

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2017

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: 10/23/2017

Program Type: Instructional

College or District Mission Statement:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Mission:

The English Department's mission is to develop, expand, and refine students' abilities to think critically about themselves and the world and to understand and manipulate the English language.

The English Department is the educational foundation for every student at Laney: the English Department teaches Laney College students to read, write, and think critically. Through literature students gain an understanding of humanity; through expository texts situated in historical and cultural contexts, students gain an understanding of being a part of a larger universe.

Among the department's objectives are to develop students' abilities to use language to their benefit; to improve students' skills in reading critically, writing thoughtfully and cogently, and applying these skills to research. The department prepares students to transfer to four-year institutions and/or the workplace.

Date of Last Comprehensive Program Review:

Fall 2015

Date of Comprehensive Program Review Validation:

[Click here to enter a date.](#)

II.

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

<p>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)</p>	<p>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<p>Progress on goal or AUO attainment (choose option & date)</p>	<p>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.)</p>
<p><u>Assessment</u></p> <p>1. Re-establish English Department Exam. The department has considered implementing a common writing exam for at least two English classes. This exam would be graded by all faculty and serve as an</p>	<p>1. 1. PCCD Strategic Goals</p> <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</p>	<p>Choose an item. Select Date.</p>	<p>With the awarding of the Basic Skills Transformation Grant, we are now fully engaged in a Community of Practice that is revising and assessing all English courses. As of Spring 2017, we are currently assessing and aligning both English 269 and 201 courses. Our</p>

<p>opportunity to discuss the most common student writing issues.</p> <p>2. Create a free online English reference and workbook for students that can be used across classes and in the Writing Center. English 201 assessment results indicated a tremendous need for grammar skills building in our students. A free, common resource created by our department would help align our department's language around academic writing terminology, and offer our students free resources to work on building skills.</p>	<p>District target of 20, 609 RES FTES.</p> <p>A.2 Student Success: Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p>		<p>Student Success Group is ongoing. It is difficult to attain part-timer buy-in in assessment, but with the new BSTG we have plenty of faculty invested in the department than ever before. In the Spring of 2018, we will continue our Community of Practice with course outline discussions to further align department curriculum.</p> <p>We recently completed working with other English departments in the district to create the Common assessment initiative which is launched and ongoing. Our full-timers and part-timers are both taking part in the grading of these writing samples and the assessments have spawned some very interesting conversations in our department.</p> <p>We have created OER resources for use in the tutoring center that are</p>
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			currently being used by tutors, students and faculty. Our department is interested in participating in the zero-textbook grant and also putting our materials online. This work will continue in the spring.
<p>Curriculum (if applicable)</p> <p>1. Creation of an English Transfer degree. In alignment with Laney's college-wide goals, we seek to create an English transfer degree. Our goal is to increase the number of English majors attending Laney College, expand literature and creative writing class offerings, and to create alternate paths for students to develop academic writing and composition skills through specialized courses and acceleration pathways</p>	<p>1. PCCD Strategic Goals</p> <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 20, 609 RES FTES.</p> <p>2. College Goals: (N/A).</p>	<p>Choose an item. Select Date.</p>	<p>1. The English Transfer Degree has been approved by the college curriculum committee as of 11/18 all that is left is our narrative for the state, which will be completed this semester.</p> <p>2. Our end-of-the-semester retreat was not held, but we had a retreat on September 9, 2016 to discuss the Basic Skills Transformation Grant and the Department as a whole. We had a record attendance of 22 faculty members.</p>

<p>(African American Literature, Asian American Literature, World Literature, etc.)</p> <p>2. English 269 Redesign.</p> <p>Beginning in Fall 2017, we moved from 10 sections (on average) of English 269 to five. Now, our 269s have a mandatory co-requisite of English 208. Our redesign is a process we initiated with the help of our basic skills transformation grant. We hope to see this process improve our rates of success and retention.</p>			
<p>Instruction (if applicable)</p> <p>1. More alignment across the department among</p>	<p>1. 1 PCCD Strategic Goals</p> <p>D.1 Service Leadership: Provide professional development opportunities for</p>	<p>Choose an item. Select Date.</p>	<p>1. Our Community of Practice will embark on a curriculum and course outline discussion beginning in</p>

<p>courses.</p> <p>2. Class size reduction. English faculty are not supposed to have over 30 students per class. Ever since a wait list was created through the enrollment system, courses have been over-enrolled to 35 at the beginning of the semester. We seek a reduction of class caps to the union-mandated 30, rather than 35.</p> <p>3. More DE class offerings. In response to growing demand by our students for online courses, and greater interest in and training by faculty members, we seek to update all</p>	<p>faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p>1. College Goals: 5B – 1,2,3</p>		<p>the Spring of 2017. The COP aims to further alignment while discussing the piloted classes discussed in our Instruction program review goals (#4).</p> <p>2. Our class size reduction goal still has not been met. It would seem that the administration is not understanding the flux in class size caps fueled by a changed waitlist system.</p> <p>Our department has coordinated ESOL buddies so that each of us can have a point person in the ESOL department.</p>
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of our course outlines to include an online and hybrid component.

4. Continuous offering of Accelerated Pre transfer Curriculum.

We have seen tremendous gains in both student success and retention in our 269 and 201 classes when they are paired with an English 208 writing workshop. We hope to continue training several faculty about accelerated principles and curriculum design, and work together to advocate for greater tutoring support to support this work.

5. Closer collaboration with

<p>ESOL department. Our department share a lot of commonalities in instructional techniques and student needs. We seek greater collaboration across departments, in the hopes of building shared best practices and instructional strategies.</p>			
<p><u>Student Success and Student Equity</u></p> <p>1. Creation of an Online Literary Journal. Since <i>Good News</i>, our college’s literary magazine, has been defunct since the 2008-09 era of budget cuts, our department has been interested in creating a new literary magazine. An online</p>	<p>1. PCCD Strategic Goals n/a</p> <p>2. College Goals: B.2.</p>		<ol style="list-style-type: none"> 1. Our “Good News” efforts are still ongoing and we will publish our latest issue this Spring. 2. Our students have been featured on the College’s social media outreach campaign 3. The CAI has addressed assessment-for

<p>version would be relatively inexpensive to produce. By showcasing students' excellent work, we can encourage greater success.</p> <p>2.Publicize our students' achievements more. We have some incredible success stories in our department. We seek to shine a brighter light on the our students' stories through publications, collaborations with Peralta TV, Laney's Public Information Office and Outreach activities.</p> <p>3. Improved Assessment-For-Placement. Research shows that many students drop out because of long remedial basic skills course ladders. Improved assessment for placement has the greatest effect on increasing student</p>			<p>placement on the district level.</p>
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success. We seek an improved assessment-for-placement tool for students, and funding for English instructors to train students prior to taking the assessment test. The Common Assessment is supposed to be in place by Fall 2016, which may include a writing component. We strongly advocate for a writing component to assessment tests, and for funding to pay faculty to grade the assessments. We also seek improved placement through multiple measures, including high school transcript grades.

4. Advocate for the Prioritization of the Laney Library: a 21st Century Teaching and Learning Facility. The



<p>Laney College library is integral to the English department's work. While the library was top of the prioritization list by the Facilities Planning Committee for the last 10 years, lack of matching state funds has prevented the use of the \$30 million that were allocated from Measure A funds for its construction. Meanwhile, our facilities fall increasingly far behind 21st century standards. Inadequate lighting, outlets to plug in laptops and smart phones, and small group meeting space for students doing</p>			
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collaborative work means our campus is falling further behind the technological edge—increasing the digital divide. The library is the heart of a college campus, a place for researching, writing and thinking.

5. Explore alternative course schedules, including more short-term courses. Student success in English courses is markedly higher during the summer than during fall or spring semesters. We would like to explore alternative scheduling options to determine if short-term courses increase student success. When we piloted a short-term English 1A last spring 2015, it was not adequately promoted, and enrollment was quite low. The English 5 short-term pilot, on the other hand, a late-start six-week course that

<p>began after spring break, was quite successful, with high enrollment and completion rates, possibly because it was only three units compared to the four-unit English 1A.</p>			
<p><u>Professional Development, Institutional and Professional Engagement, and Partnerships</u></p> <p>1. Increase Distance Education training. As we increase distance education offerings, we want our faculty to remain up to date with the latest information on instructional technology and techniques</p> <p>2. Increase Training in Student Equity. As Laney's Student Equity Plan indicates, we have much work to do to decrease the equity gaps in target</p>	<p>1. PCCD Strategic Goals Choose an item. Choose an item.</p> <p>2. College Goals: Choose an item. Choose an item.</p>	<p>Choose an item. Select Date.</p>	



<p>populations, including African American and Latino/a students, Disabled students, Former Foster Youth, and Veterans. Our faculty need more training in equity.</p> <p>3. Increase Training in Acceleration. In alignment with the California Acceleration Project and the movement towards “acceleration” across the country, our faculty need training to understand how to redesign our course sequence, improve assessment-for-placement, explore multiple measures, and deepen curricular</p>			
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<p>choices for maximum impact, as well as to provide just-in-time remediation.</p> <p>4. Increase Training in FELI (Five-Day Experiential Learning Institute) and other Affective Domain components of learning. Several English faculty have gone through the FELI training. This training is crucial for understanding the affective component of learning.</p>			
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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:**

Firstly, it is important to note that the College is seeing an overall decline in enrollment. That said, we notice the following trends:

The most significant declines between Fall '16 and Spring '17 include a **34% drop in students age 40 or greater**. We wonder if these students have by economic necessity begun to prioritize work opportunities – including less predictable 'gig' work and other part-time work – over educational opportunities.

--We have begun discussing the possibility of offering more short-term, intensive classes that would allow students to complete a course in 6-8 weeks instead of the traditional 17-week semester. We're also considering adding more Friday-only and Saturday or weekend classes.

We are concerned about the decline in African-American students enrollment, which dropped from 684 students in Spring '16 to 487 students in Spring '17. --Looking back to Fall '15, there were 753 African-American students enrolled in English classes. However, this might be a "false negative" in the following senses:

--Our department has been working to "accelerate" students to the highest level composition & reading courses we feel they can succeed in, joining a statewide trend promoted by the California Acceleration Project. We have expanded the use of English Advisory Cards (and other direct

communication with Counseling faculty) to help students skip what we feel are unnecessary or extra preparation courses, based on students' performance and/or proficiency.

Another key change that likely has had a profoundly positive impact on African-American students has been the implementation of a new system of assessment-for-placement by multiple measures, which now includes an English Writing Placement test administered in the Assessment Center.

Students who used to be placed inaccurately in lower-level prep courses are now both placing higher, and being promoted faster, thus taking fewer English courses as they complete their educational plans. We predict that student success in terms of completing their courses of study will increase partly due to their being accelerated through the English composition sequence; thus we will see increased student success at the College despite probably seeing some overall decline in enrollment in English courses.

We also noted an increase in the enrollment of Pacific Islanders from 26 in Fall '15 to 31 in Spring '17, perhaps owing to an influx of immigrants from P.I. nations.

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

We have seen a decline in enrollment commensurate with our reduced number of class sections being offered. We feel that we have responded to enrollment decline appropriately in our planning, as the average number of students per class has remained at roughly 27 students.

Please see above in Section A for the explanation of acceleration concepts impacting enrollment while encouraging student success.

With re-design efforts fostered by the Basic Skills Transformation Grant, we have reduced the number of ENGL 269 sections from a historic norm of ten or more, down to only six sections this fall '17. Five of those sections are linked with ENGL 208 writing workshops, which have proven to be very helpful to students completing and succeeding in pre-transfer-level courses. **In a nutshell, our planning philosophy is “fewer sections with more students in each, and more students succeeding more quickly.”** We are working out plans for tracking this success data as part of our grant-funded responsibilities, and will include it in subsequent APU's and Program Reviews as well.

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

Retention and Success rates have stayed consistent since Fall 2015. We have too many students withdrawing and not succeeding. Retention rates are consistently at 73-74%, and success rates at 63-66%. Our department is working on setting a goal in our 201 level classes for both overall increases in retention and success, and individual increases as we share best-practices and increase the consciousness of student success concepts and data. For the first time, we are holding overt conversations with our department's faculty about student success data, and using that data to drive the development of better teaching strategies and increased intention among faculty to 'hold' students and truly support their efforts to succeed. We will be bringing this consciousness to the entire department as well. A reasonable goal across the department for all courses might be to get our retention numbers up to 85%, and bring success up to 75%.

We see a lot of room for improvement, and expect that our acceleration and other Basic Skills transformation work will pay off in the form of fewer students withdrawing, and more students persisting and succeeding.

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

We are proud to see that success in fully online classes is high – and improved the most between spring '16 (65%) and spring '17 (79%).

Not so successful are the “hybrid” classes, where success in a very limited number of sections (one or two per semester) has been only 57%, 35%, 50% & 45% over the past four semesters respectively. We will be expanding the

opportunity to teach hybrid sections as more of our faculty become proficient in online education principles and meet the training and course design demands of the new Faculty D.E. qualification committee. And again, we are ready to have the 'courageous conversations' with instructors whose success has been limited. We need strong online educators to take on these courses, which we would think should have the highest success rates, rather than lagging behind the fully online classes.

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

We are in the second year of our Transforming Basic Skills grant, with pilots proceeding

The California legislature recently passed a new law limiting the number of 'remedial' courses students can be required to take in English and Math. This will further push us to build up our acceleration efforts, and build in more support for students in the form of tutoring, access to writing labs and printing, and short-term and non-credit instruction.

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?

We have not received department-specific equity data.

- 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?

The Laney College Equity Plan for 2015-2018 indicated that students from disproportionately impacted groups have much lower rates of Basic Skills English course completion. American Indian, African-American, Hispanic and DSPS students are groups identified in the plan with the lowest success rates. African-American students have at a 16% rate of course completion. In contrast, Asian students perform at a 43% success rate. To address these disparities, the Equity Plan mentioned the formation of learning communities to promote and foster student success for disproportionately impacted student groups. In the Spring of 2016, the Laney UBAKA/UMOJA learning community launched their first cohort. The UBAKA/UMOJA program includes English courses in their cohort model. Laney College is also reviving a Hispanic student success program called Asi Se Puede, to begin in Spring 2018. Two English classes will be included, an English 201 and an English 1A.

In order to better support all disproportionately impacted student groups, the English department is working in tandem with the college's Tutoring Coordinators, Ian Latta and Anna Cortesio. As an English faculty member and a part of the Foundation Skills learning community, Latta understands the importance of having a well-trained and well-staffed group of tutors to support students from disproportionately impacted groups that are feeling challenged with English courses.

Although English instructors see the positive effects of tutoring for all disproportionately impacted student groups and English students in general, expanding tutoring offerings has proven to be consistently challenging. Changing funding streams and the fact that tutoring is excluded as a line item



from the college budget often means tutoring coordinators must scramble to find additional funding through grants and unsteady funding opportunities

As a department, we would like to stress the importance of finding secure funding streams for tutoring, which is a major factor in student success. We'd also like to see specific training for tutors who work with DSPS students at the college.

The Equity Plan also outlined a major difference in the success of students based on their age, which is in line with department trends. Students 20 years of age and under tend to outperform students in the 20-50 age range at a much higher rate. The equity plan mentioned creating a learning community for reentry students, and the English department is also in support of that idea.

In addition to the above equity strategies, the department/college is working to create culturally responsive teaching professional development opportunities; a place for students to publish their work in local publications and in the department Good News publication; and helping to organize campus events such as film screenings, guest speakers, and the Teach-In series.

The main connection with SSSP is the newly implemented Writing Placement test as a regular part of the Assessment protocol. Along with the new writing placement test, we have coordinated with Counseling to establish a protocol wherein Counseling faculty have agreed to use whichever of the Multiple Measures (MMAP) will place students at the highest starting point in the English sequence. –This has been a district-wide effort, and Laney faculty have led the way!

V. Curriculum and Assessment Status

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

Through our department's participation in the California Acceleration Project (CAP), several instructors have begun trying out some of the texts and strategies CAP presenters have offered in recent (April & May '16) conferences. Effective pedagogical concepts include an emphasis on socially relevant texts, building a classroom community, early-semester low-pressure writing, contextualized grammar instruction, and adding linked writing workshops (English 208) to intermediate-level classes (English 201A&B) and our transfer-level course, English 1A.

Our Basic Skills Transformation Grant-sponsored Community-of-Practice is working to try out these concepts and assess their effectiveness in our current classes, as well as expanding the number of composition courses linked with writing workshops.

The most noticeable change in our program for this Fall '17 is the reduction in the number of ENGL 269 A/B class sections, and the linking of each of them with a 208 Writing Workshop. The instructors of these classes are meeting regularly to share ideas, align their curricular frameworks, and assess the effectiveness of the linked writing workshops. We expect to see very positive increases in student success rates!

- 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.

Mainly our decision to pilot linked courses came from success data provided by the California Acceleration Project, which is profoundly convincing, and from the collaborative re-design discussions within our grant-funded community-of-practice.

- 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.

In Spring '17, we conducted a large-scale assessment in 269, 201, 1A, and 005, and shared the work of scoring each other's students in two days of scoring and discussing the results. This caught us up significantly, and made visible to all involved the value of such assessment work. Our results helped to establish a baseline for future assessment, and informed our communities-of-practice.

This year's assessment work will involve courses that were not assessed last spring, including English 1B and Creative Writing.

- 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?

Our department, with the help of the Basic Skills Transformation Grant, has formed a Community of Practice that will continue through Spring 2019. The goal of the Community of Practice is to share best practices, discuss course outlines, visit and confer about each other's classes, pilot composition and reading courses linked with writing workshops, and conduct student surveys and focus groups. Our new approach to assessment is highly collaborative and focuses intensely on improving student success. Instructional resources and course syllabi, as well as individual reflective writing and meeting minutes will now become a regular part of our department dialogue.

A 269 community-of-practice formed within the grant participants late last Spring '17, and met over the summer as well as continuing to meet this Fall; and this fall we began a 201-specific community-of-practice with regular meetings to discuss what is working well in our 201 classes, and what

changes and experiments we all should try in our efforts to increase the effectiveness of our teaching at this increasingly important preparation level.

With grant coordinator Beth Maher, we are collecting minutes from these meetings, individual reflective writing, and department-wide and individual improvement goals. And with both 269 and 201 groups, we will be substantially revising the course outlines this fall, and drive understanding of the course outlines among our department's faculty to better align the way we teach, and create greater cohesion throughout the composition-and-reading sequence from 269 all the way through 005 and 1B.

- 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).

Please see above. Our assessment data has not yet been loaded into TaskStream. We will ensure that it is loaded by the end of this fall semester.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Did you receive Strong Workforce Funds? Please briefly describe your progress in meeting the state mandated metrics.
- 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)	Explanation of Changes
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 Resource 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)
TWO FT Faculty! Part-time dept. secretary!	Yes		YES	A supportive, caring, student-centered instructor is the ultimate key to success	4. Build a culture of belonging, success and pride	E4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

- **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)
Five Smart Carts	YES	In addition to inconsistent access to smart classrooms, we also lack consistent access to Smart Carts. For those in our department who are teaching 8:00 am classes, it is difficult to access carts in the B building for the	YES	Instructional support for multi-modal learning. Our faculty and students deserve access to 21st century reading, writing and thinking tools. Access to audio-visual programs for instruction enhances text-based learning for students. It is a best practice in building strong readers—to help students activate prior knowledge, visualize what they are reading, and build critical context. It also helps students who are not verbal/linguistic learners to use multiple intelligences to engage	3A 3B	E4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

		<p>individual(s) who have the key to storage closets does not get to campus that early. In addition, instructors who did not put in requests for Smart Carts early in the semester are out of luck, particularly during the most popular hours of instruction. This problem could be rectified if each classroom was outfitted with smart classroom technology, so</p>		<p>with learning materials (visual, auditory, special, etc.) and thereby support student engagement and success. --As an integral department serving nearly every student at our College, the English department impacts nearly every student in two or more classes during their career at Laney.</p>		
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		<p>the instructors don't have to hunt smart carts down. This would also encourage those that do not use technology in their classes to give it a try. An equitable process for Smart Cart access.</p>				
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- 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 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)
					Choose an item.	Choose an item.



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- 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)
					Choose an item.	Choose an item.

Approved by the District Academic Senate,
 Endorsed by the Planning and Budgeting Council,

APU Review Sign-Off:

Department Chair/Faculty Lead _____

Signature _____



Department/Discipline_____

Date_____

Division Dean_____

Signature_____

Division Name & College_____

Date_____