to those of the college, as are productivity numbers for degree applicable courses (14.8/13.2, 15.1/12.9, 13.8/12.8, 12.1/11.0, 13.8/10.7). Because of the 35/30 PFT cap on enrollment in the department’s courses, it is to be expected that English productivity will lag behind the college’s average. During the academic years 2018-19, 2019-20, and 2020-21, the department served 12% of the student population. During the years 2021-22 and 2022-23, that percentage increased to 18 and 20 percent respectively. |

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

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| To increase student learning and engagement in the post-pandemic landscape, English faculty employ these techniques:* Active learning with group discussions, collective reading assignments, and group projects.
* Hybrid classes in which students review course materials online, reserving class time for discussion, collaboration, and individual time with the instructor.
* Presenting students with real-world problems to solve so they work collaboratively to find solutions and develop presentations.
* Leveraging technology tools and platforms with multimedia and online discussions to create a dynamic learning environment.
* Peer review to learn from their peers, both in what to and what not to do, as well as in how they interpret assignment instructions.
* Librarians in the classroom to teach students how to critically evaluate and use digital information including fact-checking, media literacy, and academic research techniques.
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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?

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| To maintain the integrity and consistency of academic standards across different methods of course delivery, including face-to-face, hybrid, and distance education, the English department uses several strategies and practices:* Measurable learning outcomes and SLOs are the basis for all course design. Every member of the department has access to the most current Course Outline of Record (COR) posted in the Department Canvas site.
* Faculty freely share lesson/module content, grading rubrics, and entire courses across the department, fostering a consistent experience for students. We encourage collaboration and sharing of best practices among faculty members regardless of the format.
* English faculty have made extensive use of professional development opportunities specific to online and hybrid teaching. Some are preparing courses to go through POCR which encourages UDL principles to make course materials and activities accessible to all students, regardless of their learning style or any potential disabilities.
* Department meetings include time for pedagogy sharing and discussion – both successes and flops. This helps keep the content current and relevant.
* ENGL 1AS course sections incorporate support services such as tutoring, counseling, and library resources, in the classroom regardless of course format.
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**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?



**https://peralta.curricunet.com/**

XX Yes ☐ No, please explain:

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| Deactivations - We've agreed to deactivate ENGL 17A: Shakespeare and ENGL 47: Children's lit. Neither have been offered for over three years. In addition, our program focuses on American Lit, which leaves Shakespeare out.AA in English – We have decided to deactivate the AA in English, as it requires a duplication of effort during Program Review as well as a separate program map which may confuse students. We have never had a significant number of English majors graduate (2-3 per year, 5 tops). We will adjust the AA-T to reflect the addition of ENGL 43 and 60 as well as deactivation of 17A and 47. |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| Each English department course satisfies at least one of the current AA/AS Area 3 or 4a, CSU-GE Areas A1, A3, and C2, and IGETC 1A 1B, and 3B requirements; no modification should be necessary (other than as mandated by AB 1111) for CalGETC (AB 928). |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| ENGL 001A | SLO1 - Apply strategies for understanding and evaluating a range of professional and public writing and be able to express and synthesize the main ideas. |
|  | SLO2 - Assess clearly in writing the tools and materials in the workplace and in the community and be able to suggest changes in order to increase personal and institutional effectiveness. |
|  | SLO3 - Recognize messages and arguments in speech and text, analyze and critique such messages, and act accordingly. |
|  | SLO4 - Expand and deepen understanding of diverse life experiences and differing perspectives, identify their impact on written and spoken communication, and express sensitivity toward the values and ideas of coworkers, family members, and local and global neighbors. |
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| ENGL 001AS | SLO1 - Apply strategies for understanding and evaluating a range of professional and public writing and be able to express and synthesize the main ideas. |
|  | SLO2 - Assess clearly in writing the tools and materials in the workplace and in the community and be able to suggest changes in order to increase personal and institutional effectiveness. |
|  | SLO3 - Expand and deepen understanding of diverse life experiences and differing perspectives, identify their impact on written and spoken communication, and express sensitivity toward the values and ideas of coworkers, family members, and local and global neighbors. |
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| ENGL 001B | SLO1 - Recognize the relevance of the power of story in the public and private sector and use this understanding to shape the outcomes of various situations and projects. Identify logical fallacies in written materials in order to make effective decisions and express ideas clearly. |
|  | SLO2 - Evaluate and use evidence to support assertions, enhancing effectiveness as a team member. |
|  | SLO3 - Write coherent, organized reports, summaries, evaluations, and records. Articulate ideas clearly so that all team members understand, thus moving a project or a program forward. |
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| ENGL 005 | SLO1 - Apply tools to understand inferences to community, workplace and family situations. |
|  | SLO2 - Evaluate materials/data in terms of accuracy as well as relevance to home and workplace situations. |
|  | SLO3 - Identify logical fallacies in communication. |
|  | SLO4 - Conduct research identifying relevant and accurate materials from a variety of sources, including databases, professional publications, and other applicable materials. |
|  | SLO5 - Identify personal bias and other filters in order to evaluate community, family and professional materials objectively. |
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| ENGL 010A | SLO1 - Apply creative writing strategies to all writing endeavors in order to increase the likelihood of success for any project whether it’s communicating with a landlord or creating a proposal for a change in work policy. |
|  | SLO2 - Apply writing strategies to develop original works such as grants, program reviews, and public policy. |
|  | SLO3 - Use experience in peer critique as a tool in working effectively as a team member. |
|  | SLO4 - Recognize structure and form in writing and apply this knowledge to personal and professional goals. |
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| ENGL 010B | SLO1 - Use strategies such as freewriting, clustering, and collaborative dialogue to develop original works in prose, poetry and plays. |
|  | SLO2 - Identify defining characteristics of poetry, short fiction, and drama. |
|  | SLO3 - Participate in peer critiques as both reviewer and writer. |
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| ENGL 030A | SLO1 - Write well organized, well developed, effective, well edited, logically sound and clear essays |
|  | SLO2 - Effectively analyze American literature in light of historical context, critical theories, and/or formal elements |
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| ENGL 030B | SLO1 - Write well organized, well developed, effective, well edited, logically sound and clear essays |
|  | SLO2 - Effectively analyze American literature in light of historical context, critical theories, and/or formal elements |
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| ENGL 031 | SLO1 - Employ techniques of close textual reading, analysis, and interpretation of African-American literature in its social contexts. |
|  | SLO2 - Develop critical appraisals that reflect an ability to assess ideas and themes from African-American literature; support positions with secondary sources. |
|  | SLO3 - Demonstrate an appreciation of the relationship between African-American literature and history through discussion and written analysis. |
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| ENGL 032A | SLO1 - Read actively and think critically about women’s issues related to the texts they compose |
|  | SLO2 - Write focused essays that incorporate women’s issues into an analysis of readings |
|  | SLO3 - Construct meaning from the above activities that can be internalized for a new perspective about the world in which we live |
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| ENGL 043 | SLO1 - Read actively and think critically about poetry related to the messages poems contain |
|  | SLO2 - Write focused essays that incorporate poetic theories into an analysis of readings |
|  | SLO3 - Construct meaning from the above activities that can be internalized for a new perspective about the world in which we live. |
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| ENGL 049 | SLO1 - Investigate, assess and communicate findings of specific independent project(s) as discussed with instructor. |
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| ENGL 060 | SLO1 - Write well organized, well developed, effective, well edited, logically sound and clear essays. |
|  | SLO2 - Effectively analyze Asian American Literature in historical context, critical theories and/or formal elements. |
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| ENGL 079 | SLO1 - Apply strategies for understanding and evaluating a range of literary and theoretical writings and be able to express and synthesize the main ideas. |
|  | SLO2 - Analyze the motivations of character and intentions of authors and texts as to how they lead to greater understanding of social and political issues that encourage more informed decision-making in personal life and in the public sector. |
|  | SLO3 - Articulate how writers giving expression to same-sex eros, gender diversity and/or LGBTQ identity have, while inspiring and informing world literatures, nurtured a broader and deeper acceptance of LGBTQ cultures, individuals and groups. |
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| ENGL 210A | SLO1 - Create original works in poetic and prose forms, applying strategies such as freewriting, clustering and collaborative dialog. |
|  | SLO2 - Identify, examine and critically appraise craft elements of poetry, short fiction and drama. |
|  | SLO3 - Critique peer writing in workshops, accept and evaluate peer and instructor feedback, and synthesize feedback to revise their own work. |
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| ENGL 210B | SLO1 - Create original works in poetic and prose forms, applying strategies such as freewriting, clustering and collaborative dialog. |
|  | SLO2 - Identify, examine and critically appraise craft elements of poetry, short fiction and drama. |
|  | SLO3 - Critique peer writing in workshops, accept and evaluate peer and instructor feedback, and synthesize feedback to revise their own work. |

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Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| SLOs for ENGL 1A, 1AS, 1B, and 5 need to be rewritten as tangible, measurable outcomes. Other courses have reached or exceeded their SLOs. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| For literature and Creative Writing courses, yes. For GE courses, an analysis should be made after the SLOs are rewritten. |

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)

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| 0%.  |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** 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.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| Although the English Department’s Program SLOs are mapped to the ILOs, to date the department has not had the opportunity to participate in the assessment of ILOs. In particular, ILOs that require assessment of work and civic skills and duties would be difficult, if not impossible to assess (Problem Solving and Civic Responsibility), as are the non-tangible outcome of Creativity.While the ILOs of Communication and Technology and Diversity are integral parts of the English curriculum, there does not seem to be a formal means for assessing them at an institutional level. |

**Course Completion**

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| **Alameda** | **Total Graded**  | **Course Completions** | **Course Completion Success Rate** |
| **2023** | **421** | **242** | **57%** |
| **ENGL** |  |  |  |
| Hybrid | 44 | 28 | 64% |
| In-Person | 42 | 36 | 86% |
| Online | 335 | 178 | 53% |
| **2022** | **887** | **533** | **60%** |
| **ENGL** |  |  |  |
| Hybrid | 15 | 4 | 27% |
| In-Person | 40 | 24 | 60% |
| Online | 832 | 505 | 61% |
| **2021** | **1807** | **1138** | **63%** |
| **ENGL** |  |  |  |
| In-Person | 64 | 59 | 92% |
| Online | 1743 | 1079 | 62% |
| **2020** | **1657** | **1161** | **70%** |
| **ENGL** |  |  |  |
| Hybrid | 82 | 66 | 80% |
| In-Person | 892 | 642 | 72% |
| Online | 683 | 453 | 66% |
| **2019** | **2133** | **1300** | **61%** |
| **ENGL** |  |  |  |
| Hybrid | 159 | 71 | 45% |
| In-Person | 1446 | 920 | 64% |
| Online | 528 | 309 | 59% |

Consider your course completion rates over the past three to five years (% of students who earned a grade of “C” or better).

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college’s Institution-Set Standard for course completion of 72%and the stretch goal of 78%?

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| An evaluation of data for the English department over the past five years is complicated by both the pandemic (AY 2020-2021) and full implementation of AB 705 (AY 2021-2022). The next program review, with more normalized data sets, should be the focus for making any significant departmental changes.In no year during the past five did the department-wide success and retention rate meet the Institution-Set Standard or 72%. 2020 came close (70%). Although the percent of completions is relatively steady (53-60%), one contributing factor to lower than desired success rates in AY 2021-22 and 2022-23 may be the placement of students into ENGL 1A/1AS during their first or second semester in college as well as a transfer-level math course as required by AB705/SCFF (piloted in 2018, fully implemented in AY 2021-2022). Both Composition and Reading and mathematics courses are high-unit, high stakes gateway courses, and the combination may put students under increased (and possibly unnecessary) pressure. A study should be done comparing the retention and success rates of students who take both subjects in the same term vs. those students who opt to take English and mathematics in separate terms of their first year.There is no significant difference in completion rates between ENGL 1A and ENGL 1AS, but the retention rate in ENGL 1AS is higher. This suggests that the additional support may be benefitting students in non-tangible ways unrelated to grades. |

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

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| From the above table, it is clear that College of Alameda students do overwhelmingly better in traditional, on-campus courses than hybrid or online modalities. Additionally, online students fare better than students in hybrid courses (with the odd exception of AY 2021-22).Academic years 2021 and 2023 saw high completion and success rates for in-person course sections; completion and success for online sections in 2023 dropped below the abysmal rate of 2019 (53% and 59% respectively), and the rates for hybrid courses show no consistent pattern. One contributing factor to the high in-person and low online rates of 2023 may be due to online course burnout as students who attended high school during the pandemic of 2020-21 have entered our system. Disregarding the 1% difference in success rates between online and in-person courses in 21-22, College of Alameda students are clearly more successful as learners in the classroom. The high rate of success in the 2020 hybrid sections may relate to the very few courses offered in that modality; otherwise, the lower success rate of these sections may reflect faculty’s concerns that hybrid course schedules seem to confuse students.Based on the consistency of this data, the department intends to schedule mostly traditional and online sections of English courses unless there is a valid programmatic need for hybrid (perhaps with learning communities or other specifically identified populations). |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| Year | Age | Headcount | Census | Completion | Completion\* | Retention | Retention\* |
| 18-19 | 16-18 | 38 | 38 | 97.4% | 97.4% | 97.4% | 97.4% |
| 19-20 | 16-18 | 26 | 26 | 92.3% | 92.3% | 96.2% | 96.2% |
| 20-21 | 16-18 | 73 | 73 | 80.8% | 92.2% | 94.5% | 93.8 |
| Clearly completion and retention rates of Dual Enrollment course sections exceed in-person and online course sections. This is to be expected, as high school students are required, by law, to attend school until they turn 18. |

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| **Alameda** | **Census Enrollment**  | **Total Retained** | **Course Retention Rate** |
| **2023** | **424** | **308** | **73%** |
| **ENGL** |  |  |  |
| Hybrid | 44 | 39 | 89% |
| In-Person | 43 | 41 | 95% |
| Online | 337 | 228 | 68% |
| **2022** | **908** | **657** | **72%** |
| **ENGL** |  |  |  |
| Hybrid | 15 | 9 | 60% |
| In-Person | 40 | 29 | 73% |
| Online | 853 | 619 | 73% |
| **2021** | **1906** | **1376** | **72%** |
| **ENGL** |  |  |  |
| In-Person | 73 | 60 | 82% |
| Online | 1833 | 1316 | 72% |
| **2020** | **2007** | **1319** | **66%** |
| **ENGL** |  |  |  |
| Hybrid | 118 | 72 | 61% |
| In-Person | 1099 | 741 | 67% |
| Online | 790 | 506 | 64% |
| **2019** | **2150** | **1632** | **76%** |
| **ENGL** |  |  |  |
| Hybrid | 159 | 104 | 65% |
| In-Person | 1455 | 1144 | 79% |
| Online | 536 | 384 | 72% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The department’s retention average over the 5-year period is 71.8%, more than 10 points lower than the average. However, the rate of in-person retention is 79% - significantly higher. Again, this points to the need for more in-person course sections of the core classes ENGL 1A, ENGL 1AS, and ENGL 5 as well as the possibility that combined English and Mathematics in one term of the first year of a student’s college career may be a set-up for failure. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All-Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

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| **Cohort Name** | **Cohort Count** | **Outcome Count** | **Success Rate (SR)** | **PPG-1 Index** | **MOE** | **DI Identified** |
| Asian | 378 | 280 | 74.1 | 23.0 | -4.96 | FALSE |
| **Black / African American** | 185 | 68 | 36.8 | -26.2 | -7.09 | TRUE |
| **Hispanic / Latino** | 302 | 152 | 50.3 | -11.4 | -5.55 | TRUE |
| Two or More | 83 | 45 | 54.2 | -4.9 | -10.59 | FALSE |
| Unknown / NR | 46 | 30 | 65.2 | 6.8 | -14.23 | FALSE |
| White | 134 | 91 | 67.9 | 10.4 | -8.34 | FALSE |
| **Female** | 563 | 315 | 56.0 | -5.5 | -4.07 | TRUE |
| Male | 543 | 341 | 62.8 | 7.8 | -4.14 | FALSE |
| **Unknown Gender** | 35 | 14 | 40.0 | -19.3 | -16.31 | TRUE |
| Not Foster Youth | 1,109 | 661 | 59.6 | 31.5 | -2.90 | FALSE |
| **Foster Youth** | 32 | 9 | 28.1 | -31.5 | -17.06 | TRUE |
| Not First Gen | 330 | 203 | 61.5 | 3.9 | -5.31 | FALSE |
| Unreported | 308 | 214 | 69.5 | 14.7 | -5.50 | FALSE |
| **First Gen** | 503 | 253 | 50.3 | -15.1 | -4.30 | TRUE |
| No Disability Reported | 1,065 | 627 | 58.9 | 2.3 | -2.96 | FALSE |
| Disability Reported | 76 | 43 | 56.6 | -2.3 | -11.07 | FALSE |
|  | 1,141 | 670 | 58.7 |  |  |  |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| The English department has partnered with Umoja, Puente, and Salaam to offer cohort-specific ENGL 1A or 1AS course sections in the Fall term. Whenever possible, students from these cohorts continue to ENGL 5 with the same instructors.Additionally, more faculty are adopting Zero and Low-cost textbooks. We are using more representative texts in our courses, as well as more formative assessments. We’re leveraging technology to allow students who miss classes to make up work and incorporating social annotation as an aid to both reading and writing skills.Unfortunately, unlike other disciplines in which students may express their comprehension and mastery of subject matter in other ways, Composition and Reading (ENGL 1A, 1AS, and 1B) and Critical Thinking in Reading and Writing (ENGL 5) require students to succeed in demonstrating both college-level reading and writing skills; the institutions to which our students transfer expect this as well. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement.**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| We have added two new courses, Introduction to the Study of Poetry and Contemporary Asian American Literature. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| We have added two new courses, Introduction to the Study of Poetry and Contemporary Asian American Literature. |

**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.

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| English faculty serve as cluster co-chairs, on the Curriculum Committee and Professional Development Committee. The department meets twice monthly, with the second meeting focused on pedagogy demonstrations and discussion.Full-Time faculty:Professional DevelopmentCurriculum |

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

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

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| Adjunct and contract faculty are equally involved in almost all departmental decision-making and are a crucial part of the department’s new course development. Whenever their schedules allow, adjunct faculty join contract faculty in department and cluster meetings, often presenting new pedagogy practices. |

**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.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty  | The department is currently down 2.66 FTF for Fall, possibly continuing through at least part of Spring. With one member’s retirement, one member’s (temporary) move to administration, and one member’s reduced load, the department is understaffed with FTF to meet the needs of College of Alameda students in all degree and GE pathways. Furthermore, the retirement and move to admin have left the diversity of the department sorely lacking. |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed |  |  |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | Markers, pens, post-its (poster and classic), etc. | $1,500.00 |
| Supplies: Non-Instructional Supplies |  |  |
| Supplies: Library Collections |  |  |
| Technology & Equipment | Speakers, web cams, printers | $2,000.00 |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |