

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District



Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: English

Date: 10/4/2016

Program Type:

Instructional

Student Services

Administrative Unit

(circle the answer)

College or District Mission Statement:

College:

"[I]t is 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." (<http://alameda.peralta.edu/about-us/mission-goals/>)

District:

"We are a collaborative community of colleges.

"Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;

- o Early college programs for community high school students;
- o Supportive, satisfying, safe and functional work environment for faculty and staff; and
- o Preparation for an environmentally sustainable future.”

[\(http://web.peralta.edu/strategicplan/\)](http://web.peralta.edu/strategicplan/)

Program Mission:

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

Date of Last Comprehensive Program Review: 2012

Date of Comprehensive Program Review Validation: None Listed

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
SLO Assessment	1. PCCD Strategic Goals (list the specific goal here _A4_). 2. College Goals: (list the specific goal here _1-5_).	Completed: _____ (date) Revised: _____ (date)	We are well into our 4 th cycle of assessment. We refine and improve the



		Ongoing: ___Every Spring Term___ (date)	process every academic year.
Curriculum (if applicable) Increase number of 1A, 1B, and 5 sections	1. PCCD Strategic Goals (list the specific goal here _A4_). 2. College Goals: (list the specific goal here _1-5_).	Completed: _____ (date) Revised: _____ (date) Ongoing: _How can we “date” something that is ongoing?_ (date)	All were increased. We continue to adjust for the appropriate number of sections (although 3 seems to be the top number for 1B to maintain productivity.
Instruction (if applicable) IAs in all course sections below transfer level	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here ___1-5___).	Completed: _____ (date) Revised: _____ (date) Ongoing: ___XXX_____ (date)	We’re going to end up with tutors rather than IAs, but will also be able to do supplemental instruction through the BSOT grant. 2 sections are currently piloting.
Student Success and Student Equity Improve student placement	1. PCCD Strategic Goals (list the specific goal here ___A2_____). 2. College Goals: (list the specific goal here ___1-5___).	Completed: _____ (date) Revised: _____ (date) Ongoing: ___XXX_____ (date)	We have piloted a human-scored writing assessment and are working with the district to expand the model to all 4 campuses in conjunction with adopting the CAI.
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date)	

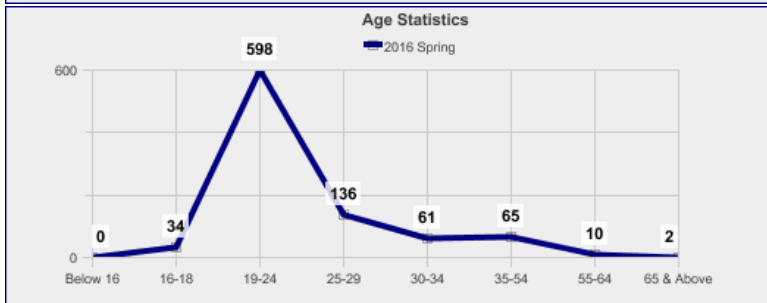
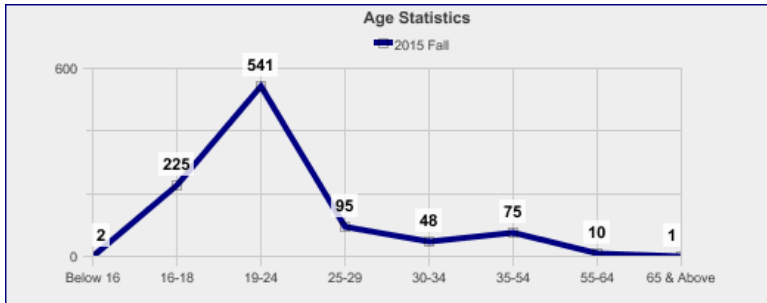


		Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____). _____.	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

III. Data Trend Analysis

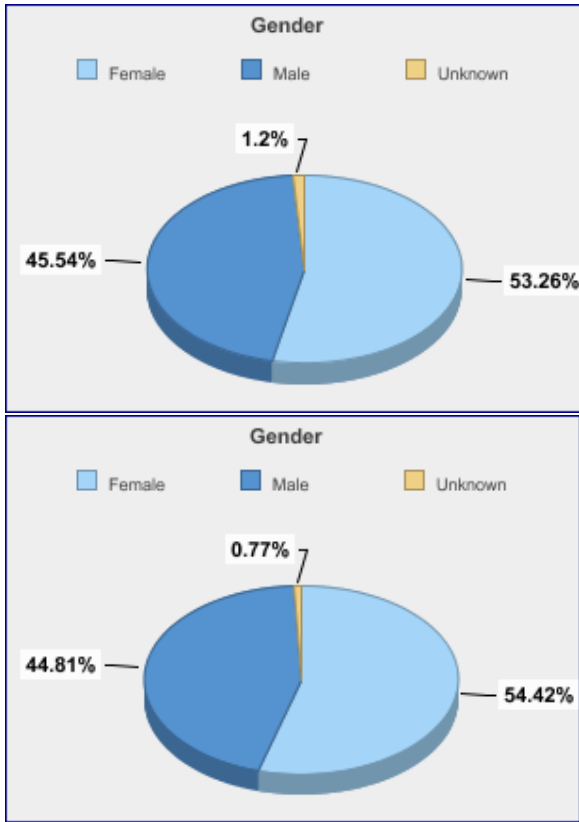
Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

- A. Student Demographics** (age, gender, ethnicity, special populations).
Comments about changes:



There is a significant drop in the number of Below 16s, and 16-18 year olds between Fall and Spring; this could be related to which term ASTI students take their English course requirements.

CAMPUS	Total Headcount	2015 Fall		
		Female	Male	Unknown
Alameda	997	531	454	12



		2016 Spring		
CAMPUS	Total Headcount	Female	Male	Unknown
Alameda	906	493	406	7

There is no significant difference in the count of gender in the English department between terms.

Ethnicity

2015 Fall	Alameda		2016 Spring	Alameda	
Ethnic Group	Total Headcount	% Of	Ethnic Group	Total Headcount	% Of
Asian	348	34.90%	Asian	272	30.00%
Hispanic / Latino	234	23.50%	Hispanic / Latino	223	24.60%
Black / African American	191	19.20%	Black / African American	198	21.90%
White	116	11.60%	White	124	13.70%
Two or More	68	6.80%	Two or More	50	5.50%
Unknown / NR	33	3.30%	Unknown / NR	26	2.90%
Pacific Islander	6	0.60%	Pacific Islander	8	0.90%
American Indian	1	0.10%	American Indian	5	0.60%
Grand Total	997	100.00%	Grand Total	906	100.00%

There are no surprising or significant increases or decreases in the percentage of any tracked ethnicity.

We do not track the demographic of students in special populations (DSPS, EOPS/CARE, Foster Youth or Veterans) within English courses.

A. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

SUBJECT OVERVIEW

Fall`15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ENGL	36	1018	1017	127.93	5.17	133.09	5.21	0.89	3.57	9.67	13.77

Spring`16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ENGL	34	920	918	116.12	6.54	122.66	4.52	0.38	4.17	9.07	13.53

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

The enrollment difference is approximately equal to the two fewer sections between Fall and Spring terms. A productivity number below 15 is to be expected department-wide in English, where there is an enrollment cap of 35 prior to the start of the term which drops to 30 on the first day of classes. Normal attrition in courses (around 30%) and several under-enrolled sections explain the less-than-optimum productivity rate. There is no significant change in productivity.

TERM COURSES

Fall`15 Alameda ENGL

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENR
ENGL:10A	CREATIVE WRITING	1	11	11	1	0.1	1.1	0	0	0.2	0.2	1
ENGL:1A	COMP AND READING	13	405	407	50.87	3.07	53.93	2.19	0.11	1.17	3.47	3
ENGL:1B	COMP AND READING	4	72	72	8.91	0.67	9.57	0.99	0.07	0	1.07	1
ENGL:201A	PREP FOR COMP/READNG	8	237	236	31.07	0.53	31.6	1.07	0.27	0.8	2.13	2
ENGL:269A	FOUN/READNG & WRITNG	2	75	75	14.8	0.2	15	0	0.4	0.8	1.2	3

ENGL:30A	INTRO AMERICAN LIT II	1	10	10	1	0	1	0.17	0.03	0	0.2	1
ENGL:5	CRITICAL THINKING	7	208	206	20.29	0.6	20.89	0.8	0	0.6	1.4	2
Grand Total		36	1018	1017	127.93	5.17	133.09	5.21	0.89	3.57	9.67	2

Spring`16		Alameda		ENGL								
CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENR
ENGL:1A	COMP AND READING	11	317	316	39.74	2.68	42.41	2.23	0.07	0.63	2.93	2
ENGL:1B	COMP AND READING	3	75	75	9.15	0.79	9.95	0.63	0.17	0	0.8	2
ENGL:201A	PREP FOR COMP/READNG	8	201	201	25.73	1.07	26.8	0.8	0	1.33	2.13	2
ENGL:269A	FOUN/READNG & WRITNG	4	108	108	21	0.6	21.6	0	0	1.6	1.6	2
ENGL:30B	INTRO AMERICAN LIT I	1	11	11	1.1	0	1.1	0.07	0.13	0	0.2	1
ENGL:5	CRITICAL THINKING	7	208	207	19.4	1.4	20.8	0.8	0	0.6	1.4	2
Grand Total		34	920	918	116.12	6.54	122.66	4.52	0.38	4.17	9.07	2

We knew the enrollment and productivity for ENGL 30A, 10A (fall), and 30B (spring) would be low. ENGL 30A and B are new courses that will require several terms to reach reasonable enrollment; in order to increase enrollment of ENGL 10A, we have updated the course outline for 10B and reactivated 210A and B so that all four courses can be offered as a family and marketed to a wider audience (there are no prerequisites for ENGL 210A or B).

Increased productivity in ENGL 1B in Spring shows what we expected – there is no need for four sections of the course. Lower enrollment in ENGL 1A in Spring may be related to the number of ASTI students taking the course that term (see age statistics above).

The enrollment and productivity numbers for ENGL 201A and 269A may be skewed, as data is simply missing for two sections of 201A and one section of 269A, all three sections are “Learning Communities,” in Fall (see Course Enrollment by Instructor below). The simultaneous scheduling of multiple course sections is not conducive to enrollment or productivity (nor to student scheduling).

Enrollment by Course

ENGL											
SECT	CENSUS	ENRL_TOTL	FTES_TOTL	SECT	ENRL_INST	ENRL_OUST	ENRL_INTL	FTES_TOTL	FTES_INST	FTES_OUST	FTES_INTL
2	11	11	1.1	2	10	0	1	1.1	1	0	0.1
13	405	407	53.93	13	382	16	7	53.93	50.87	2.13	0.93
4	72	72	9.57	4	67	0	5	9.57	8.91	0	0.67
16	237	236	31.6	16	233	3	1	31.6	31.07	0.4	0.13
4	75	75	15	4	74	1	0	15	14.8	0.2	0
1	10	10	1	1	10	0	0	1	1	0	0
7	208	206	20.89	7	202	3	3	20.89	20.29	0.3	0.3
47	1018	1017	133.09	47	978	23	17	133.09	127.93	3.04	2.13

ENGL											
SECT	CENSUS	ENRL_TOTL	FTES_TOTL	SECT	ENRL_INST	ENRL_OUST	ENRL_INTL	FTES_TOTL	FTES_INST	FTES_OUST	FTES_INTL
11	317	316	42.41	11	297	12	8	42.41	39.74	1.59	1.08
3	75	75	9.95	3	69	2	4	9.95	9.15	0.26	0.53
16	201	201	26.8	16	193	4	4	26.8	25.73	0.53	0.53
8	108	108	21.6	8	105	2	1	21.6	21	0.4	0.2
1	11	11	1.1	1	11	0	0	1.1	1.1	0	0
7	208	207	20.8	7	194	9	5	20.8	19.4	0.9	0.5
46	920	918	122.66	46	869	29	22	122.66	116.12	3.69	2.85

Strangely, the section totals in these tables do not match the section totals in the Subject Overview tables (above). We cannot explain this discrepancy, when the BI Tool is theoretically using the same data to populate all tables. However, the total international FTES percentages are 1.6 and 2.32 in Fall and Spring respectively. We do not currently actively recruit international students, although there has been talk of having one dedicated section of ENGL 1A online for this purpose.

COURSE ENROLLMENT BY INSTRUCTOR

Alameda

Subject	Catalog	Description	PRIM INSTR	Sessn	Attendance	Bg. DATE.	Fall15	Fall15	Fall15	Fall15
							CENSUS	RESD FTES	FTES TOTL	PROD
ENGL	ENGL:10A	CREATIVE WRITING	Treadwell,E	DYN	D	9/9/2015	11	1	1.1	5.5
ENGL	ENGL:1A	COMP AND READING	Rubin,J	1	W	8/24/2015	26	3.2	3.47	12.998
ENGL	ENGL:1A	COMP AND READING	Rubin,J	1	W	8/24/2015	24	3.07	3.2	11.999
ENGL	ENGL:1A	COMP AND READING	Little,M	1	W	8/24/2015	24	3.07	3.2	11.999
ENGL	ENGL:1A	COMP AND READING	Jones,M	1	W	8/24/2015	36	4.67	4.8	17.998
ENGL	ENGL:1A	COMP AND READING	Jones,M	DYN	D	8/25/2015	27	3.33	3.6	13.498
ENGL	ENGL:1A	COMP AND READING	Pappas,P	1	W	8/24/2015	32	3.73	4.27	15.998
ENGL	ENGL:1A	COMP AND READING	Pappas,P	1	W	8/24/2015	31	4	4.13	15.498
ENGL	ENGL:1A	COMP AND READING	Ulrey,S	1	W	8/24/2015	30	4	4	14.998
ENGL	ENGL:1A	COMP AND READING	Blood,C	1	W	8/24/2015	39	4.67	5.2	19.498
ENGL	ENGL:1A	COMP AND READING	Blood,C	1	W	8/24/2015	39	4.8	5.2	19.498
ENGL	ENGL:1A	COMP AND READING	Sabir,W	DYN	D	9/8/2015	28	3.33	3.73	13.998
ENGL	ENGL:1A	COMP AND READING	Schaffer,T	1	W	8/24/2015	34	4.4	4.53	16.998
ENGL	ENGL:1A	COMP AND READING	Nelson,P	DYN	D	8/24/2015	35	4.6	4.6	17.248
ENGL	ENGL:1B	COMP AND READING	Jones,M	DYN	D	9/9/2015	15	1.47	2	7.499
ENGL	ENGL:1B	COMP AND READING	Sabir,W	1	W	8/24/2015	16	2.13	2.13	7.999
ENGL	ENGL:1B	COMP AND READING	Sabir,W	1	W	8/24/2015	27	3.47	3.6	13.498
ENGL	ENGL:1B	COMP AND READING	Nelson,P	DYN	D	10/19/2015	14	1.84	1.84	6.899
ENGL	ENGL:201A	PREP FOR COMP/READNG	Rubin,J	1	W	8/24/2015	28	3.33	3.73	13.999
ENGL	ENGL:201A	PREP FOR COMP/READNG	Rubin,J	1	W	8/24/2015	25	3.33	3.33	12.498
ENGL	ENGL:201A	PREP FOR COMP/READNG	Jones,M	1	W	8/24/2015	29	3.73	3.87	14.498
ENGL	ENGL:201A	PREP FOR COMP/READNG	Ulrey,S	1	W	8/24/2015	34	4.53	4.53	16.998
ENGL	ENGL:201A	PREP FOR COMP/READNG	Schaffer,T	1	W	8/24/2015	29	3.87	3.87	14.498
ENGL	ENGL:201A	PREP FOR COMP/READNG	Nelson,P	1	W	8/24/2015	40	5.33	5.33	19.997
ENGL	ENGL:201A	PREP FOR COMP/READNG	Keeble,T	1	W	8/24/2015	25	3.33	3.33	12.498
ENGL	ENGL:201A	PREP FOR COMP/READNG	Griffin,N	1	X	8/24/2015				
ENGL	ENGL:201A	PREP FOR COMP/READNG	Elasigue,D	1	X	8/24/2015				
ENGL	ENGL:201A	PREP FOR COMP/READNG	Vaughn,S	1	W	8/24/2015	27	3.6	3.6	13.498
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Nelson,P	1	W	8/24/2015	37	7.4	7.4	9.25

ENGL	ENGL:269A	FOUN/READNG & WRITNG	Elasigue,D	1	X	8/24/2015				
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Scoggins,A	1	W	8/24/2015	38	7.4	7.6	19
ENGL	ENGL:30A	INTRO AMERICAN LIT II	Nelson,P	1	W	8/24/2015	10	1	1	5
ENGL	ENGL:5	CRITICAL THINKING	Jones,M	DYN	D	10/22/2015	25	2.5	2.5	12.5
ENGL	ENGL:5	CRITICAL THINKING	Pappas,P	1	W	8/24/2015	30	3	3	15
ENGL	ENGL:5	CRITICAL THINKING	Pappas,P	1	W	8/24/2015	26	2.5	2.6	13
ENGL	ENGL:5	CRITICAL THINKING	Sabir,W	1	W	8/24/2015	27	2.7	2.7	13.5
ENGL	ENGL:5	CRITICAL THINKING	Norris,K	1	W	8/24/2015	32	3.2	3.2	16
ENGL	ENGL:5	CRITICAL THINKING	Alexander,J	1	W	8/24/2015	35	3.1	3.5	17.5
ENGL	ENGL:5	CRITICAL THINKING	Alexander,J	DYN	D	9/12/2015	33	3.29	3.39	16.94
Grand Total							1018	127.93	133.09	12.555
							Spring16	Spring16	Spring16	Spring16
Subject	Catalog	Description	PRIM INSTR	Sessn	Attendance	Bg. DATE.	CENSUS	RESD FTES	FTES TOTL	PROD
ENGL	ENGL:1A	COMP AND READING	Blood,C	1	W	1/25/2016	33	4.27	4.4	16.498
ENGL	ENGL:1A	COMP AND READING	Blood,C	1	W	1/25/2016	32	4.06	4.48	16.798
ENGL	ENGL:1A	COMP AND READING	Jones,M	1	W	1/25/2016	31	4	4.13	15.498
ENGL	ENGL:1A	COMP AND READING	Jones,M	1	W	1/25/2016	30	3.73	4	14.998
ENGL	ENGL:1A	COMP AND READING	Ulrey,S	1	W	1/25/2016	29	3.87	3.87	14.498
ENGL	ENGL:1A	COMP AND READING	Pappas,P	1	W	1/25/2016	27	3.33	3.6	13.498
ENGL	ENGL:1A	COMP AND READING	Pappas,P	1	W	1/25/2016	29	3.73	3.87	14.498
ENGL	ENGL:1A	COMP AND READING	Rubin,J	1	W	1/25/2016	25	3.07	3.33	12.499
ENGL	ENGL:1A	COMP AND READING	Rubin,J	1	W	1/25/2016	24	3.07	3.2	11.999
ENGL	ENGL:1A	COMP AND READING	Nelson,P	DYN	D	1/25/2016	35	3.94	4.6	17.248
ENGL	ENGL:1A	COMP AND READING	Sabir,W	DYN	D	4/5/2016	22	2.67	2.93	10.999
ENGL	ENGL:1B	COMP AND READING	Jones,M	1	W	1/25/2016	32	4.13	4.27	15.998
ENGL	ENGL:1B	COMP AND READING	Nelson,P	DYN	D	4/4/2016	27	3.15	3.55	13.306
ENGL	ENGL:1B	COMP AND READING	Sabir,W	1	W	1/25/2016	16	1.87	2.13	7.999
ENGL	ENGL:201A	PREP FOR COMP/READNG	Ulrey,S	1	W	1/25/2016	32	4	4.27	15.998
ENGL	ENGL:201A	PREP FOR COMP/READNG	Rubin,J	1	W	1/25/2016	26	3.2	3.47	12.998
ENGL	ENGL:201A	PREP FOR COMP/READNG	Nelson,P	1	W	1/25/2016	33	4.27	4.4	16.498
ENGL	ENGL:201A	PREP FOR COMP/READNG	Alexander,J	1	W	1/25/2016	30	3.87	4	14.998
ENGL	ENGL:201A	PREP FOR COMP/READNG	Schaffer,T	1	W	1/25/2016	26	3.47	3.47	12.998
ENGL	ENGL:201A	PREP FOR COMP/READNG	Keeble,T	1	W	1/25/2016	14	1.87	1.87	6.999

ENGL	ENGL:201A	PREP FOR COMP/READNG	Griffin,N	1	W	1/25/2016	16	2	2.13	7.999
ENGL	ENGL:201A	PREP FOR COMP/READNG	Elasigue,D	1	W	1/25/2016	24	3.07	3.2	11.999
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Schaffer,T	1	W	1/25/2016	23	4.4	4.6	11.5
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Elasigue,D	1	W	1/25/2016	32	6.4	6.4	16
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Vaughn,S	1	W	1/25/2016	23	4.6	4.6	11.5
ENGL	ENGL:269A	FOUN/READNG & WRITNG	Scoggins,A	1	W	1/25/2016	30	5.6	6	15
ENGL	ENGL:30B	INTRO AMERICAN LIT I	Nelson,P	1	W	1/25/2016	11	1.1	1.1	5.5
ENGL	ENGL:5	CRITICAL THINKING	Jones,M	DYN	D	4/5/2016	27	2.1	2.7	13.5
ENGL	ENGL:5	CRITICAL THINKING	Pappas,P	1	W	1/25/2016	28	2.5	2.8	14
ENGL	ENGL:5	CRITICAL THINKING	Pappas,P	1	W	1/25/2016	29	2.9	2.9	14.5
ENGL	ENGL:5	CRITICAL THINKING	Sabir,W	1	W	1/25/2016	26	2.5	2.6	13
ENGL	ENGL:5	CRITICAL THINKING	Alexander,J	1	W	1/25/2016	38	3.7	3.8	19
ENGL	ENGL:5	CRITICAL THINKING	Little,M	1	W	1/25/2016	28	2.8	2.8	14
ENGL	ENGL:5	CRITICAL THINKING	Chan,A	1	W	1/25/2016	32	2.9	3.2	16
Grand Total							920	116.12	122.66	13.528

Course Enrollment by Instructor tables, rather than Section Details tables, provide more (and more interesting) data for analysis.

As a gateway course, ENGL 1A would seem to have the highest productivity, and this is true in Fall 15 (54% of sections at 15 or above), but not Spring 16 (36% of sections at 15 or above). If, as we have suggested above, there are more ASTI students in ENGL 1A in Fall than in Spring, the discrepancy between the percentages makes sense – ASTI students have more support both in and outside of school than Community College students. Faculty assignment does not seem to have a major effect here, as the instructor assignments are virtually the same for both terms.

With ENGL 1B, we decreased the number of sections in the Spring and, for the most part, increased productivity as described above.

ENGL 201 productivity is consistent within itself, with the exception of one section of over 19 in productivity, wherein an instructor over enrolled the course. We notice that the same instructor remained within

the union enrollment cap for Spring, and productivity went down to just over 16.

The Fall ENGL 269 data is questionable: one section has an enrollment of 38 with a productivity of 19, while another section has an enrollment of 37 and productivity of 9.25.

Note the highlighted cells in the Fall 2015 table; data related to these courses (ENGL201AB and ENGL 269AB, taught as “Learning Communities”) is mysteriously absent. The data is present in the Spring 2016 table however, showing extremely low enrollment/productivity. As this is a continuing issue, it continues to be apparent that scheduling three ENGL 201AB courses at the same time is not conducive to enrollment or productivity, nor is it in the department’s best interests.

B. Student Success (retention and completion rates, # of student contacts, etc.).
Comments about changes:

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	ENGL	10A	CREATIVE WRITING	8	10	80.00%
F15	Alameda	ENGL	10B	CREATIVE WRITING	1	1	100.00%
F15	Alameda	ENGL	1A	COMP AND READING	287	405	70.90%
F15	Alameda	ENGL	1B	COMP AND READING	52	72	72.20%
F15	Alameda	ENGL	201A	PREP FOR COMP/READNG	104	138	75.40%
F15	Alameda	ENGL	201B	PREP FOR COMP/READNG	78	99	78.80%
F15	Alameda	ENGL	269A	FOUN/READNG & WRITNG	32	54	59.30%
F15	Alameda	ENGL	269B	FOUN/READNG & WRITNG	16	21	76.20%
F15	Alameda	ENGL	30A	INTRO AMERICAN LIT II	6	10	60.00%
F15	Alameda	ENGL	5	CRITICAL THINKING	171	208	82.20%
TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	ENGL	1A	COMP AND READING	245	317	77.30%
S16	Alameda	ENGL	1B	COMP AND READING	57	75	76.00%
S16	Alameda	ENGL	201A	PREP FOR COMP/READNG	72	115	62.60%
S16	Alameda	ENGL	201B	PREP FOR COMP/READNG	65	86	75.60%

S16	Alameda	ENGL	269A	FOUN/READNG & WRITNG	35	65	53.80%
S16	Alameda	ENGL	269B	FOUN/READNG & WRITNG	37	43	86.00%
S16	Alameda	ENGL	30B	INTRO AMERICAN LIT I	9	11	81.80%
S16	Alameda	ENGL	5	CRITICAL THINKING	173	208	83.20%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP

Census Enrollment = Dropped after census or didn't drop

Retention Rate = Retained / Census Enrollment

Retained is not unduplicated and includes all courses per student

The interesting comparison here is in ENGL 1A, with a higher retention rate in Spring than in Fall. This calls into question the theory that ASTI enrollment is causing the difference in Fall-to-Spring data.

That retention is so low in ENGL 269A is not surprising, as it is the lowest Basic Skills course that we offer (essentially 4 levels below). The departmental thinking is that retention (and persistence) for both ENGL 269A and 201A students will increase as we move to a more accurate initial assessment and placement system. Rather than the current system, in which students can only place into the A sections of below-transfer courses, under the new district-wide system, students will be able to place directly into B levels, shortening their pathway through basic and developmental courses.

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	ENGL	10A	CREATIVE WRITING	10	8	80.00%	2	20.00%
F15	Alameda	ENGL	10B	CREATIVE WRITING	1	1	100.00%	0	0.00%
F15	Alameda	ENGL	1A	COMP AND READING	407	218	53.60%	120	29.50%
F15	Alameda	ENGL	1B	COMP AND READING	72	37	51.40%	20	27.80%
F15	Alameda	ENGL	201A	PREP FOR COMP/READNG	165	99	60.00%	35	21.20%
F15	Alameda	ENGL	201B	PREP FOR COMP/READNG	118	76	64.40%	24	20.30%
F15	Alameda	ENGL	269A	FOUN/READNG & WRITNG	75	42	56.00%	24	32.00%
F15	Alameda	ENGL	269B	FOUN/READNG & WRITNG	31	21	67.70%	7	22.60%
F15	Alameda	ENGL	30A	INTRO AMERICAN LIT II	10	6	60.00%	4	40.00%
F15	Alameda	ENGL	5	CRITICAL THINKING	206	142	68.90%	35	17.00%
TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %

S16	Alameda	ENGL	1A	COMP AND READING	316	164	51.90%	71	22.50%
S16	Alameda	ENGL	1B	COMP AND READING	75	45	60.00%	18	24.00%
S16	Alameda	ENGL	201A	PREP FOR COMP/READNG	114	58	50.90%	42	36.80%
S16	Alameda	ENGL	201B	PREP FOR COMP/READNG	84	46	54.80%	19	22.60%
S16	Alameda	ENGL	269A	FOUN/READNG & WRITNG	62	26	41.90%	27	43.50%
S16	Alameda	ENGL	269B	FOUN/READNG & WRITNG	43	29	67.40%	6	14.00%
S16	Alameda	ENGL	30B	INTRO AMERICAN LIT I	10	9	90.00%	1	10.00%
S16	Alameda	ENGL	5	CRITICAL THINKING	207	137	66.20%	34	16.40%

Total Graded = any grade, including W
 Success = A, B, C, or Pass
 Success Rate = Success / Total Graded
 Withdraw = Withdraw from class
 Withdraw Rate = Withdraw / Total Graded

The same commentary as above (Retention by Course) holds true for Success by Course.

C. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

DE Classes by category

Term	Campus	Dist Ed Type	Subject	Catalog Nbr	Catalog Descr	Class Nbr	Census ENRL	Ftes Total
F15	Alameda	100% online	ENGL	1A	COMP AND READING	40891	24	3.2
F15	Alameda	100% online	ENGL	1B	COMP AND READING	40903	27	3.6
F15	Alameda	100% online	ENGL	5	CRITICAL THINKING	40904	32	3.2
F15	Alameda	50% or less online	ENGL	10A	CREATIVE WRITING	43917	10	1
F15	Alameda	50% or less online	ENGL	10B	CREATIVE WRITING	43919	1	0.1
F15	Alameda	50% or less online	ENGL	1A	COMP AND READING	41245	28	3.73
F15	Alameda	50% or less online	ENGL	1B	COMP AND READING	41380	15	2
F15	Alameda	50% or less online	ENGL	30A	INTRO AMERICAN LIT II	43921	10	1
Term	Campus	Dist Ed Type	Subject	Catalog Nbr	Catalog Descr	Class Nbr	Census ENRL	Ftes Total
S16	Alameda	100% online	ENGL	1A	COMP AND READING	21305	24	3.2
S16	Alameda	100% online	ENGL	1B	COMP AND READING	21131	32	4.27
S16	Alameda	100% online	ENGL	5	CRITICAL THINKING	21132	28	2.8
S16	Alameda	51% or more online	ENGL	1A	COMP AND READING	21354	22	2.93
S16	Alameda	51% or more online	ENGL	30B	INTRO AMERICAN LIT I	24338	11	1.1
S16	Alameda	51% or more online	ENGL	5	CRITICAL THINKING	21386	27	2.7

Tracking the difference between success rates in DE vs traditional courses is beyond the current scope of the BI Tool. However, we can see that enrollment in online and hybrid courses is consistent with that of traditional delivery.

D. Other program specific data or unplanned events that reflect significant change in the program.

N/A

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

It is well-researched and widely documented that there are performance gaps in English for impacted students in all the groups listed, and probably for more groups as well. It would be redundant to list the evidence here, when the State Chancellor's Office, State Academic Senate, as well as many white papers and dissertations have already done the work.

The English department is committed to using reading material, writing assignments and developing activities for multiple intelligences from diverse perspectives in course sections at all levels. Our metacognitive SLO assessment instrument measures student perception of our effectiveness in this area.

In the 2015-2016 academic year, English faculty worked with the Assessment Coordinator to pilot a human-scored writing sample to be used in conjunction with the CAI (when implemented). The purpose of the writing sample is to add a level to multiple-measures assessment that will more accurately place students based on actual ability to write, rather than their ability to score on a standardized test. Data gathered by the district office shows that as many as 70% of students place below their actual ability level using the Compass placement tool. Adding a writing sample, as well as allowing placement into the "B" level of courses below transfer will accelerate students through the English sequence faster. The length of the sequence has been shown to disproportionately impact student groups listed above. Implementation of the writing sample will be closely watched by District researchers as we move forward toward implementation with our sister campuses.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

English faculty has been involved with all three programs including informing and writing the plans.

We are developing an accelerated development/transfer sequence for 201B-1A with a writing support component (ENGL 208).

Tutoring is available in the Learning Resource Center for all English course levels, as well as writing across the curriculum.

English faculty is working with ESL faculty in developing non-credit LRNRE courses designed to be taught in the Learning Resource Center as a series of just-in-time writing, student skills, transition to college, and transition out of ESL courses.

A placement exam course is now in the Curriculum approval process that is specifically designed to mitigate disproportionate impact on students not prepared for the act of test-taking itself. While it is an English course, and general English content will be reviewed, the main focus of the course is to ensure that students have test-taking strategies as well as tools to alleviate test anxiety before going into the testing environment. It will be used in conjunction with Math Jam prior to or in conjunction with peak enrollment periods.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

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

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

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.

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

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Course level. We have not yet been able to successfully offer enough courses in the program sequence to complete a program-level assessment.

Changes made in the department are generally by consensus of faculty who attend meetings, and as mandated by state, district, or campus changes in regulations and programs.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

With the exception of new courses under development (ENGL 30A and 30B) and ENGL 210AB and 10AB, all SLOs are assessed in all courses every academic year. Assessment is conducted at the end of the Spring term; results are analyzed and adjustments made in the Fall term.

We feel satisfied with the current course-level SLO assessment pattern. When we have successfully incorporated all course sections necessary to have an actual program, we will undertake program level outcomes.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The course-level assessment is a metacognitive in-class essay designed to measure SLOs in the areas of reading, writing, critical thinking and diverse perspectives, and is scored using a rubric.

Everyone teaching English at the COA campus is invited to all pedagogy and SLO meetings. Everyone is encouraged to assess SLOs, but we have no way to force them.

The evidence of the dialog is in our TaskStream findings and revision plans as well as department-wide email communication.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

N/A

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program’s work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			



	This Academic Year	Previous Academic Years (s)	Exp
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If

you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resour	Already Request	Progra m Goal	Connect ed to	Contribut ion to	Alignm ent with	Alignm ent with
--------------	-----------------	---------------	---------------	------------------	-----------------	-----------------

ce Request (s)	ed in Recent Program Review ?	(cut and paste from program review)	Assessment Results and Plans?	Student Success	College Goal (list the goal)	PCCD Goal (A, B, C, D, or E) (list the goal)
2 FTE Tenure-track faculty positions	Yes	Two more full-time faculty positions 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 and existing learning communities and the		More English faculty can serve more students and give us the time to be involved in student clubs and activities.	1-5	A.1, A.3

		Learning Resource Center to more completely and effectively understand and meet the needs of departments across the curriculum.				
--	--	---	--	--	--	--

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program	Program Goal (from program)	Connected to Assessment Results	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal

	Review ?	review)	and Plans?			(A, B, C, D, or E) (list the goal)

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review ?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

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!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: 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.

Strategic Goals	
-----------------	--



: Advance Student Access, Equity, and Success	<p>A.1 Student Access: 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.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: 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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

Report: Summary
of the Assessment Cycle Results in : 2015-2016
Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Monday, October 10, 2016

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing ENGL 5 Critical Thinking in Reading and Writing	Overall Statistics 100% (5/5) outcomes were included 100% (5/5) of outcomes included have at least one measure specified 100% (5/5) of outcomes included have measures with findings specified

Report: Summary
of the Assessment Cycle Results in : 2015-2016
Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Monday, October 10, 2016

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing ENGL 1A Composition and Reading	Overall Statistics <ul style="list-style-type: none"> • 100% (5/5) outcomes were included • 100% (5/5) of outcomes included have at least one measure specified • 100% (5/5) of outcomes included have measures with findings specified

Report: Summary
of the Assessment Cycle Results in : 2015-2016
Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Monday, October 10, 2016

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing ENGL 1B Composition and Reading	Overall Statistics 100% (5/5) outcomes were included 20% (1/5) of outcomes included have at least one measure specified 20% (1/5) of outcomes included have measures with findings specified

Report: Summary
of the Assessment Cycle Results in : 2015-2016
Assessment Cycle: Assessment Plan and Assessment Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Monday, October 10, 2016

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing ENGL 201A Preparation for Composition and Reading	Overall Statistics <ul style="list-style-type: none"> • 83% (5/6) outcomes were included • 100% (5/5) of outcomes included have at least one measure specified • 100% (5/5) of outcomes included have measures with findings specified

Report: Summary
of the Assessment Cycle Results in : 2015-2016
Assessment Cycle: Assessment Plan and Assessment Findings

Findings

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Monday, October 10, 2016

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing ENGL 269A Foundations of Reading & Writing	Overall Statistics <ul style="list-style-type: none">• 50% (3/6) outcomes were included• 100% (3/3) of outcomes included have at least one measure specified• 100% (3/3) of outcomes included have measures with findings specified•••

Printed on: 10/10/2016 03:34:15 PM (EST)

