

The Comprehensive Instructional Program Review Report

1. College: Laney College

Discipline, Department or Program: English

Date: 11-1-15

Members of the Comprehensive Instructional Program Review Team:

Department co-chairs Jackie Graves and Chris Weidenbach, and full-time English faculty members: Elizabeth Cowan, Eleni Gastis, Ian Latta, David Mullen, Adrienne Oliver, Roger Porter, Danielle Robledo, Meryl Siegal, Antonio Watkins

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

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.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- **Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.**

As part of the Curriculum Committee's B Group for updating courses in the English department, our next cycle for updates is 2016-17. However, in preparation for creating an AA-T English Transfer degree, we are currently updating several courses this semester: including, English 10AB/ 210AB

Creative Writing, English 17AB/ 217AB Shakespeare. We also plan to update the core courses English 1A, 1B and English 5 for the transfer degree. We intend to update several outdated courses (English 12 Film and English 206A Grammar) this semester as well, and those updates are currently in progress.

- **What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?**

We offered our first online and hybrid courses in the department in Summer 2015. Due to demand from both students and instructors, we have expanded our online sections for fall 2015 and spring 2016. We intend to include a DE component in all of our course outlines, as we update courses, in order to offer students a wider menu of online and hybrid course options.

We plan to pilot two sections of English 264AB, an accelerated model of English 269/201, developed by Berkeley City College, which includes a linked lab, in order to help students accelerate to transfer-level course with additional support. We are also investigating other models of acceleration in our department. We also seek to find ways to offer students more tutoring support through: expanding English 208 Writing Workshops; developing new resources, services, and training for tutors in the Writing Center; and creating Writing Workshop support courses for upper-level transfer courses (English 1B and 5).

With the creation of the English transfer degree, we hope to expand our literature and creative writing course offerings, which would include reactivating such courses as Asian American Literature, Women's Literature, and World Literature. In addition, we hope to create a Creative Writing transfer degree in the near future, and a local AA degree in Creative Writing. We are currently developing English 70AB Transforming Autobiography into Creative Writing, and plan to offer it in Fall 2016.

This semester, we have also deactivated several courses that have not been taught in many years through the Google Docs walk-around process in place until the new Curricunet Meta is ready. These courses include: English 248GE English for Technicians and English 258A-D (an old version of the new and improved English 208A-D Writing Workshop). We completed the process of deactivating courses, such as English 110 Academic Reading and Writing, English 205 Vocabulary, and English 211 Intro to Critical Thinking, which have lingered in Curricunet despite being launched for deactivation previously.

- **Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?**

We do not currently offer any degrees or certificates in our department. However, we plan to establish an ADT English Transfer Degree with a goal of completing the process Fall 2016. We aim to develop a Creative Writing transfer degree in the near future.

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- **How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)**

Class SLOs are required by the department and are found on every instructor syllabus. Our department also publishes SLOs on our department website as well: <http://www.laney.edu/wp/english/about/english-courses/english-department-slos/>

- **Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.**

Improvement 1.

The most significant improvement to impact this period is English 208, the writing workshop. This class did not appear in the 2009-2011 Laney Course Catalog. As described by the current course catalog, the course offers “Individualized instruction in writing: Thesis control, essay organization, and idea development.”

The adoption by the Writing Center and Writing Workshops of a new Tutor referral form is also helping instructors to set goals for tutoring sessions with students and tutors.

Improvement 2.

The action plans from the 2012 assessments of English 269 and English 201 both called for expansion of the FSP program. In Spring 2014, a second English instructor was added to the program, and in Fall 2014, the program expanded to include two cohorts, including two sections of English. In Spring 2015, the FSP program connected with the English 201 section of the Ubaka learning community, further extending the pathway for developmental students to the transfer level.

The action plan for English 269 in 2012 calls for increased partnership with DSPPS, and this recommendation is reflected in the FSP program, which incorporates an orientation at the beginning of the year to DSPPS services, a counseling class which includes a DSPPS survey, and weekly lunchtime student success meetings with the FSP program’s counseling professor.

Improvement 3.

Both action plans for 269 and 201 in 2012 call for increased access to computers and keyboarding instruction. Students need keyboarding and computer literacy skills to be able to use word processing software effectively in order to compose college level writing assignments. The expansion of the Foundation Skills Pathway program which includes a computer literacy course and a writing workshop course with computers, helps address this student need.

Additionally, the Mavis Beacon typing program is offered in the James Oliver writing center. Instructors take their students to the orientation in the writing center which is taught by Terrance Fisher and to the library orientation with Phillipa Caldera in order to get them familiar with using our library data base to help them with their writing.

Improvement 4:

The English 201 assessment from Fall 2015 of SLO#2: "Compose cohesive paragraphs and short essays with identifiable topics, clear organization, and grammatical sentences." Aligned with ILO#1 Communication. Assessment results noted students have overwhelmingly met the goal of performing at a 70 percent or better level for all categories on the ILO Rubric; however, Content/Support and Mechanics were the two worst-performing categories. (Understand of Assignment and Structural Organization were the two best-performing categories).

The action plan from the 2012 assessment of English 201 called for the adoption of more open-access and online resources. Some students can't afford printed materials, so we are investigating open education and online resources. The English department just began to develop the Basic Skills Open Access Resource project this Fall 2015.

In addition, the English department website was updated in 2013 to include links to free online resources. The website has also helped the department to become more transparent with SLOs, course offerings, and more up-to-date faculty information. The competencies required to move from the pre-transfer classes to English 1A are also now enumerated on the website. The English department has also added a number of online and hybrid classes.

Finally, the Tutoring Sign-Up sheet was developed to assist instructors with recommending students for tutoring. The sign up sheet addresses higher-order concerns such as thesis, structure, topic sentences, and support on one side, and lower-order concerns at the sentence-level to assist students with particular grammatical needs for just-in-time remediation. In the future, we would like to expand the use of the tutoring referrals through the department and develop the Open Access resources to align with each of the skills identified.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.

Assessment team leads from the Fall are going to lead action plans in the Spring, closing the loop of the assessment cycle. We also plan to expand the student success group that began meeting several times a month last semester.

Plan 2.

More alignment and clarity in the skills required and language used to climb from one course to the next. The expansion of the department website will continue to contribute to this, as well as department discussions around possible adoption of exit exams for English 1A and/or English 201.

Plan 3.

We also plan to create more opportunities for sharing of resources, including continuing formal and informal meetings of instructors teaching at each level of English, and the creation of more online resources, including a database of printable worksheets for the English 208 Writing Workshop, and expanded offerings of online open access resources

- **Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.**

Our department began offerings for English 1A (two online, one hybrid) because of increased demand for online and hybrid courses in the Summer of 2015. Because the online/hybrid sections are new to our department, they have not yet been assessed. The department's future goal is to assess the courses and compare the results of hybrid/online to face-to-face courses.

- **Describe assessment results for courses with multiple sections. Are there similar results in each section?**

There were no major differences between sections, based on the assessment data available.

- **Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).**

Our department has participated in the assessment of two ILOs: Communication and Global Awareness, Ethics & Civic Responsibility. We assessed the Communication ILO by mapping it to English 201 SLO #2, which asserts that students will be able to:

Compose cohesive paragraphs and short essays with identifiable topics, clear organization, and grammatical sentences.

The SLO was a likely pairing for the Communication ILO at the college-wide level, since most students complete our department's 201 sequence in preparation for coursework in other departments. Within our 201 cohort we assessed student performance on the comparison-contrast essay. We found that xx% of students performed in the "exceeds" category. However, students performed lowest in grammar-level assessment. From these results, we created an action plan to create a department writing handbook for our students. These plans are still underway.

When the college assessed the Global Awareness, Ethics & Civic Responsibility ILO in the 2013 - 2014 Assessment Cycle, our department participated by way of the 201 course sequence as well. In Spring 2013, one instructor used a Community Action Plan essay to assess how well students mastered SLO #2. Again, this particular essay is most closely associated with the skills necessary to improve overall writing skills. The essay called upon students to reflect upon the concept of "civic responsibility" and write a problem-solution essay in which they considered how they might solve a problem in their local communities.

- **How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.**

Being in the English Department, our courses are highly aligned with ILO #1 Communication. Additionally, our outcomes are focused on ILO #2 Critical Thinking and Problem Solving. Much of curriculum focuses on global awareness, sustainability issues, and social justice, which puts our curricular focus in alignment with ILO #4 Global Awareness, Ethics & Civic Responsibility. We intend to map more of our course goals once Curricunet Meta comes online.

5. Instruction:

- **Describe effective and innovative strategies used by faculty to involve students in the learning process.**

Our faculty recognizes that student engagement is just as important as student learning. To inspire the former, faculty members have used a variety of innovative strategies including: hosting local artists, scholars, and activists in classrooms, and inviting Peralta TV to film the visits; publishing student writing in in-house digital magazines; holding “Open Mic” sessions with students; taking students on field trips to view theater productions and art installations; and offering courses on themes such as hip hop to provide cohesion and engagement across the semester’s arc. Our department has also worked closely with various community groups and the college CTE departments to develop vocational curriculum and to support special programs within the existing departmental structure (e.g., Career Advancement Academy, Gateway to College, UBAKA, APASS, and Athletes learning community).

- **How has new technology been used by the discipline, department or program to improve student learning?**

English instructors make use of new technology in several ways. In addition to publishing student work through private blogs, some instructors incorporate the literary social networking site “GoodReads” to share virtual bookshelves and build a community of readers. Many instructors make use of websites like turnitin.com to deepen student understanding of academic honesty and responsible use of sources; and the online gradebook engrade.com to increase grade transparency and student awareness of progress. Instructors are also using computer labs and technology “smart carts” to present videos such as TED Talks and to view, edit, and discuss anonymous student writing.

Department members are also developing computer literacy and information literacy by involving students with online discussion groups, and using the Internet and databases both to locate and analyze various kinds of information. Key faculty members are also turning to online materials and articles to provide accessibility and reduce the costs of materials, a move welcomed by many of our cash-strapped students.

Many of the basic skills classes schedule writing sessions in the James Oliver Community Writing Center, where students develop general technology skills in addition to their writing and reading skills. In addition, we've added Writing Workshop sections to provide support for our students as they read and write across the curriculum. These workshops offer students access to trained tutors, as well as computers where they can complete compositions or review grammar skills online.

The Writing Center also utilizes software programs that allow students to practice their keyboarding skills, or have their writing read by synthesized human voices. The process appears to heighten students’ sensitivity to the nuances of their own prose.

- **How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?**
 - **Meetings.** The department holds regular monthly department meetings as well as sub-committee meetings.
 - **Faculty Evaluations.** The department regularly evaluates all full-time and part-time instructors.
 - **Student Evaluations.** The students regularly evaluate instructors.
 - **Student Learning Outcomes (SLOs).** The Faculty use the same Student Learning Outcomes for each course they teach. Each SLO is regularly evaluated in every course. Faculty work together to create common prompts and rubrics to assess and record their findings. Then faculty discuss the outcomes and plan for improvements.
 - **Course Outlines.** Faculty review and revise course outlines regularly and as needed.
 - **Professional Development:** Faculty regularly attend and participate in workshops, seminars and conferences, individually and sometimes as a group.
 - **Goal.** 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 opportunity to discuss the most common student writing issues.

- **How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?**
 1. The online courses have definite time frames, deadlines and due dates for accomplishing assigned reading, writing, participating in discussions and other activities.
 2. The online courses demand engagement and a high level of participation. Discussions require the exchange of ideas and provide opportunities for all students to contribute in an unthreatening environment. Students respond that the online environment helps them gain confidence in their ability to interact with others.
 3. The online classes require students to log-on several times a week. This ensures active participation and maximum learning. The nature of online learning requires more interaction to establish community and presence in the virtual environment of a course.
 4. Students in distance education English courses have the same access to instructors via office hours and online communication, and they are assessed using the same SLOs

- **Briefly discuss the enrollment trends of your discipline, department or program. Include the following:**
 - **Overall enrollment trends in the past three years.**

English Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	477	1,553	1,723	586	1,637	1,732	521	1,349	1,558

- **An explanation of student demand (or lack thereof) for specific courses.**

We've noticed less demand for some second-term literature classes, which often struggle to maintain minimum enrollment levels. We hope to encourage more literature and creative writing course takers with the creation of an English transfer degree (ADT). Our core course offerings of English 269, 201, 1A, and 5 continue to have strong demand.

- **Productivity for the discipline, department, or program compared to the college productivity rate.**

The English Department's productivity rate is consistently higher year over year when compared with that of the college as a whole. This is surprising since the English department has union-mandated course caps of 30, while many courses college-wide can enroll up to 50. Every student who wants to transfer and who wants to complete degrees and certificates need to take English. The English department is proud of our productivity rate.

English Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	20.44	21.01	21.46	18.25	20.50	19.20	18.67	18.46	18.09

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- **Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

As indicated in reports generated by the Peralta Institutional Research Office, enrollment shows a downward trend over the past three years. In Fall 2009, our department served 2,405 students; however, in Fall 2014 that number had dropped more than 40% to 1,349.

The most egregious force affecting enrollment is the state's budget crisis, where the rippling effect of state cuts has compelled Peralta to reduce its spending, resulting in cuts in course offerings. High unemployment rates and reductions in courses and programs in the CSU and UC systems propel students toward the community colleges; however, similar reductions in our course offerings and student-support services have a mirroring effect on enrollment here, and students are again turned away.

While enrollment is dropping, productivity is increasing – from 15.51 in Fall 2009 to 18.46 in Fall 2014, well ahead of the college overall, which had a productivity rate of 15.41 that same semester.

- **Are courses scheduled in a manner that meets student needs and demands? How do you know?**

Classes appear to be scheduled in a manner that meets student needs and demand, but lacking a comprehensive student survey, it’s impossible to know for sure. We have increased our offerings of late-start English courses, which have been incredibly popular, as well as afternoon and hybrid courses. Additionally, we have scheduled an English 1A for CTE students on Saturdays for the Spring 2016 semester, in order to accommodate aspiring CTE students who work full-time jobs during the week. In a survey of students who took a hybrid 1A course in Summer 2015, every single participant reported that they would recommend a hybrid English course to others at Laney as the increased flexibility supported their work and family responsibilities outside of the classroom.

- **Recommendations and priorities.**

- **Hiring.** Hiring more full-time faculty. While the Department did hire 6 new full-time faculty in the last two years, the Department is still not adequately staffed with full-time Faculty.
- **Smart Classrooms.** The Department would like to have all English instructors teaching in a smart classroom.
- **Distance Learning.** The Department would like to increase the number of Distance learning and Hybrid classes available. This includes Distance learning training for all faculty.
- **Distance Learning Faculty Observations.** The department would like to implement an effective strategy for observing online teaching.
- **Instructional Class Times.** The department would like to offer classes during traditional off peak hours to allow for more classes and room availability.

6. Student Success:

- **Describe course completion rates (% of students that earned a grade “C” or better or “Credit”) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?**

English Student Success

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	77.66%	65.20%	61.51%	82.86%	64.86%	62.99%	79.13%	63.28%	66.00%	

Laney College Completion Standard

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%	

Department/discipline course completion rates

Success Course	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
ENGL 10A - CREATIVE WRITING	NA	52.78%	90.32%	NA	100.00%	67.65%	NA	68.75%	76.19%	
ENGL 10B - CREATIVE WRITING	NA	75.00%	80.00%	NA	66.67%	80.00%	NA	66.67%	87.50%	
ENGL 12 - FILM: 20TH CENT MED.	NA	NA	58.62%	NA	NA	66.67%	NA	NA	NA	
ENGL 17A - SHAKESPEARE	NA	NA	NA	NA	80.00%	NA	NA	NA	58.82%	
ENGL 17B - SHAKESPEARE	NA	78.57%	NA	NA	NA	NA	NA	78.57%	NA	
ENGL 1A - COMP AND READING	82.72%	62.16%	61.44%	80.56%	62.18%	56.77%	78.47%	63.35%	58.32%	
ENGL 1B - COMP AND READING	79.17%	68.06%	65.47%	72.22%	71.83%	71.53%	60.00%	63.79%	68.80%	
ENGL 201A - PREP FOR COMP/READNG	58.54%	58.92%	52.23%	77.08%	56.25%	59.27%	81.03%	56.70%	52.65%	
ENGL 201B - PREP FOR COMP/READNG	91.30%	81.19%	65.19%	93.33%	76.69%	70.23%	82.05%	64.05%	71.34%	
ENGL 206A - ENGLISH GRAMMAR	NA	66.67%	63.33%	NA	61.76%	50.00%	NA	45.00%	80.00%	
ENGL 208A - WRITING WORKSHOP	NA	70.59%	42.86%	NA	63.33%	55.56%	NA	57.27%	78.57%	
ENGL 208B - WRITING WORKSHOP	NA	68.75%	42.86%	NA	71.43%	53.19%	NA	86.36%	83.33%	
ENGL 208C - WRITING WORKSHOP	NA	66.67%	66.67%	NA	66.67%	87.50%	NA	88.24%	63.64%	
ENGL 208D - WRITING WORKSHOP	NA	NA	54.55%	NA	NA	100.00%	NA	0.00%	90.48%	
ENGL 210A - CREATIVE WRITING	NA	60.00%	64.71%	NA	52.94%	55.56%	NA	42.86%	66.67%	
ENGL 210B - CREATIVE WRITING	NA	100.00%	50.00%	NA	57.14%	75.00%	NA	0.00%	33.33%	
ENGL 217A - SHAKESPEARE	NA	NA	NA	NA	0.00%	NA	NA	NA	66.67%	
ENGL 217B - SHAKESPEARE	NA	100.00%	NA	NA	NA	NA	NA	0.00%	NA	
ENGL 230A - INTRO AMERICAN LIT.	NA	50.00%	NA	NA	NA	NA	NA	NA	NA	
ENGL 230B - INTRO AMERICAN LIT.	NA	NA	NA	NA	28.57%	NA	NA	NA	NA	
ENGL 231 - AFRICAN-AMERICAN LIT	NA	NA	14.29%	NA	NA	55.56%	NA	NA	NA	
ENGL 243 - INTRO TO POETRY	NA	NA	NA	NA	37.50%	NA	NA	NA	NA	
ENGL 248GF - ENGLISH FOR TECHNICIANS	NA	NA	NA	NA	65.22%	NA	NA	NA	NA	
ENGL 267A - BASIC WRITING	66.67%	65.00%	79.55%	71.43%	35.00%	52.63%	85.71%	52.63%	54.55%	
ENGL 267B - BASIC WRITING	100.00%	71.43%	60.00%	100.00%	77.78%	0.00%	66.67%	100.00%	100.00%	
ENGL 268A - BASIC READING	47.83%	55.56%	NA	59.09%	60.00%	NA	70.00%	NA	NA	
ENGL 268B - BASIC READING	50.00%	100.00%	NA	66.67%	100.00%	NA	50.00%	NA	NA	
ENGL 269A - FOUN/READNG & WRITNG	NA	50.98%	38.60%	NA	49.72%	50.70%	NA	52.90%	56.05%	
ENGL 269B - FOUN/READNG & WRITNG	NA	75.00%	76.79%	NA	76.92%	76.52%	NA	77.05%	77.66%	
ENGL 30A - INTRO AMERICAN LIT	NA	90.48%	NA	NA	NA	NA	NA	NA	NA	
ENGL 30B - INTRO AMERICAN LIT	NA	NA	NA	NA	72.73%	NA	NA	NA	NA	
ENGL 31 - AFRICAN-AMERICAN LIT	NA	NA	52.38%	NA	NA	88.24%	NA	NA	NA	
ENGL 43 - INTRO TO POETRY	NA	NA	NA	NA	80.00%	NA	NA	NA	NA	
ENGL 5 - CRITICAL THINKING	96.30%	73.08%	75.49%	94.68%	79.30%	73.26%	82.65%	69.48%	75.23%	

Discussion:

Course completion rates for the college have declined slightly from Summer of 2012 through Spring of 2015. Completion rates are higher during the Summer and Spring than during the Fall semester.

In comparison, English Department course completion rates have remained stable. Summer completion rates show incremental gains (77.66% in 2012 to 79.13% in 2014); Spring completion rates have actually increased approximately 4.5% from 2013 to 2015 (61.51% to 66.00%). Fall completion rates declined slightly, from 65.20% in 2012 to 63.28% in 2014.

Completion rates over the past three years for individual courses vary. For transferable course English 1A, the rates declined between three and four percent for the Spring and Summer sessions, but increased slightly between fall of 2012 and Fall of 2014. Perhaps because of a smaller sample size, the completion rate for English 1B varies more. The Summer rates fell from 79.17% in 2012 to 60% in 2014. The Fall completion rate declined by about 4.5% during that same time frame, but the Spring rate improved by about 3.5%. The rates for the Critical Thinking English 5 course showed the same declines for Summer and Fall as well as an increase in the Spring.

Factors that contribute to improved student course completion rates include an increase in the number of full-time instructors. Another contributor is the Writing Center with its tutors and technology. English 208 Writing Workshops taught by full- and part-time teachers provide group and one-to-one instruction, and have led to student success.

The Foundation Skills Pathway Program, which prepares students for success in the transferable English courses, needs a comprehensive enrollment management system in order to enlist, track and support these learners. Establishing this system will contribute to an increase in their course completion rates.

Students need to be assessed properly upon entering the English program. The COMPASS assessment test is being replaced by the state-wide Common Assessment Initiative instrument in Fall 2016. With a new assessment test and enrollment management system, we will be better able to place students in order to enhance their learning and success.

The data show consistently high completion rates for students who take courses during the Summer sessions. Reasons for that success could include highly motivated learners who are committed to finishing coursework during that concentrated time period; the impact of better weather and longer daylight hours, which may also contribute to better completion rates during many spring semesters; motivated instructors who get into a rhythm of daily instruction and evaluation of student work; childcare issues that are already resolved for the summer months; and other factors.

One way to capitalize on the success of intensive summer sessions is to teach classes in the same way throughout the year: make courses daily, four days per week, with each course lasting for six weeks long, followed by a two-week break. Students could take a class in the morning and afternoon (and an evening course, for the highly motivated). They could complete six 6-week sessions in twelve months if they study year-round. Shorter, concentrated sessions may encourage the development of more Distance Education and hybrid courses.

- **Describe course completion rates in the department for Distance Education courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?**

Laney College provided no English Department DE courses from Summer 2012 to Spring 2015.

- **Describe course completion rates in the department for Hybrid courses for the past three years. Please list each course separately. How do the department’s Hybrid course completion rates compare to the college course completion standard?**

Laney College provided no English Department Hybrid courses from Summer 2012 to Spring 2015.

- **Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?**

Laney College provided no English Department Distance Education or Hybrid courses from Summer 2012 to Spring 2015.

- **Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?**

English Retention

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	86.08%	78.30%	71.51%	86.00%	75.68%	69.64%	88.30%	72.99%	75.18%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion:

Laney College maintained a consistent retention standard of over 84% for each Summer session over the past three years. The rate during the Fall semester declined by just over 2%, but it increased by that same amount during the Spring.

The English Department retention rate during the last three years, by way of comparison, grew by 2% during Summer sessions, fell by 5% comparing Fall semesters (from 78.30% in 2012 to 72.99% in 2014), but grew by nearly 4% Spring to Spring (71.51% in 2013 to 75.18% in 2015). From Fall 2012 to Spring 2015, the College and the department both experienced a slight decline in retention of approximately 3% (2.46% for the College, 3.12% for the department). During the Summers, the English Department had a retention rate 2% to 4% higher than that of the College. However, during the Fall and Spring semesters, the College had retention rates higher than those of the department.

- **Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?**

One factor must be emphasized: We have hired SIX full-time instructors in the past two years, 2014-2015, partly to replace faculty who retired or transferred, but definitely increasing and restoring our full-time instruction workforce. The most recent group of four full-time hires has generated a significant ‘shot in the arm’ for our department, whose staff had been reduced to a paltry six active full-time instructors in 2012-2014. The restoration of contract instructors affords students many more opportunities to take more than one class with instructors they enjoy. It also gives instructors much more adequate support to engage constructively in committee work, department meetings and conversations, and extra-curricular and co-curricular activities involving our students. In the era of rapidly increasing demands for accountability, SLO development and assessment, and curriculum development and specificity, the adage “many hands make light work” is especially appropriate; we are getting closer to our historic ratio of full- to part-time instructors, but we have a way to go before reaching the healthy state wherein full-time instructors will be teaching at least 75% of our course offerings (as mandated by Assembly Bill 1725, enacted by State legislature and signed into law by Governor George Deukmejian in 1988, which directed community colleges to limit part-time faculty to no more than 25 percent of the instructional load). We look forward to hiring 5 - 8 more full-time instructors in the coming three years.

Our department formed a large community-of-practice in Spring 2015 (the Student Engagement College for Success and Innovation, SECSI) with the goal of catching up with some delayed discussions about pedagogy and ‘alignment’ in our composition sequence, as well as deepening our understanding of the affective domain, including the conditions for greater student success recommended by the RP Group: that students are more likely to achieve their goals when six success factors are present: nurtured, engaged, focused, directed, connected, and valued. In regular meetings, we widened a discussion of what we struggle with in our classes, as well as sharing best practices for creating community in our classes, communicating with students, and handling difficult classroom management situations. This community-of-practice will resume in the Spring of 2016, and continue in coming years as time and tangible support permits.

One of our department co-chairs, who also serves as the college Tutoring Coordinator, has led an effort to revise the way our instructors refer students to tutoring services in the college writing center, as well as developing student tutors’ practices. A new emphasis has been put on instructors to indicate particular areas for tutors to focus on when working with particular students, supported by a revised tutoring referral form; and reflexively, tutor training has been revised to emphasize “keeping the pen in the student’s hand,” and not editing/correcting students’ assignments.

We have continued to offer Writing Workshops (English 208) to support students who may need extra focused instruction and tutoring for their writing assignments in English and other classes. In coming years, we plan to strive to connect these writing workshops more tightly with classes in the composition-and-reading sequence, especially for students whose assessment-for-placement indicates a need for extra support.

We are currently investigating and discussing the very promising concept of collapsing pre-collegiate courses as well as establishing co-requisite support for transfer-level students along guidelines promoted by the California Acceleration Project. In Fall 2016, we will pilot at least two sections of an accelerated Prep for Composition and Reading course, each combined with a Writing Workshop taught by the same instructor.

- **Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?**

Our department has been rapidly updating curriculum as we move closer to establishing Transfer Degrees in English and Creative Writing. Currently, we do not offer any degrees or certificates, although we are integral in literally every student's certificate or degree completion and/or achievement of transfer status.

Our curriculum update efforts have been profound, as we offer 29 different active courses, and the span of time since these courses were last updated ranges from three to eighteen years. The most egregiously out-of-date courses are in the process of being updated now.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 12 (8.73)

Part-time faculty headcount 21 (9.63)

Total FTEF faculty for the discipline, department, or program 18.36

Full-time/part-time faculty ratio 0.91 (8.73 FT FTEF: 9.63 PT FTEF)

Classified staff headcount 0

- **Describe your current utilization of facilities and equipment.**

Unfortunately, Laney College lags behind other comparable educational institutions in the area of technology. Certainly, the 2008 global financial crisis and, perhaps, a historical lack of planning and foresight on the part of the college and district have contributed to this situation, but no matter what the cause, it is one in which members of the Laney faculty, and, specifically, its ESOL instructors, feel hampered by insufficient access to classroom technology.

- **What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

In 1990, the English program review reported 17 full-time faculty. While we are grateful for the hiring of six new full-time faculty to replace retirements in the last two years, we anticipate that we will need to hire from five to eight full-time instructors within the next three years to serve students. Currently, of our twelve full-time faculty members, three (Jackie Graves, Chris Weidenbach and David Mullen) have been assigned release time to play important roles in programs and on committees in other areas of the campus. This is a positive thing for the department for instructors to

be involved in projects outside of the Department, but their absence obviously decreases the number of hours that full-time instructors are in the classroom.

With the administrative demands of assessing SLOs across 70 sections in a large department that serves 4,000 students annually, implementing accelerated and distance education curriculum, state-wide changes in assessment-for-placement, faculty evaluations of over 35 faculty, and six tenure committees, more time and commitment are required from full-time instructors in order to coordinate, plan and implement curricular innovations.

It is necessary that the English department chairs be given additional release time. Administrators have historically designated 0.8 release time for English department chair duties. The current chairs have been assigned only 0.4 release time (0.2 each).

This department could use a classified staff person to serve as department secretary. We could also use student workers to assist with filing and other routine office work to do than a department chairperson can handle on his or her own.

- **What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**
 1. **More Smart Classrooms.** Of the 25 smart classrooms at Laney College, none of them are located on the 2nd floor of the B building. This leaves the English Department, which is one of the largest departments on campus serving nearly 4,000 students a year, at a major technological disadvantage. According to the Pew Research Center, 64% of American adults own smart phones. Our students literally have technology in their pockets, making it increasingly difficult to reach them with merely a whiteboard, dry-erase marker, and copies of a handout. The modern instructor has to compete with Kik, Instagram, iTunes, Twitter and Snapchat. Millennials are accustomed to processing information via multimedia modalities. Laney College English instructors are in a constant battle for a small fraction of the ever-decreasing attention span of the American youth. Needless to say without the most modern technological equipment, we are losing this battle. We need smart classrooms in the B building. In addition, once instructors develop curriculum for a smart classroom setting, it becomes difficult to redesign curriculum for a regular classroom. We are reducing instructor productivity and losing opportunities for student success with the lack of access to smart classrooms.
 2. **More Smart Carts and Better Access to Smart Carts.** 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 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 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.
 3. **More Computer Labs and Equitable Access to Computer Lab Space.** Another major technological need that should be addressed within the next three years is for additional computer labs on campus that are available for instructors to bring their classes. Reserving time in the computer lab in the F building can be a very daunting task. Depending on the time of your

class, you may have to reserve a day that is an entire month away. And by that time the essay students were working on may be past due. It's also very difficult to reserve time in the James Oliver Community Writing Center during the day because the English 208 and ESOL 218 Writing Workshop classes have that room reserved. This is why Laney College needs to do two things:

1. **More computer labs** to service our students' typing and technological needs (especially since we do not have smart classrooms).
 2. **Equitable distribution of computer lab time.** Until more computer lab space is built, every English class should have a guaranteed computer lab time per month. Trying to reserve computer lab time in the F building should not be as difficult as obtaining Warriors tickets.
- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**
 - **Prioritize the Laney Library: a 21st Century Teaching and Learning Facility.** The 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 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. This need is particularly acute in Oakland. A new Laney library could centralize all of our tutoring services under one roof—from Writing Center to Math Lab to Tutoring Resource Center to DSPS, so students know where to find key services. (As noted in the Basic Skills student feedback session, one of the biggest needs identified by students is knowing what services our college offers). It could also include a Teaching and Learning Facility for ongoing professional development and resources for faculty. It could also include additional computer lab space, where students could receive training in basic computer skills as well as support for online courses.
 - **Classroom Temperature Control.** It is a well-known fact that 0% of the classes in the B building at Laney College have a working thermostat and that is utterly ridiculous. Classes are unbearably hot in the summer which makes the environment non-conducive for learning. We need a functioning air conditioning and heating system in the B building and throughout campus, and would particularly appreciate the ability to adjust the temperature in classrooms ourselves.
 - **Appropriate classrooms.** We also need to be placed in appropriate classrooms. This semester a few colleagues were placed in SC 401, the conference room for the Associated Students of Laney College (ASLC). The room is very long and the acoustics are terrible for a large class. It's difficult to build community when students can't hear the instructor. In addition, E256 is also a poor location to teach an English course. One of the boards in that class is unusable because it is stained with markers. For whatever reason there are several extra desks in that room so that students need to hurdle desks to get to and from the door (I'm pretty sure that's a fire hazard) and the DVD player is in the back corner of the room so students have to turn their desks around every time a movie is shown. Classrooms should have clean boards.
 - **Outdoor Learning Spaces.** We would like to see Laney develop spaces where classes can be held outdoors, weather permitting. Laney currently does not have a comfortable outdoor

space where a class can meet and interact face to face. If there were tables with an awning or an umbrella to block the sun, instructors could meet outside with classes, and students could work collaboratively in groups. Once again, the classrooms (B265 in particular) are often hotter than the weather outside. So in the summer the instructors could take the classes outdoors to cool off.

- **Clean bathrooms.** The poor condition of bathrooms is depressing. Students repeatedly request access to clean bathrooms.
- **Office blinds.** We would also love double blinds in west-facing offices in the Laney Tower to help offset the lack of ventilation in the Tower, where stifling office temperatures reduce instructor productivity.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

English department faculty participate widely in committees across the campus. The chart below details the full-time faculty’s participation on committees:

Faculty Member	Committees
Elizabeth Cowan	Tenure Review Committee (currently under first year of tenure review), APASS Learning Community
Eleni Economides Gastis	Faculty Senate, DSPPS Advisory Committee, Tenure Review Committee (currently under first year of tenure review), Student Equity Faculty Senate Subcommittee, First-Year Experience Faculty Senate Subcommittee, English 1A for CTE Program Liaison, Women’s History month events
Jackie Graves	Student Equity Faculty Senate Subcommittee, SSSP Committee, Foundations Skills Committee, Institutional Effectiveness, Faculty Senate, Tenure Review Committees, English faculty hiring committee, Writing Center Instructional Assistant Hiring Committee, Learning Communities Committee, Scholarship Committee, District-wide English division Multiple Measures workgroup, Women’s History month events
Brenda Harker	Tenure Review Committees

David Mullen	Foundations Skills Committee, Foundation Skills Pathways, English and ESOL faculty hiring committee, Peralta Scholars Advisory committee
Ian Latta	Foundations Skills Committee, Foundation Skills Pathways, Tenure Review Committee (currently under first year of tenure review)
Adrienne Oliver	Learning Assessment Committee, Tenure Review Committee (currently under first year of tenure review), Women's History month events
Roger Porter	Tenure Review Committee (currently under second year of tenure review), Black History Month events
Danielle Robledo	Tenure Review Committees
Meryl Siegal	Curriculum Committee, Tenure Review Committees, Co-coordinator of Women's History Month, Faculty Senate (2012-13), Technology Committee (2012-2013)
Antonio Watkins	Tenure Review Committee (currently under second year of tenure review), UBAKA Learning Community
Chris Weidenbach	Professional Development Committee Chair, Tenure Review Committees, Scholarship Committee, Technology Committee

We have many (six) full-time faculty members still in their first two years of tenure review. In the near future, we would like to have representatives from the English department serve on other key shared governance committees including the Budget Advisory, Technology Planning, Faculty Prioritization, and Facilities Planning Committees.

The English department developed the Student Engagement College for Success and Innovation (SECSI), a community-of-practice in which 13 English faculty members participated in Spring 2015. The SECSI leveraged funding from the Foundation Skills Committee to stipend faculty to work together to share best practices, curriculum strategies, activities and innovations in support of student success. The SECSI helped our department clarify its goals of creating greater alignment across courses, explore ideas about acceleration, and plans to develop a free online English department reference materials for students with lessons and exercises. Several members of the English department participated in planning and/or attended the ILO Communication Summer Institute.

The English department collaborates with several programs on campus, including developing specialized English courses for CTE (Career Technical Education), UBAKA (African American Learning Community), APASS (Asian Pacific American Student Success), FSP (Foundation Skills Pathway), Gateway to College (at-risk high school students), and the Athletes Learning Community. Several other departments have expressed interest in creating linked courses, including African American Studies, Asian American Studies, Mexican/Latin American studies, and Biology.

English department faculty are active in campuswide discussions on Student Equity, Student Success and Support Programs, and improved assessment-for-placement.

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

The English department is actively engaged in the larger community in myriad ways. Several members of the English faculty regularly read their work in community including appearances by Judy Juanita, author of *Virgin Soul*, and Andrena Zawinski, winner of the PEN Oakland Josephine Miles Award for her poetry collection *Something About*. Eleni Economides Gastis leverages her journalism background to help students publish their work in the *San Francisco Chronicle* and other

print and online media outlets. Ms. Gastis and Ian Latta have actively worked to increase the number of student scholarship recipients through personal statement workshops. Mr. Latta has also taken a lead role in “brown bag” training sessions for tutors in the Writing Center, and in developing the Open Access Basic Skills Resource Project. Louis (Chris) Stroffolino has hosted a radio show for 9th Floor Radio through Peralta, where he invited community guests to participate. Dr. Stroffolino has also invited community writers and speakers to present in his classroom; these visits have been filmed and archived by Peralta TV.

New full-time faculty member Roger Porter hosted a panel for Black History Month entitled “Young, Black and Revolutionary,” which included members from the Black Lives Matter movement. Several women writers in the department participated in a reading for Women’s History Month entitled “Our Voices Laney English Faculty Reading” at the June Steingart Art Gallery. Department co-chair Chris Weidenbach, hosted a series of extracurricular film screenings to increase student civic engagement and awareness (including *Harvest of Empire*, *Inequality for All*, *Heist*, *The Case for Single-Payer*, Presidential 2012 debate-watching event). Professor Weidenbach has also engaged the college in inter-disciplinary thinking and collaboration on Sustainability. Jackie Graves hosted the Mixed Roots film screening and panel discussion, and collaborates with the Theater Department to provide literary consultation on their productions.

Dr. Meryl Siegal is Community-College Level Chair of California Teachers of English to Speakers of Other Languages (CATESOL) a state-wide organization, West Berkeley Neighborhood Association, Cedar Street neighbors, Berkeley Neighborhood Council. Brenda Harker regularly brings her students to museums, art shows, and film showings. Antonio Watkins is engaging his students in conversation to understand how the college can more effectively address their needs, including child care, and is working with students and SSSP Coordinators to develop a “Laney Children’s College.” David Mullen has collaborated with Math, Counseling, and Business departments to expand the Foundation Skills Pathways program, which now offers a weekly Student Success Support group. His work with FSP has led to greater faculty awareness and advocacy for a campus-wide enrollment management system. Mr. Mullen also worked with the district Peralta Scholars committee to improve African American student success.

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

We have monthly department meetings, to which all English faculty members are invited. English department meetings have included presentations from faculty who have attended various conferences (including Carnegie Institute for Innovation in Education; Faculty Experiential Learning Institute [FELI]; California Acceleration Project; and Supporting Student Success Conferences). We have also had presenters from variety of college service areas including DSPS, CTE, Learning Assessment, and Distance Education. We also have a google groups listserve where we share information about campus events, conferences, and pedagogical questions and ideas. Several PT English faculty members have begun meeting informally at the Laney Bistro to discuss pedagogy in course-level meeting groups. Adjunct faculty participated in the SECSI community of practice, and we plan to continue the practice of paying stipends to faculty to participate in department-wide collaboration and sharing of best practices. In addition, adjunct faculty are (at least in theory) paid stipends to do student learning outcomes assessment work.

9. Professional Development:

- **Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.**

Our instructors struggle with inadequate access to ‘smart classrooms’ and ‘smart carts,’ but most have taken advantage of the access we do have, adding multi-media components to in-class instruction. Many of us have been trained in the use of smart classroom technology including document cameras, projection technologies, and some ‘smart-whiteboard’ software; without adequate access to these technologies, the usefulness of such training is limited, and needs to be renewed and deepened.

We have built a fairly substantial department website using the very useful WordPress platform, and would like to expand that website to include more resources for students and instructors. Most of our instructors have not activated our WordPress sites due to a lack of familiarity with the functionality of the WP platform; but several instructors have made extensive use of WordPress, and are willing to explain how we use it and how others can get started using WP for their classes.

Our college recently subscribed to Turnitin.com, which several instructors have begun using, some extensively, and some have employed Turnitin as a quasi-course-management platform. Given adequate time to do so, we could train each other in the various functionalities of this platform; but we would definitely benefit from expert training, especially specific responses to our individual questions and inter-department sharing of the quick-marks tools and ‘show-and-tell’ presentations illustrating our combined best practices.

Our community-of-practice, the Student Engagement College for Success and Innovation (SECSI), has begun sharing all manner of pedagogical inquiry and best practices, and we will resume this work in the spring of 2016. Part of our work has involved using platforms such as GoogleDocs and Google-Drive to make instructional documents available to anyone interested. We have found it difficult to find time for the technical training and trial-and-error experimentation that would lead to mastery of these platforms.

Several faculty in our department have offered workshops on cultural understanding and awareness of different “Englishes” and the benefits of teaching our diverse student community about ‘code-switching’ between their home languages and Standard American English, or Midwest American Vernacular English – the lingua franca of American academia and professional and most public discourse. We would greatly benefit from expanded time to galvanize our shared knowledge of these concepts and demonstrations of how some of us have successfully integrated them into our curricula.

- **How do you train new instructors in the use of Distance Education platforms? Is this sufficient?**

Many of our instructors have taken advantage of Distance Education training through Merritt’s Ed Tech program and/or @One trainings, and we have begun offering both hybrid (50/50) and all-online courses in our transfer-level composition and reading course, English 1A, with great success.

A clear college policy on the training requirements for online and hybrid instruction is vital, as is expanded access to training courses. We do not have the authority to train our own instructors in the

philosophy and technical skills required for distance education. These factors will be especially important as we seek to expand our online course offerings, and particularly hybrid courses to include nearly all of our department's courses. We hope the College and Peralta District will expand Education Technology course offerings to make them available year-round, so instructors can begin the required course sequences at the recommended starting point during either fall or spring semesters, or during winter intercession, or during summer months

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale:

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 (African American Literature, Asian American Literature, World Literature, etc.)
2. **A yearly end of the year retreat for the English department.** A planning retreat would provide an opportunity to examine assessment results and review goals for the next year. We can assess what worked and what we'd like to improve in our classes and share best practices. The timing is crucial: at the end of the year, the learnings of the semester are fresh, and there is time to re-design curriculum for upcoming summer and fall courses. It is also a great opportunity for teambuilding activities among our phenomenal department—which aligns with our instructional goal of greater alignment across the department.
3. **Create a free online English reference and workbook for students** that can be used across classes and in the Writing Center. We are beginning work on the Open Access Basic Skills Resource Project this semester.

- **Goal 2. Assessment:**

Activities and Rationale:

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 opportunity to discuss the most common student writing issues.

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.

- **Goal 3. Instruction:**

Activities and Rationale:

1. **More alignment across the department among courses.**
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.
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 of our course outlines to include an online and hybrid component.
4. **Pilot Accelerated Pre-transfer Curriculum.** We plan to pilot accelerated pre-transfer English courses in Fall 2016. We hope to train several faculty on accelerated principles and curriculum design, and work together to advocate for greater tutoring support to support this work.
5. **Closer collaboration with 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.

- **Goal 4. Student Success:**

Activities and Rationale:

1. **Creation of an Online Literary Journal.** Since *Good News*, 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 version would be relatively inexpensive to produce. By showcasing students' excellent work, we can encourage greater success.
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.
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 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 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 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 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.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

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
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 populations, including African American and Latino/a students, Disabled students, Former Foster Youth, and Veterans. Our faculty need more training in equity.
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 choices for maximum impact, as well as to provide just-in-time remediation.
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.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: _____ Laney _____

Discipline, Department or Program: _____ English _____

Contact Person: _____ Jackie Graves and Chris Weidenbach, co-chairs _____

Date: _____ 11-1-15 _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	3-5 Full-time English Faculty			Page 14
Human Resources: Classified	1 classified staff to assist with tutor coordination			Page 14
Human Resources: Student Workers	2 student workers to assist in English department			Page 14
Technology	100 new Smart Classrooms			Page 15-16
Equipment	Improved access to and more Smart Carts			Page 15-16
Supplies	Paper, printer toner cartridges, bookshelf/filing for T550			
Facilities	Laney Library—a 21 st century teaching and learning facility			Page 16
Professional Development	Equity, Acceleration, DE Training, Affective domain including FELI			Page 23
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney

Discipline, Department or Program: English

Contact Person: Jackie Graves and Chris Weidenbach, co-chairs

Date: 11-1-15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Create an English Transfer degree	Student success	Build programs of distinction.
2. Increase Faculty Training in Equity, Acceleration, Distance Education, and FELI /other Affective Domain	Student success, Accreditation, Assessment	Advance student access, equity and success. Build programs of distinction. Strengthen accountability, innovation and collaboration.
3. Re-establish English Department Exam.	Assessment	Strengthen accountability, innovation and collaboration. Build programs of distinction.
4. Improve Assessment-For-Placement	Student success; Resources	Develop and manage resources to advance our mission. Build programs of distinction.
5. Advocate for the Prioritization of the Laney Library: a 21st Century Teaching and Learning Facility	Student success; Resources	Develop and manage resources to advance our mission. Engage and leverage partners.
6. Create a free online English reference and workbook for students	Student success; Assessment	Strengthen accountability, innovation and collaboration.
7. Develop a yearly end of the year retreat for the English department	Student success; Assessment	Build programs of distinction. Strengthen accountability, innovation and collaboration.
8. Create an Online Literary Journal	Student success	Build programs of distinction. Strengthen accountability, innovation and collaboration.
9. Publicize our students' achievements	Student success;	Build programs of distinction. Strengthen accountability, innovation and collaboration.

10. Pilot accelerated pre-transfer curriculum	Student success	Build programs of distinction. Strengthen accountability, innovation and collaboration.
11. Collaborate more closely with ESOL department	Student success	Strengthen accountability, innovation and collaboration.
12. Class size reduction to honor the contractual cap of 30 students in English and ESOL classes	Student success	Build programs of distinction. Strengthen accountability, innovation and collaboration.
13. Expand DE course offerings	Student success	Build programs of distinction. Strengthen accountability, innovation and collaboration.
14. Increase smart classrooms	Student success; Resources	Develop and manage resources to advance our mission. Strengthen accountability, innovation and collaboration.
15. Explore alternative course schedules, including more short-term courses.	Student success; Resources	Develop and manage resources to advance our mission. Strengthen accountability, innovation and collaboration. Build programs of distinction.

Appendix C

Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program: English

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
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<input data-bbox="105 107 149 155" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="99 249 142 298" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input data-bbox="99 403 142 451" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Discipline, Department or Program Chair

Print Name

Signature

Date

Received by Vice President of Instruction

Print Name

Signature

Date