

Peralta Community College District Annual Program Update Template 2011-2012

I. Overview	
Date Submitted:	October 20, 2011
Data Download Date:	09/19/11
Discipline:	ENGLISH
Campus:	Laney
Dean:	Marco Menendez
Department Chair:	David Mullen, D. Marie Wilson
Mission Statement:	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.

II. Student Data			
Enrollment	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	2289	2029	1982
Sections (master sections)	78	65	60
Total FTES	298.65	262.14	255.46
Total FTEF	20.06	17.11	16.07
FTES/FTEF	14.89	15.32	15.9
Retention			
Enrolled	2289	2029	N/A
Retained	1604	1464	N/A
% Retained	73	74	N/A
Success			
Total Graded	2170	1957	N/A
Success	1305	1209	N/A
% Success	60	61	N/A
Withdraw	566	493	N/A
% Withdraw	26	25	N/A

III. Faculty Data	
	Fall 2011
Contract FTEF	6.93
Hourly FTEF	8.93
Extra Service FTEF	0.2
Total FTEF	16.07
% Contract/Total	43.15

IV. Faculty Data Comparables F2011				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	4.14	3.63	6.94	3.68
Hourly FTEF	4.47	11	8.94	4.27
Extra Service FTEF	0.07	0.11	0.2	0.45
Total FTEF	8.67	14.74	16.08	8.41
% Contract/Total	47.69	24.66	43.15	43.8

V. Accomplishments and Goals - Course SLOs and Assessment	
Number of active courses in your discipline	36
Number with SLOs	All.
% SLOs/Active Courses	100%
Number with SLOs that have been assessed	7
% Assessed/SLOs	15%
Describe assessment methods you are using	Essays, exams, response papers.
Describe results of your SLO assessment progress	Greater discussion among faculty regarding pedagogy; successful practices shared.

VI. Accomplishments and Goals - Program Outcomes and Assessment	

Number of degrees and certificates in your discipline	None.
Number with Program Learning Outcomes	NA
Number assessed	NA
% Assessed	NA
% Assessed/SLOs	NA
Describe assessment methods you are using	NA
Describe results of assessment progress	NA

VII. Accomplishments and Goals – Strategic Planning	
Advance Student Access, Success, & Equity	Our grant-related programs were hailed in the ACCJC report for their innovativeness; we have also developed a comprehensive basic skills program that is embedded in our department core course trajectory; we have maintained excellence in our transfer-level courses and in our elective courses.
Engage our Communities & Partners	English courses are incorporated in all new grant-related activities. English courses also reach out to the community with field trips to local theater, museum and other cultural events. Also several members of our faculty have been recognized in the community for their poetry, prose, and dramatic works.
Build Programs of Distinction	Our department's leadership led the way for programs such as UBAKA, Bridge and LEAP; our department is an innovative and collaborative partner in programs such as Puente (which was reinstated this year), CAA, Gateway, and APASS.
Create a Culture of Innovation & Collaboration	Our department's leadership was instrumental in creating and developing The Writing Center, the tutor training class, seamlessly connecting excellent students to peer tutoring. Our department's leadership was also instrumental in bringing various disciplines to talk together in BSLC and create joint courses; we hope to continue this in the upcoming year, dependent on funding.
Develop Resources to Advance & Sustain Mission	

VIII. Accomplishments and Goals – Strategic Plan Relevance	
New Programs Under Development	In the English Department we're presently working to create and offer courses that provide additional support for students who struggle with academic reading and writing demands; these efforts can be seen in our new Writing Workshop (Eng. 208) and English 110, a collaborative effort with the ESL department that focuses on teaching reading strategies for college level courses.
Programs Integral to Overall College Strategy	English is core curriculum for every student who comes to Laney.
Programs Essential for Transfer	The English Department is the educational foundation for every student at Laney: the English Department's mission is to teach 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.
Programs that Serve a Community Niche	We offer a number of courses within our learning communities that attempt to be culturally relevant to specific ethnicities/identities. These programs include UBAKA, Puente, and APASS.
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.	The English Department has long been one of the college's largest and most productive units, despite the loss of full time faculty, and now the loss of many courses which impedes both the department's progress and student progress.

IX. Accomplishments and Goals - CTE, Transfer, Basic Skills	
CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	Competence in critical thinking, reading and writing English is fundamental to the labor market and fundamental to vocational course success. Students need to read manuals and to write reports and project plans.
Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion	The English Dept. offers classes in all areas: basic skills, transfer level courses and courses for program completion.

X. Action Plans and data sources (indicate which data sources used)	
Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.	Last year one FT faculty member retired while others have indicated that they plan to retire in the near future. We need to hire more full-time faculty as soon as possible to ensure that all the duties and responsibilities of the department are handled in a thoughtful manner. We ask for: 1) eight new contract faculty within the next four years; and 2) replacement of any full time faculty who permanently leaves the department; 3) increase the staff at the James Oliver Writing Center; 4) expand and enhance the tutorial program including an increase in the tutoring budget so that we can once again have tutors in the basic skills classes; 5) expand our offering of support classes, like Eng. 208; 6) allow some new classes to be protected from cuts as they generate a following.
Data Source – Assessment Findings	Our findings from the assessment of our basic skills classes suggest that students need more instructional support; other findings indicate that successful practices found in some transfer level courses can be disseminated to the benefit of all.
Data Source – BI Data	
Data Source – Institutional Goals	
Other Data Sources	

XI. Needs and data sources (indicate which data sources used) Please prioritize in each category, with highest priority first.	
Please describe any equipment, material and supply needs.	An English department copier, fax and scanner would be very helpful to the management and organization of the department. Computers that work efficiently for part-time faculty would also be helpful. The Writing Center also needs a permanent designated budget to ensure that equipment and supplies are available and functional.

<p>Please describe any faculty/classified/student assistant needs.</p>	<p>Our English Department program review of 1990 noted that the department consisted of 17 contract instructors, a loss of 8 positions since its peak in 1978. That report deemed 17 inadequate and recommended the hiring of more full time instructors. Today there are only seven contract instructors working full time, a number far lower than recommended in the past program reviews. Why is this important? Relying on the use of part-time faculty, which, because of class reductions, number about twenty individuals, creates instability and inconsistency in the department. The question is are we really serving the needs of the students with constant faculty changes? Are students being served when they cannot meet with a faculty member because he/she is available only a limited number of hours each week?</p> <p>We are hoping to reinstitute tutors in our basic skills classes as an effective practice leading to retention. We also want to support the efforts of the Writing Center by maintaining a full staff of technical and academic support personnel.</p> <p>More assistance would be welcomed to take care of clerical duties; in the past our department had a half-time secretary and an assistant; we would like to see some of this support reinstated.</p>
<p>Please describe any facilities needs.</p>	<p>Many English instructors would like access to the smart classrooms; we hope to see more training and greater availability in the near future.</p>
<p>Please describe any technology needs.</p>	<p>See previous item. Writing Center computers and software need to be updated.</p>
<p>Data Source – Assessment Findings</p>	
<p>Data Source – BI Data</p>	
<p>Data Source – Institutional Goals</p>	
<p>Other Data Sources</p>	