

English Department Program Review

Spring 2010

The Instructional Program Review Narrative Report

1. College: Merritt College

Discipline, Department or Program: English Department

Date: 2/15/2010

Members of the Instructional Program Review Team: Ann Elliott (Co-chair), Jon Drinnon (Co-chair), Todd Johnson, Isela Santana (contract faculty), Allison Miller, Anne Cassia, Thomas Hart (adjunct faculty)

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

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The English Department at Merritt was established in the mid-1950s when the college expanded to include a liberal arts curriculum. Over the next twenty years, the department grew to include twenty FTE contract faculty and offered a wide selection of English courses from basic skills to second year literature and creative writing courses. The department sponsored a literary journal and a newspaper. During the mid-1980s, when the Peralta District as a whole suffered revenue losses and declining enrollments, the English department experienced a major decrease in full-time faculty and a reduction of course offerings. By 1990, there were 7.0 FTE contract faculty. Course offerings were so limited that the English major was deactivated. ADD FROM 2010 UNIT PLAN

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

Our course outlines for our core courses—Engl 252A/B, 201A/B, 1A, 1B, 5—are due (not overdue) for updates and have been submitted to CurricUNET for updating. First the course outlines were distributed to the department for comments and changes and then submitted to

CurricUNET for approval. We have implemented a plan to update the remaining courses that we have not offered in at least five years. Those should be updated this semester with student learning outcomes added. Our outlines reflect our commitment to effective teaching and student learning and robust outcomes for our students. We were among the first disciplines on campus to close the assessment loop, completing this process Spring 09 for English 1A and we have in place a process to do the same this semester. Our continued focus on assessing our student learning outcomes will help us to maintain and improve the effectiveness of our curriculum and how the faculty implement it in the classroom.

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Yes. We have conducted such a review as mentioned above.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

We are continually evaluating and reevaluating our curriculum sequence for effectiveness and to meet the needs of our students. We recently revised our basic skills course, English 252, to remove to be arranged hours, which were very difficult to implement consistently. Our department has since had discussions about how we can improve that level by creating learning communities for all the sections with a counseling course or a tutoring course. Research shows that basic skills students need additional support to help them learn skills related to being a student. We have recently reviewed our outlines and deactivated courses that we have no plans to offer at this time. We are also in the process of updating our core course outlines which will be completed by the time this report is done. Our prerequisites are validated and dates of validation included on the course outlines.

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

The majority of our courses have student learning outcomes. All of the courses we currently offer, our core courses mentioned above, have outcomes. The rest will have outcomes in place by the end of the spring 2010 semester. We have an assessment process in place, and it is ongoing.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

We have created program outcomes and have plans to review them this semester. When we do the review, one of the priorities will be to align them with the institutional outcomes.

- Recommendations and priorities.

A college and English department priority is basic skills instruction. This does not mean we do not value or focus on all levels of our instruction including transfer. But with over 2/3 of our incoming students assessing in at the basic skills level, if we do not prioritize their needs, they will not do well in the other courses. To this end we need to hire a contract instructor with basic skills instruction training. We are down two instructors and it is very difficult to develop and prioritize basic skills instruction using primarily part-time instructors. Our department is lucky to have many fine adjunct instructors working for us, but their attention is by necessity divided often between several different work environments each with its own demands. We are in the midst of looking into the learning community model for our English 252 level and strongly recommend moving in that direction as other colleges in the district have already done.

4. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Effective and innovative strategies used by faculty to involve students in the learning process:

- The English Department faculty employ a wide variety of instructional strategies geared towards student involvement including:
 - **On-going and Regular Assessment**
Some instructors offer mid-semester and end-of-the semester evaluations that remind students of their progress on their individual strengths and weaknesses. In addition to assessing students, some instructors give in-take evaluations after every essay assignment, which allows students to read and critique instructors' essay feedback.
 - **Reading and Writing Strategies**
Instructors also use reading and writing strategies that engage students with multiple learning styles, audio, visual and kinesthetic. Many instructors integrate dramatic performance, oral presentation, visual arts, and film. In addition to these, some instructors use the NOMAD's document reader/projector, which allows students to do individual, peer, or group work within the classroom, and then project it, which means immediate sharing and manipulating or editing of students' work and ideas. "The classroom becomes more of a shared experience," remarked one instructor who uses the NOMAD.

Instructors use readings that students can personally relate to and that belong to a familiar genre of their generation. For example, some instructors use hip-hop to analyze and foster group discussions about gender issues, multi-culturalism, race issues, homophobia, class issues, and historical struggles. Hip-hop is also used to introduce students to poetry analysis.

Instructors give students opportunities to use specific reading strategies, called "Reading Tips" and then reflect on their own reading process. They are asked, *Was the tip effective? Why or why not?*

- **Effective Communication with Students**

Instructors use a variety of methods to communicate information, directions, and foster dialogue. As a department, instructors revisit course outlines to ensure that their syllabi clearly convey appropriate student learning outcomes. Other means of communication include electronic mail; Moodle; regular office hours with designated drop-in sessions.

The following strategies are used widely and have been found effective at all levels: Essay Skeletons, KWL+; PPPC; PIE Paragraphs; Christensen Paragraphs; Quote Sandwich; Step-by-step instructional handouts for all the essential elements of essay construction used as lead-ins to a lesson, in conjunction with lecture, group work, and peer review workshops.

- **Collaborative Learning**

Instructors have designed unique and innovative exercises that foster peer collegiality and collaborative learning and which hold students accountable for achieving specific outcomes. One instructor uses Expert Group Projects as a way to give students more responsibility and ownership of the class as the semester progresses. In these groups, students research a particular topic and then share that information with other groups. For example, in a class that teaches a novel, *The Kite Runner*, students in a group lead the class for part of the time on a reading or a chapter. Students give presentations that are often creative, bringing in Afghan dishes and music that are mentioned in the novel.

Instructors also use Fish Bowls and Socratic Seminars as methods for helping students develop critical thinking skills. Similar to Expert Group Projects, these methods give students more responsibility and ownership of their own learning, helping them to make connections between ideas and information shared between peers.

- **Rhetorical analysis and Research**

Instructors assign thesis-based essays, literary critique analysis, and research papers to help students learn how to access information using on and off campus library databases, Internet, books, periodicals, and journals. Instructors have developed research projects that compel students to make real-life connections and applications. One instructor assigns a research paper that asks students to develop practical solutions to social issues/problems at the local, national or global levels. Students make audio and visual presentations to their peers who get to evaluate and offer their feedback.

Effective Technology:

- Email, including Passport class contact system
 - Helps develop better instructor/student relationships inside and outside the class.
- Moodle & Websites
 - Increases student access to materials and hands-on instruction
 - Helps foster independent work, self-monitoring, and peer interaction

- Equalizes discussion among students of diverse linguistic and cultural backgrounds.
- Facilitates portfolio grading and managing assignments
- Prepares students for the technological demands of today's academic and career environments.
- Laptops and Projection/OHP/Smart Board
 - Allows manipulation and processing of data for students with multiple learning styles—auditory, visual and kinesthetic.
- TV/DVD
 - Offers a visual, more contemporary medium for exploration of topics
- CD/Stereo
 - Adds another medium for reaching students

How does the department maintain the integrity and consistency of academic standards within the discipline?

- The following quantifiable activities are completed regularly:
 - Peer evaluation
 - Norming of rubrics and grading
 - Engaging in on-going discussion and collaboration on teaching methodology through regular department meetings, professional development, email communication, conferences, continued education, membership in national consortia on the teaching of reading, writing, and literature.
- This comparison to the curriculum and workload in other accredited colleges and universities is vital in seeing how our standards of teaching measure up and are preparing students for transfer and completion of credentials.
- Through sharing and co-creating curriculum, instructors continue to adjust each semester to better address the needs of students and to improve lesson plans. We also use texts that have undergone serious study through programs at SFSU, and have been shown by reading and composition scholars to produce the greatest learning for students at the English 252 and 201 levels, with special attention paid to Gen 1.5 readers and writers.

Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

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

- Course scheduling is diverse and seeks to meet a wide range of students. We offer night classes, day classes, Saturdays, late start courses, intersession and summer classes for all of the keystone courses, including and especially developmental courses, giving students ample opportunity to continue their studies on their own time and at their own pace. We also have opened up new courses such as grammar instruction, independent study and writing

Recommendations and priorities:

- Set new lower class caps
 - Greater instructor access to technology (consistency)
 - More assistance from instructional aides, especially if class caps are not lowered.
 - SMART classrooms
 - Consider additional hybrid or online classes for certain courses.
 - Since busy lives often interfere with student success, more access off-campus may be helpful.
 - Additional effort made to keep at risk student populations involved.
 - The Puente Program is a good example. Other effective methods could be consort or linked classes that get students to develop a community of peers. A counseling course linked with English courses could also be effective. This may take us beyond just one counselor assigned to a class and make students enrolled in one course also attend a second college readiness or career counseling class. We could consider linking courses to the Nursing and Radiology or Criminal Justice departments.
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5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

The retention rate for all English classes is 73% for both 04-07 and F08 (the most current data we have). The overall college retention rate for the same periods is 72%. So English is right in line with the rest of the College, but that does not mean we are complaisant about a 73% retention rate in our courses. However, we could more precisely analyze and adjust to retention data if it were disaggregated by course level—basic skills, degree applicable and transfer level.

In English we have reading and writing student learning outcomes that are critical for student success in most other college courses. If they do not meet those outcomes, we do a disservice to students since we push them on before they are fully ready. This can cause students to struggle and even fail in their other classes. This undoubtedly has an impact on retention both within the confines of our program and after students move on to other disciplines.

We have been given no data on persistence rates—that is, how many students who complete one English course enroll in a course at the next level. This would be especially useful for adjusting to the needs of our basic skills students whose skills are tenuous and likely to evaporate if they do not persist from semester to semester in developing these essential reading and writing skills.

We suspect that basic skills students who stop out of English classes are much more likely to make slower progress and earn lower grades or withdraw from college altogether. Data could definitely inform our thinking and actions here.

All of our instructors try to pick topics that will be of interest to students, actively engage students, and often follow up with students who miss class for a period of time. In addition, at least some basic skills instructors if not all, spend some time at the beginning of the semester teaching study skills to help students succeed. Many basic skills instructors use the beginning of the semester to teach student skills elements since that is a basic deficiency of students at this level and they need this foundation to be successful in the class.

We do not offer a degree or a certificate.

New initiatives

Faculty are continually taking new initiatives to promote retention in our courses. For basic skills students we are working on assigning tutors to the various English 252 sections. Faculty revise materials for their courses on an ongoing basis to heighten student engagement. For example, an English 201 instructor designed an environmental justice unit. An English 1A instructor focuses the course on African American writers and themes. Our Puente instructor works diligently to provide relevant course material for Latino students and also put on campus activities that engage not only the Puente program but the entire campus. In addition we are exploring the possibility of creating a learning community between our lowest level English class, 252, and a student skills counseling course.

Other initiatives we could take: We support an assessment writing sample for placement to ensure students have the requisite preparation to succeed in the classes to which they are placed.

First, we notice that our success rate (completing the class with A,B, C or Credit) has increased 5% (from 52% in 04-07 to 57% in F 08). This is significant. However, our analysis would be helped if the success data were disaggregated by level—252, 201 and 1A. Otherwise we can only make guesses about the fact that the success rate is still 3% below the college average.

Continue to improve tutorial support through tutor training and the hiring of a permanent instructional assistant.

Revising curriculum to address basic skills students' engagement in the college curriculum.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Needs of students: lack of preparation in reading and writing, lack of sufficient study time and strong studenting skills, lack of sufficient financial resources to support their education. Students need a consistent research-based basic skills and transfer curriculum that will help them develop essential reading, writing and critical thinking skills for jobs when they graduate and for

transfer level work. Students also need more contract faculty to support and build the aforementioned basic skills program. Students need an instructional assistant to coordinate activities and tutors in the learning center and to support and coordinate with the English faculty. We put in a request for a contract faculty hire but it was not set as a priority at this time. We desperately need two positions to fill in for two retired faculty. We have also continually requested an instructional assistant but have not been able to attain one.

- Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

Efforts to assess We have written student learning outcomes for all of our core courses. We conducted an assessment “closing the loop” project for English 1A in Spring 09. See the attached summary report. We be conducting a second one in Sp 10.

- Recommendations and priorities.
 1. We recommend hiring two new full-time positions, at least one of which should be a basic skills specialist.
 2. We recommend hiring a permanent instructional assistant. Our rationale is laid out in previous responses.
 3. It is a department priority to become proficient in assessing students within the near future. We will finish writing student learning outcomes for the remainder of our courses.
 4. The department will continue to develop our basic skills program as a high priority.

6. Human 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.

Fall 08 data for current staffing is as follows:

PERSONNEL NEEDS 09/10										
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF	
								37%		
		1227	145.20	3.83	.33	5.94	10.10			14.37

In F08 contract faculty were only 37% of total faculty, and in F09 the department lost one additional full-time faculty member with the retirement of . This means that contract faculty is an even smaller percentage of total faculty.

There are no classified staff in the program.

Relying on adjunct faculty for a program as complex and important as English undermines the strength and effectiveness of the program and limits our ability to strengthen and develop the program. Moreover, an additional faculty member with basic skills expertise is needed. Almost 75% of students assess below the college—level in reading and writing. Basic Skills will continue to be a priority of the English department and the college. Too often basic skills classes are taught by adjunct faculty who don't have the time to engage in program co-ordination and development.

- Describe your current utilization of facilities and equipment. Projects, laptops, computer labs,

Almost all English faculty use overhead projectors, laptop computers and LCD projectors, and video playback equipment in the classroom. One classroom used by English faculty also has a 30- laptop mobile unit available. Many faculty also bring their whole class to the electronic classrooms.

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

The short answer is that both human and physical resources need to be augmented.

Human Resources

The English Department needs an additional contract faculty member as soon as possible. Relying on adjunct faculty for a program as complex and important as English undermines the strength and effectiveness of the program and limits our ability to strengthen and develop the program. Moreover, an additional faculty member with basic skills expertise is needed. Almost 75% of students assess below the college level in reading and writing. Basic Skills will continue to be a priority of the English department and the college. Too often basic skills classes are taught by adjunct faculty who don't have the time to engage in program coordination and development.

In addition , the department needs reading and writing across the curriculum (WRAC) tutors to support students in English, especially basic skills courses, and in other courses across the curriculum. We also need a 1.0 instructional assistant to support the Learning Center course and to coordinate the WRAC program.

Physical Resources

The **English/humanities Department** needs a home. We are the only department in the college that does not have offices in the buildings where we teach. English and humanities classes are offered in three different buildings—A, D, and P. Faculty offices are in four different buildings—A, D, F, and P. This situation makes it extremely difficult for the department to support the technology needs of faculty. Unlike all other departments in the college, English/Humanities has no place to store and secure equipment for classroom use. Lack of centralized offices and classrooms also negatively impacts opportunities for formal and informal collaboration amongst faculty.

We need a centralized location for our classes and offices.

Faculty have to carry LCD projectors and computers from building to building or push video playback equipment between buildings. All our classrooms should be smart classrooms with state of the art technology.

- Recommendations and priorities.

Hire two new contract faculty and 1.0 instructional assistant. Hire personnel who bring both diversity and expertise (ethnic, linguistic, age, sexual orientation, reading/writing training etc.) to the department.

Address the physical resource needs of the department: turn our classrooms into smart classrooms. Provide a home for the English/humanities department where offices and classrooms are in close proximity and storage is provided.

7. Community Outreach and Articulation

For vocational programs:

N/A for English department

Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?

Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

- The English department works closely with our articulation officer to ensure that our courses meet the transfer needs of our students. Two years ago we created an English 100 course that was designed to be the equivalent to English 1A for students who do not want to transfer and to meet the new higher level English AA requirement. Our articulation officer inquired as to whether this course could transfer and determined it could not.

- We are making every effort to prepare students for upper division work. We currently have no method to track students statistically after they transfer, so it is not possible to determine how successful our efforts are. However, the department has developed a process for sharing resources among our instructors and collaborating on teaching methodology. The department co-chairs also monitor progress in courses and at times work with adjunct instructors to bolster standards and instruction to ensure that the proper rigor is present to prepare students to be successful. As we develop our assessment of student learning outcomes, we will begin to be able to evaluate how students are meeting those outcomes and make adjustments to improve our teaching methodology and student success.
- Through the Office of the President, we have implemented a UC affiliated, statewide program, the Puente Project, a learning community that focuses on assisting students through the transfer process, which uses counseling, mentoring and writing in order to prepare them for the four-year university. Puente also provides data regarding the number of students who transfer and has just recently begun to track progress of students at the university level to determine matriculation success.
- In addition, the Ethnic Studies department at UC Berkeley collaborates with the Puente Project through a credit bearing university course, in which CAL students provide guidance, academic assistance, and mentoring for Merritt students. Through this relationship, Merritt students develop a clearer understanding of the requirements and course demands at the university level.
- Frequently individual instructors introduce Merritt students to the surrounding campuses, through library and campus visits, in order to engage them in setting future goals and to make them comfortable with the higher expectations of the universities to which they'll be transferring.

For all instructional programs:

Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

- In 2008 our department in collaboration with the English department at Berkeley City College, created an alternative course to English 1A to meet the needs of a segment of our student population that did not intend to transfer to a four year institution. We

- The department is also very much cognizant of the diverse student population that we have the opportunity to serve at Merritt College. All of our instructors devise curriculum that engages our students and draws them into the academic environment.

Recommendations and priorities:

- As mentioned before in the review, basic skills instruction is a college and department priority. If we do well with our basic skills instruction, we will meet the needs of a majority of our student population, including under-prepared, vocational program, and transferring students. They will have greater success in their courses within multiple disciplines requiring writing skills, within their vocational courses, and in future transfer level courses in addition to succeeding after they transfer to four year institutions. To do this well, we need to have a solid cohort of contract instructors with an educational and experiential background in basic skills. We are now down two contract instructors below our previous level and clearly need to replace these two positions.
- Additional faculty are needed who identify with and understand the diverse backgrounds and needs of the rising Latino/a and Asian student populations. When able to identify with and see themselves represented by faculty, students are more receptive to and thrive within the academic culture.
- Finally, a closer tie between the English and ESL departments would encourage greater persistence for second language learners, who are currently unable to receive the language and writing support needed on the Merritt Campus. The Fruitvale campus is the closest location for ESL instruction that is best integrated with the other writing courses and support systems.

Appendices

Departmental Assessment Form

Note: Individual Faculty Assessment Worksheet precedes this form.

Use the form below to summarize the results of the department meeting in which you discussed the learning outcome assessment process of individual faculty or of the department as a whole. Append this form to your Program Review and Unit Plan and incorporate the results into the narrative of your plan.

Department	English
Meeting Date	5/15/09
Number of Faculty/Staff in Attendance (% fulltime and adjunct and total)	9 (3 contract faculty 33% and 66% adjunct faculty)
Number of Faculty/Staff sharing Assessment Results (% fulltime and adjunct and total)	The plan was to randomly select 20% of the essays from the 12 English 1A sections. However, only 5 English 1A sections submitted essays, and we only had a total of 27 essays to assess. This was not a valid sample, but we went ahead and assessed these 27 essays. The faculty present were divided into 4 groups, each group reading and assessing 6-7 essays. The groups then reported back on their findings. We went over a high level essay (4) and a low level essay (1) putting them on a document reader to norm the group. Other groups reported on salient features of their essay assessment. Only one English 1A faculty member had completed the "Individual Faculty Assessment Worksheet"
SLO assessed	<i>Write focused, reading-based, well-supported essays that demonstrate effective organization and argument, analysis of the reading, critical thinking and syntactical maturity.</i>
Assessment Tools (Please attach major assignments your faculty/staff used to assess the SLOs) and rubrics, scoring guides or checklists you used to assess the assignments	Of the five sections submitting essays there were four different assignments; however, we did not have the assignments in front of us. We considered this another weakness in the assessment project design.
Assessment Results (Summarize the overall results of your department)	Overall, we found few essays that achieved the highest score on our rubric (1-4) or the lowest score. Most of the essays were in the 2-3 range.
What student needs and issues were revealed?	We notice a general strength in sentence level maturity

<p>Were there any areas where student performance was outstanding?</p> <p>Any areas where it can be improved?</p>	<p>and in critical thinking.</p> <p>We noted prevalent weaknesses in thesis statements, in essay and paragraph structure, in the use of strong relevant reading based evidence to develop and support the thesis and in original insights.</p>
<p>Next Step in the Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them address the needs and issues that were revealed by the assessment.</p> <p>How might student performance be improved?</p>	<ul style="list-style-type: none"> ○ State criteria for grading more explicitly—one clear challenge in this assessment process was that neither the instructors nor the students had the same rubric that we had as they were completing their assignments. Moreover, faculty are using different rubrics for grading than the one developed for the assessment. (See attached rubrics) ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignment/activities ○ Increase guidance for students as they work on assignments ○ Ask a colleague to critique assignments/activities ○ Collect more data
<p>Next Step in the Department to Improve Student Learning</p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods, particularly about teaching the thesis and ○ Encourage faculty to share activities that foster competency ○ Create bibliography of resource material
<p>Priorities to Improve Student Learning</p> <p>(List the top 3-6 things faculty/staff felt would <u>most</u> improve student learning)</p>	<p>1. Come to consensus as a department as to what characteristics constitute a good essay at the 1A level and use that consensus to develop consistency in our classes and come up with a common rubric that has been used in the classes with the students and can be used for future assessment projects.</p> <p>2. Work within the department on essay prompt designs that will guide students towards success with good scaffolding for what they need to do for each assignment. We discussed making this a future assessment task preceded by collaboration within the department on effective practices for prompt designs.</p> <p>3. Meet as a department to collaborate on how to encourage our students to better incorporate reading based support in their essays.</p>

<p>Implementation</p> <p>(List the departmental plans to implement these priorities)</p> <p>Include any funds needed for implementation.</p>	<p>Offer a flex day workshop</p> <p>Update Unit plan to continue to ask for English Instructional Assistant and more tutors</p> <p>Create a binder of resources</p>
<p>Timeline for Implementation</p> <p>(Make a timeline for implementation of your top priorities)</p>	

Instructional Program Review Resource Needs Reporting Template

Division:		Department/Program:			Contact:	
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum	

Integrated Planning Template

Division:		Department/Program:			Contact:	
Strategic Direction __:						
Institutional Goal __:						
Objective:					Priority:	
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments	College Planning Link(s) *	
1.						
2.						
3.						
4.						
5.						

*College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee
 Curriculum Committee
 Learning Assessment (SLO) Committee

Student Learning Outcomes Reporting Template (Course Level Outcomes)

Division:		Department/Program:		Course:		Contact:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action

Student Learning Outcomes Reporting Template (Program Level Outcomes)

Division:		Department/Program:			Contact:		
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	Actual Level of Performance	Plan of Action	